

**Seventh-day Adventist Theological Seminary
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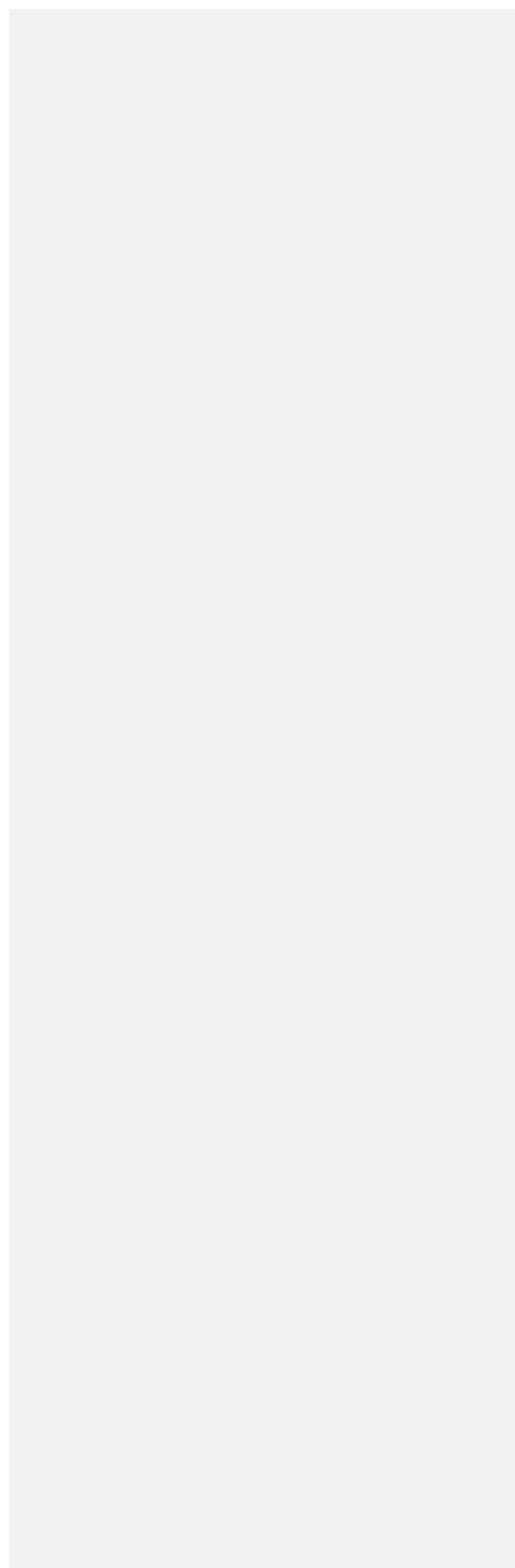
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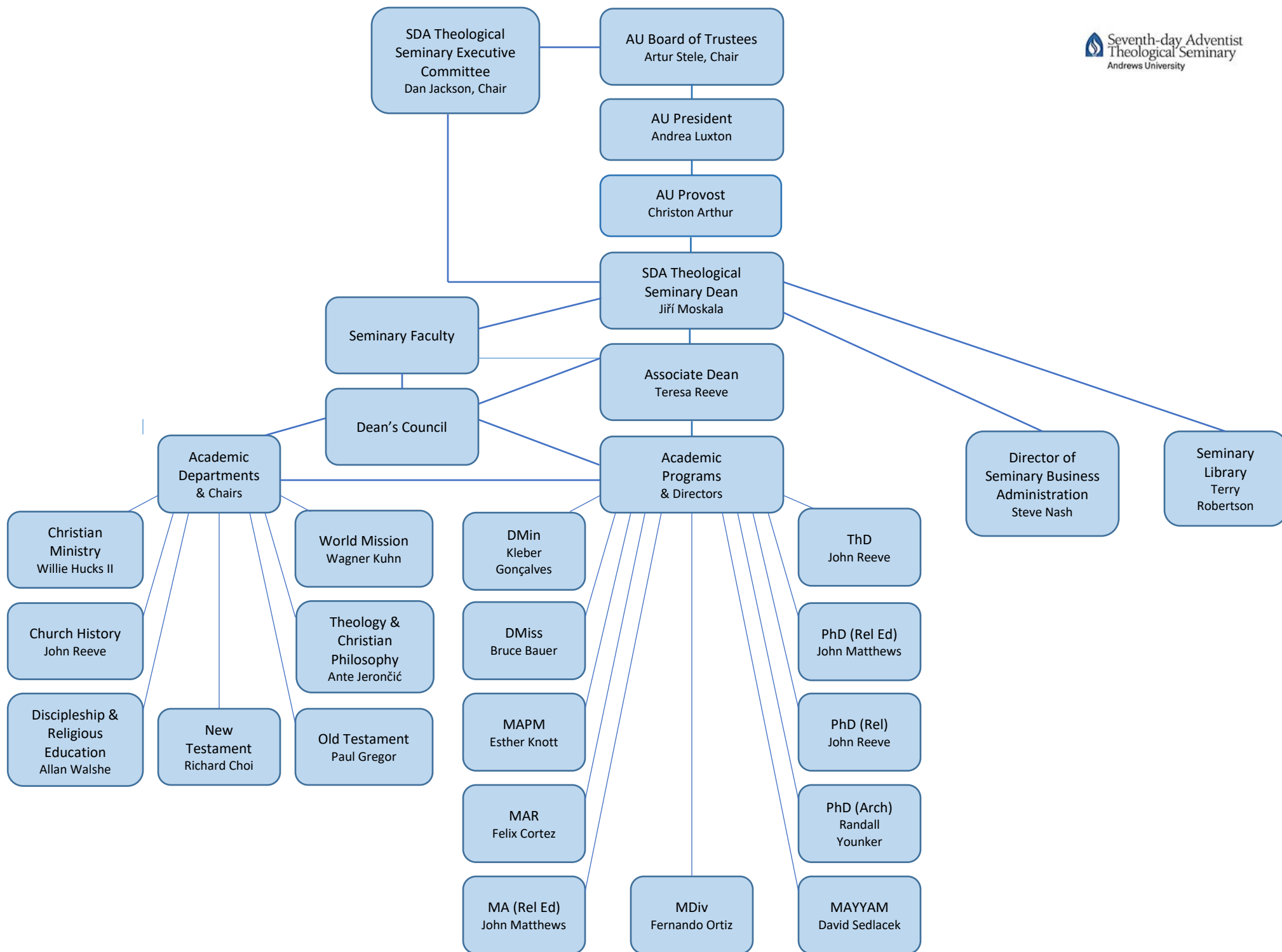
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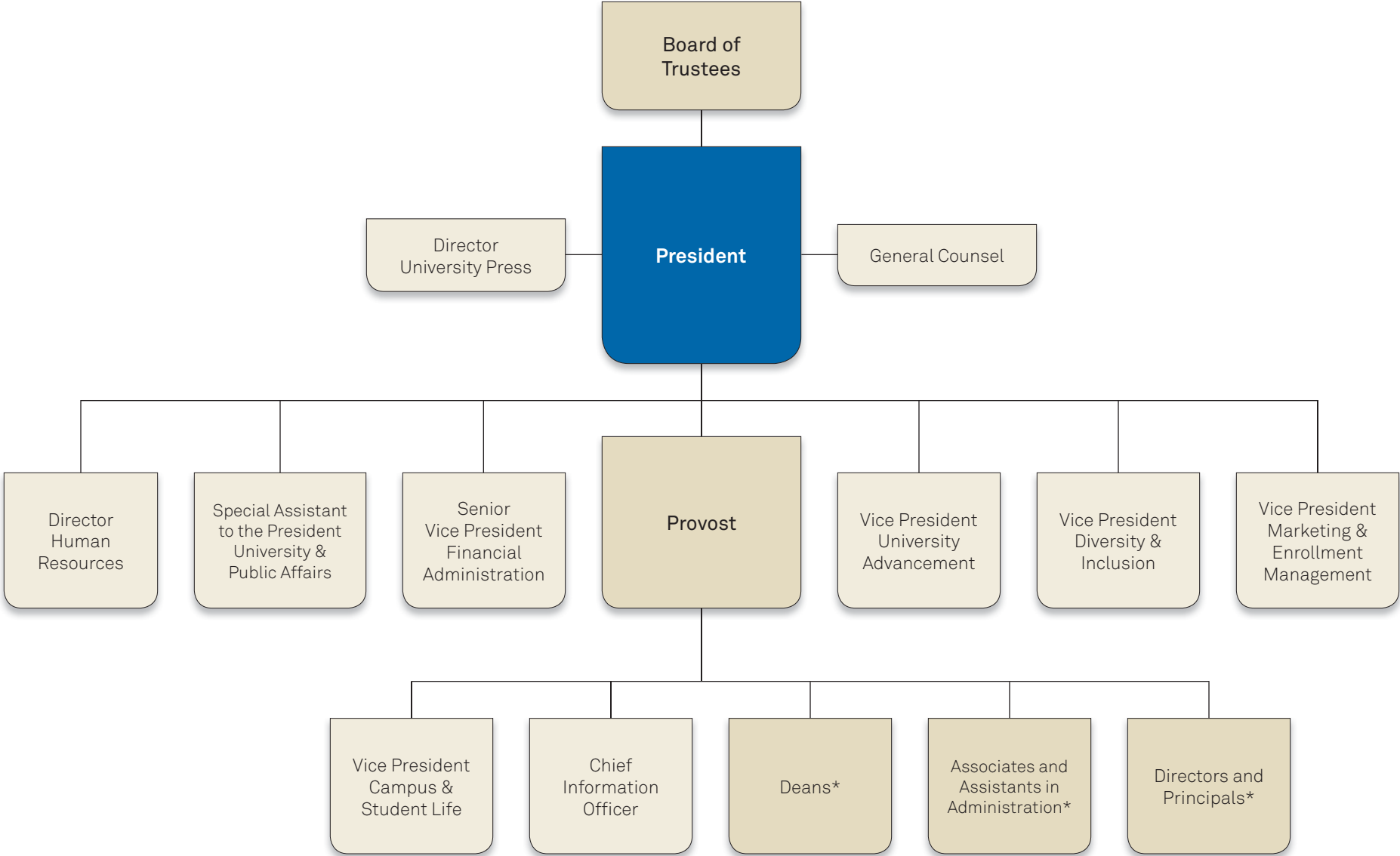
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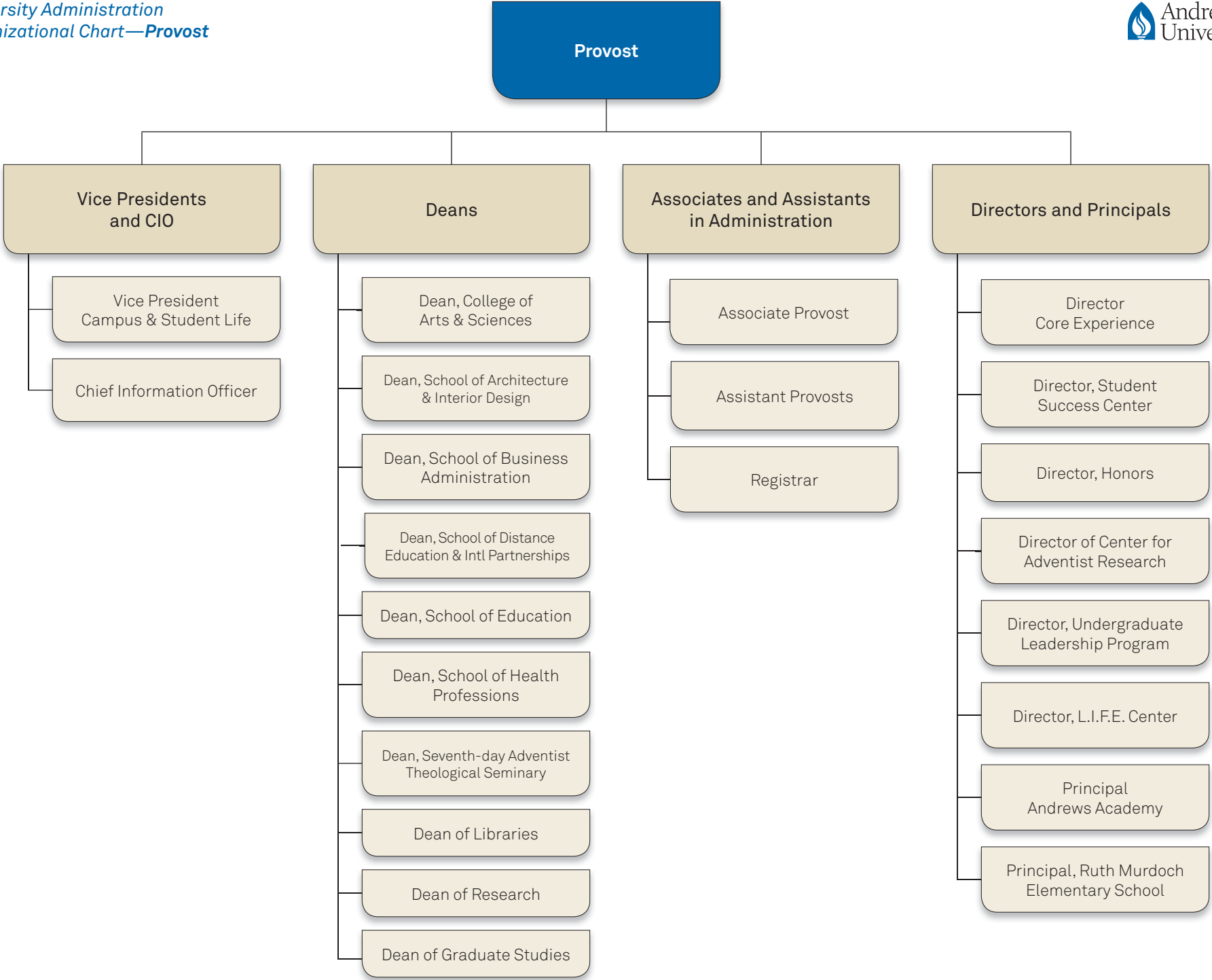
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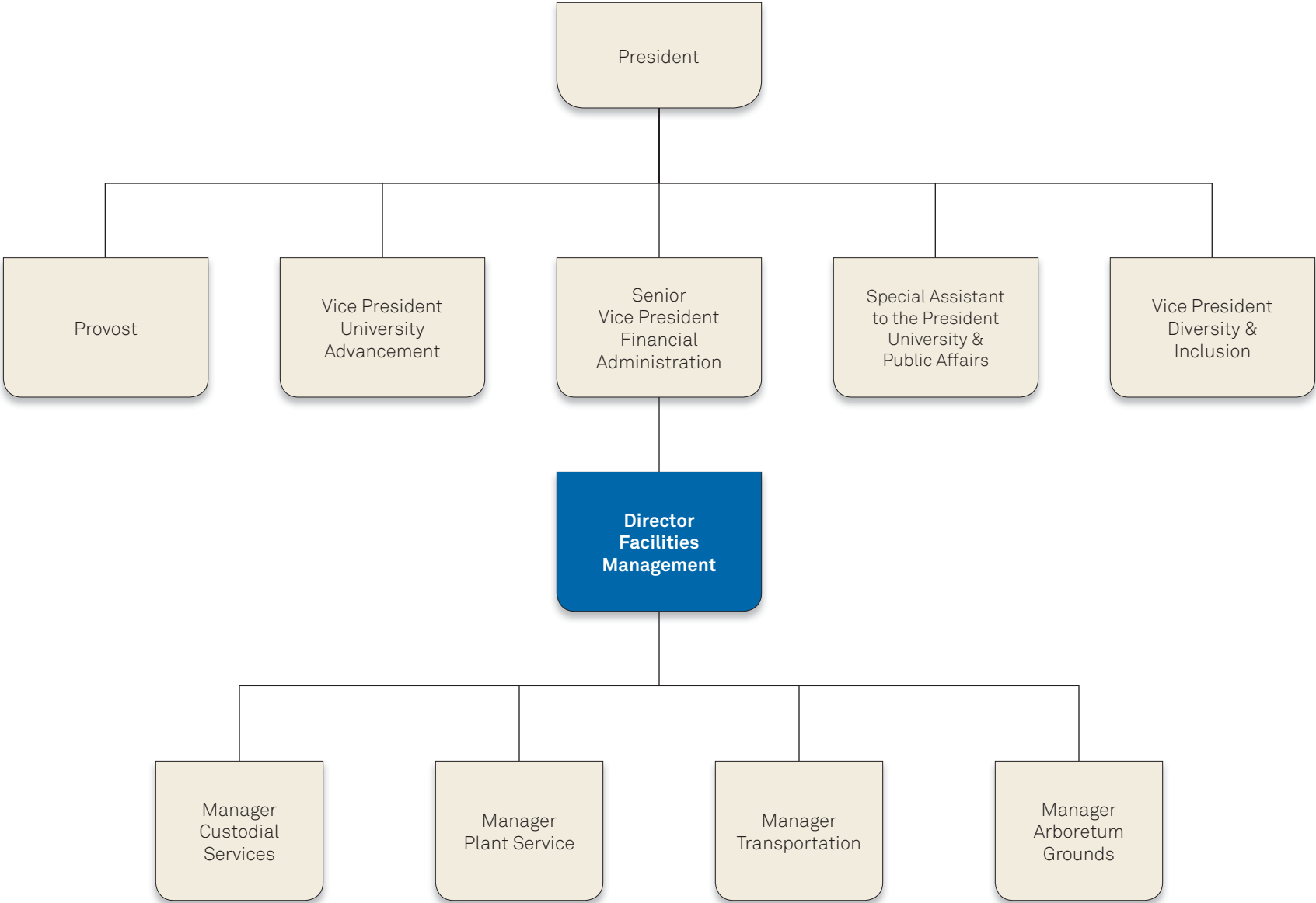


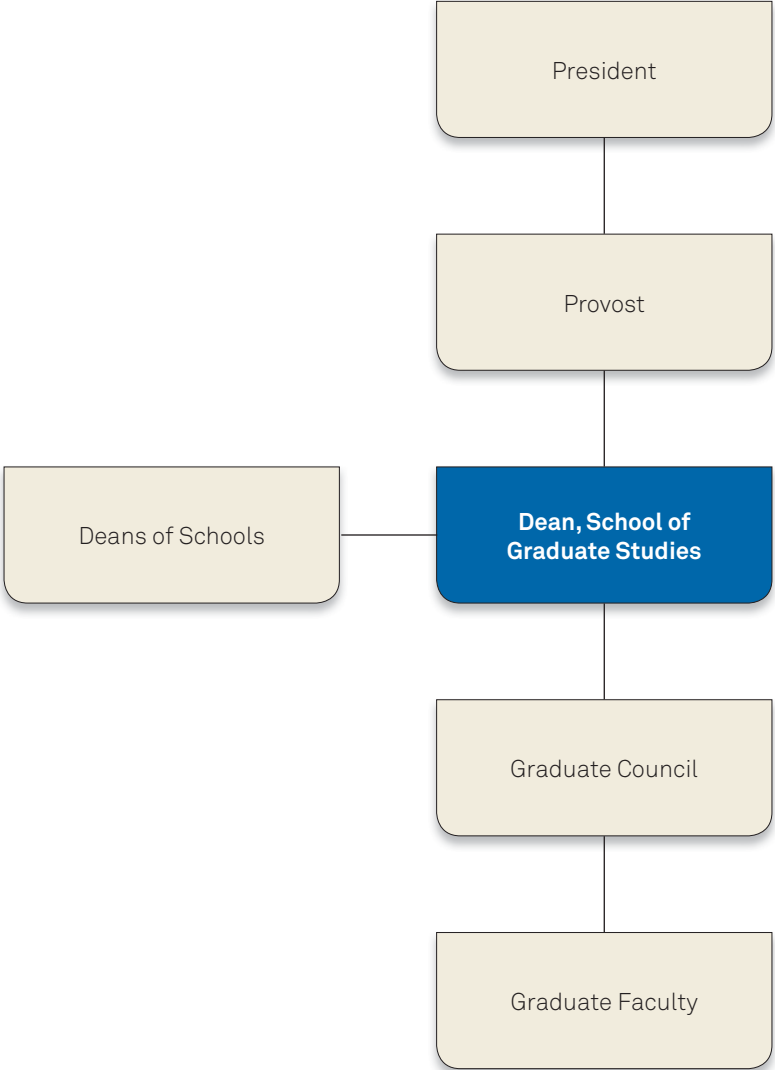


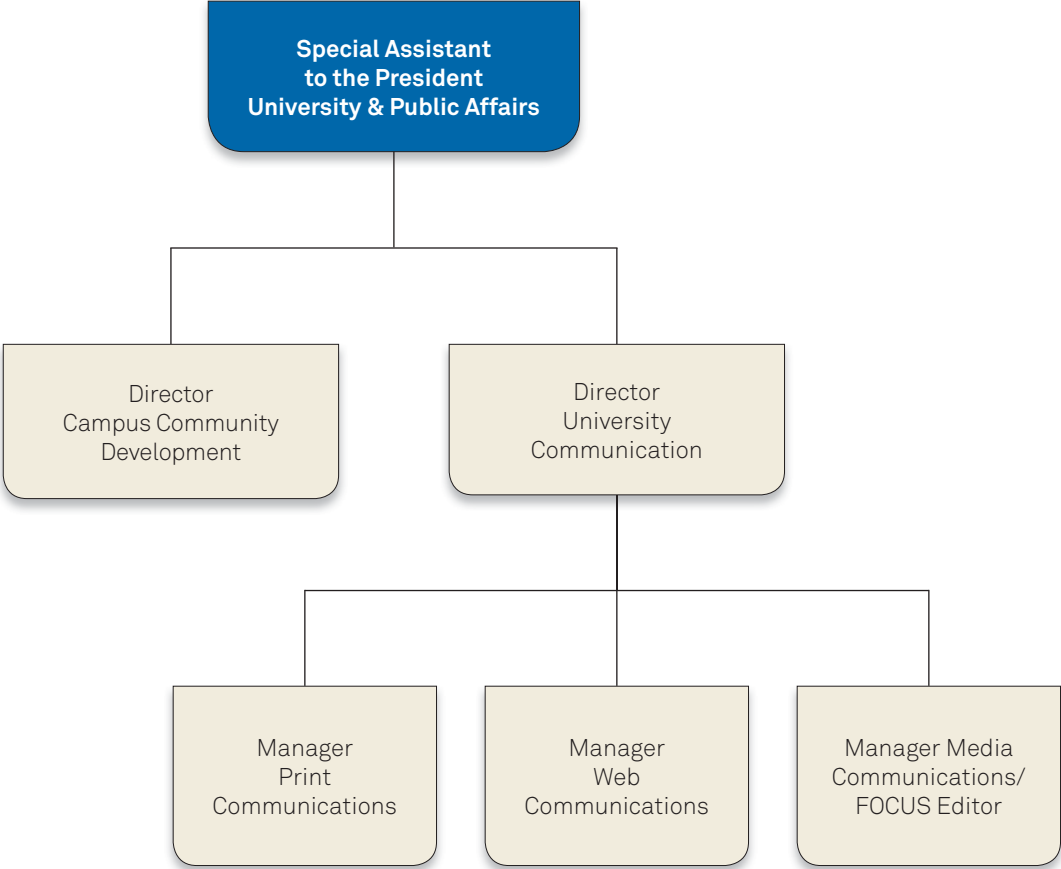


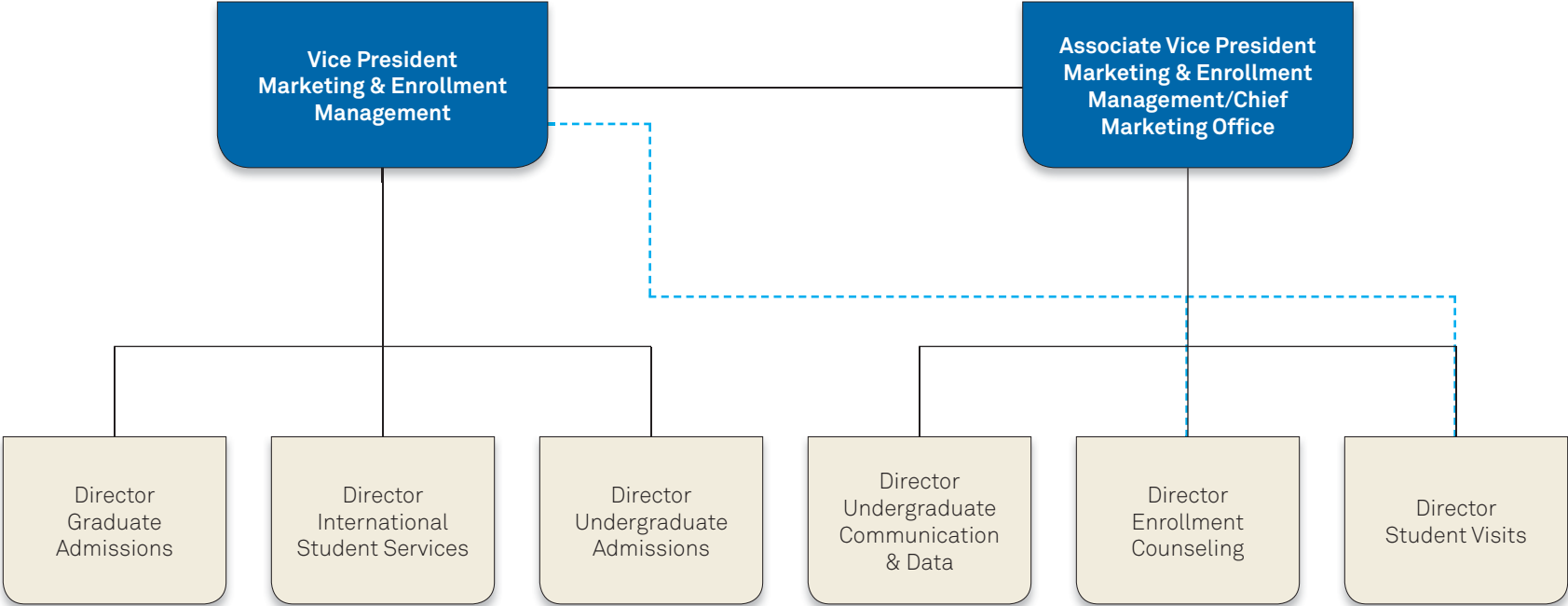
*For full details, please see **Organizational Chart—Provost**

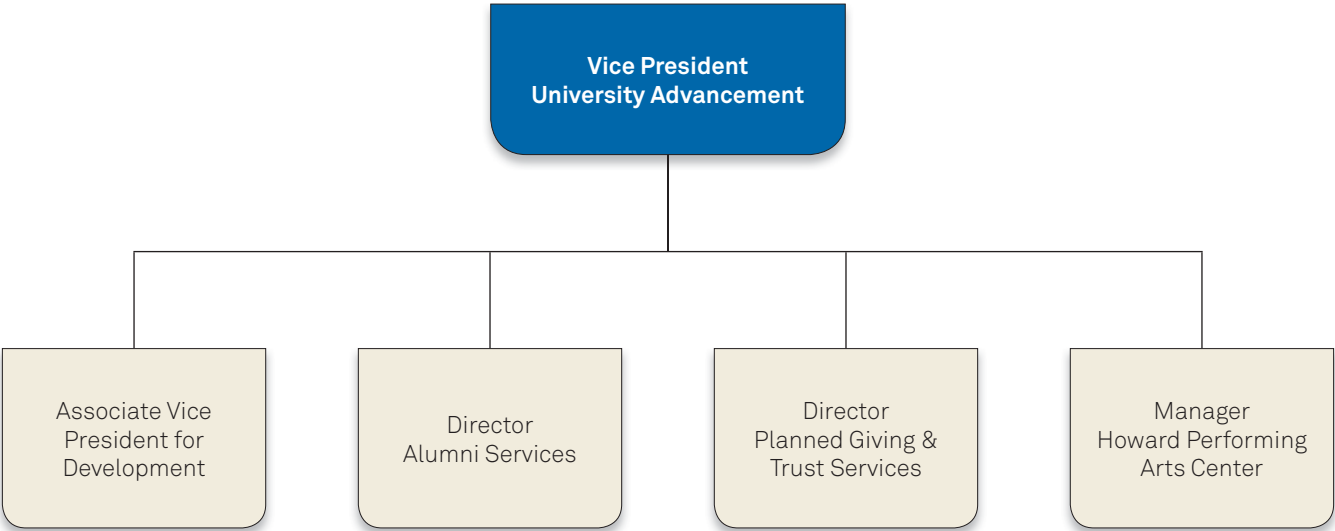


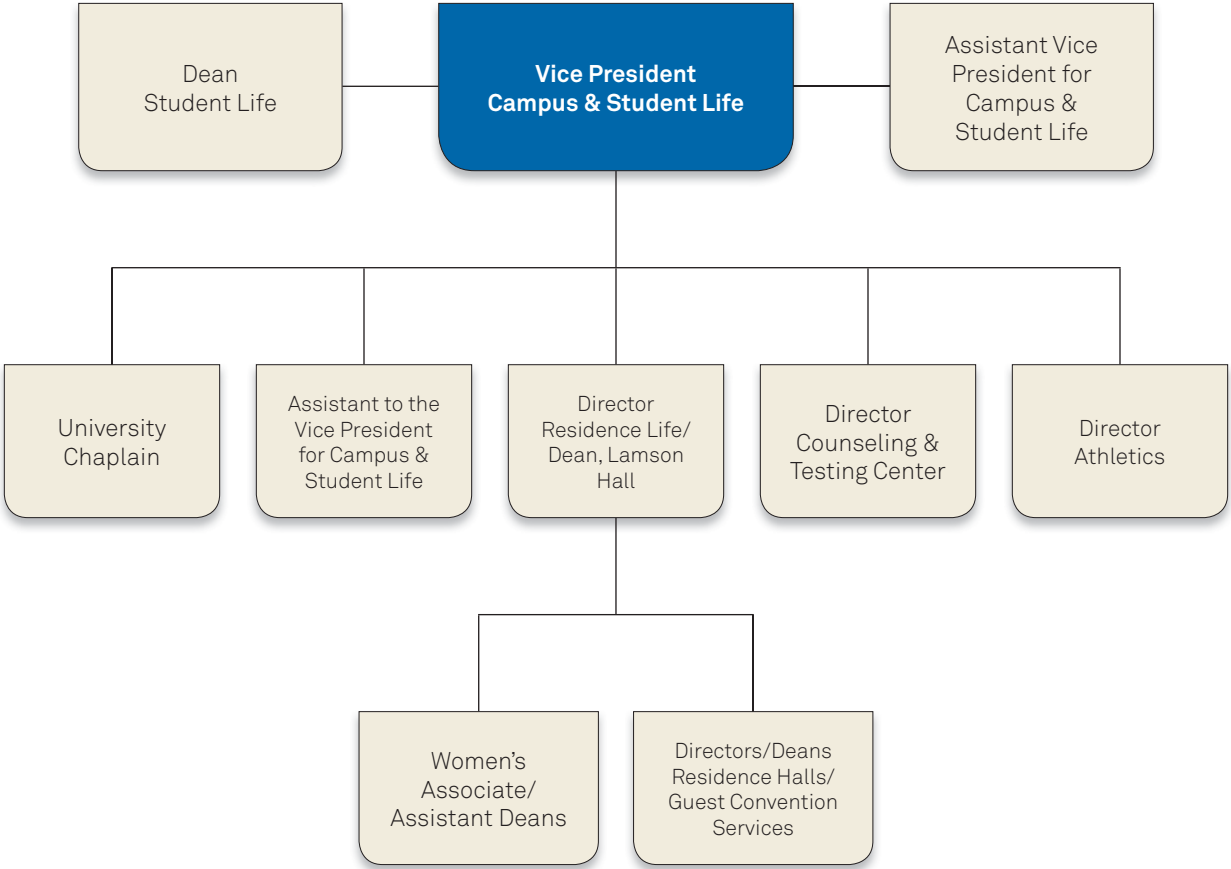


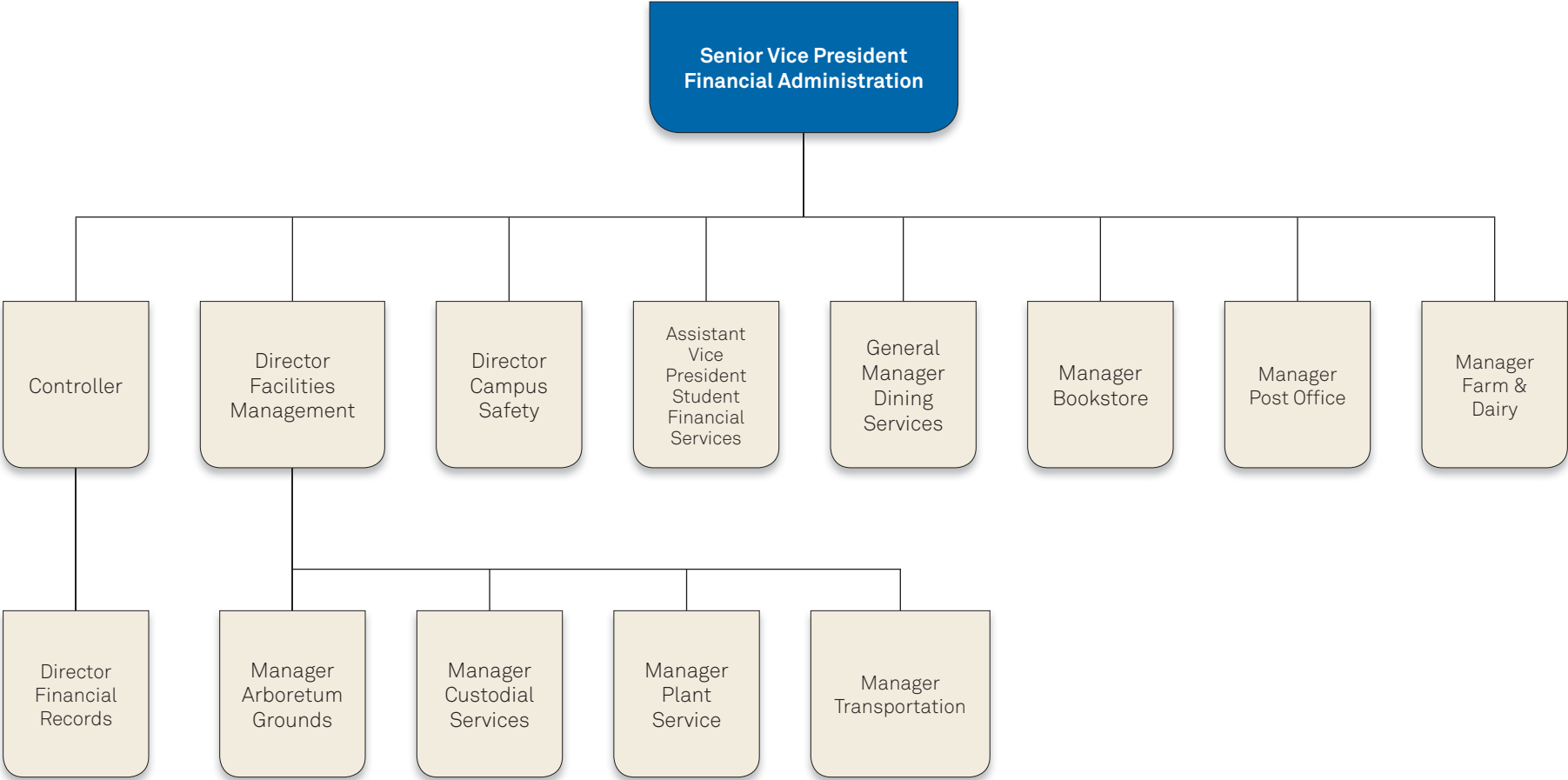


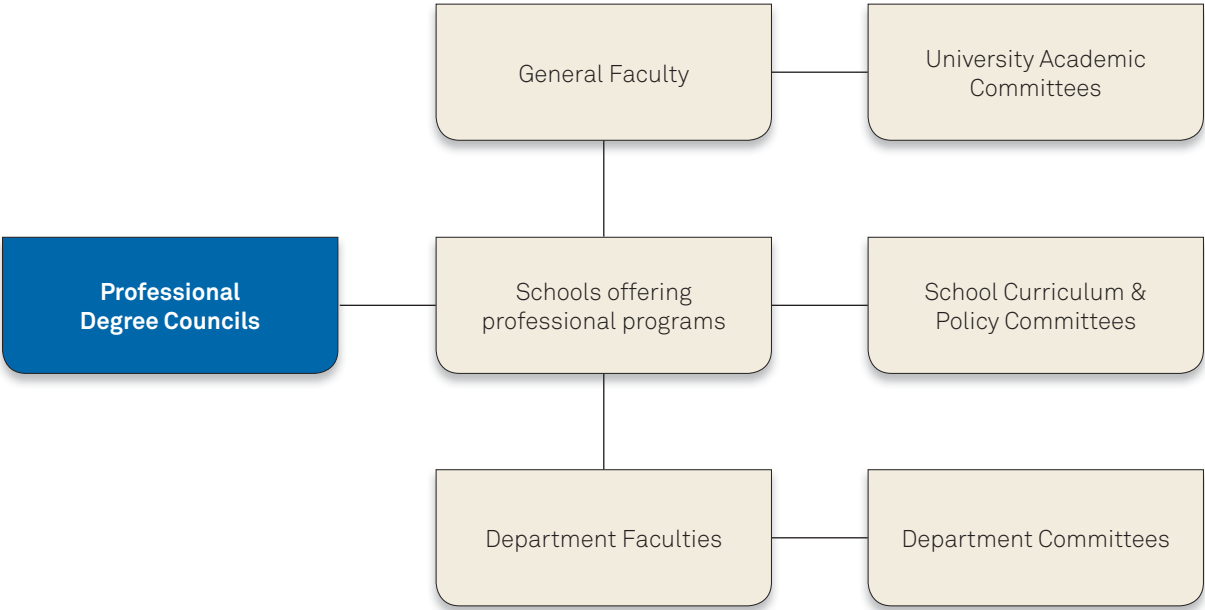


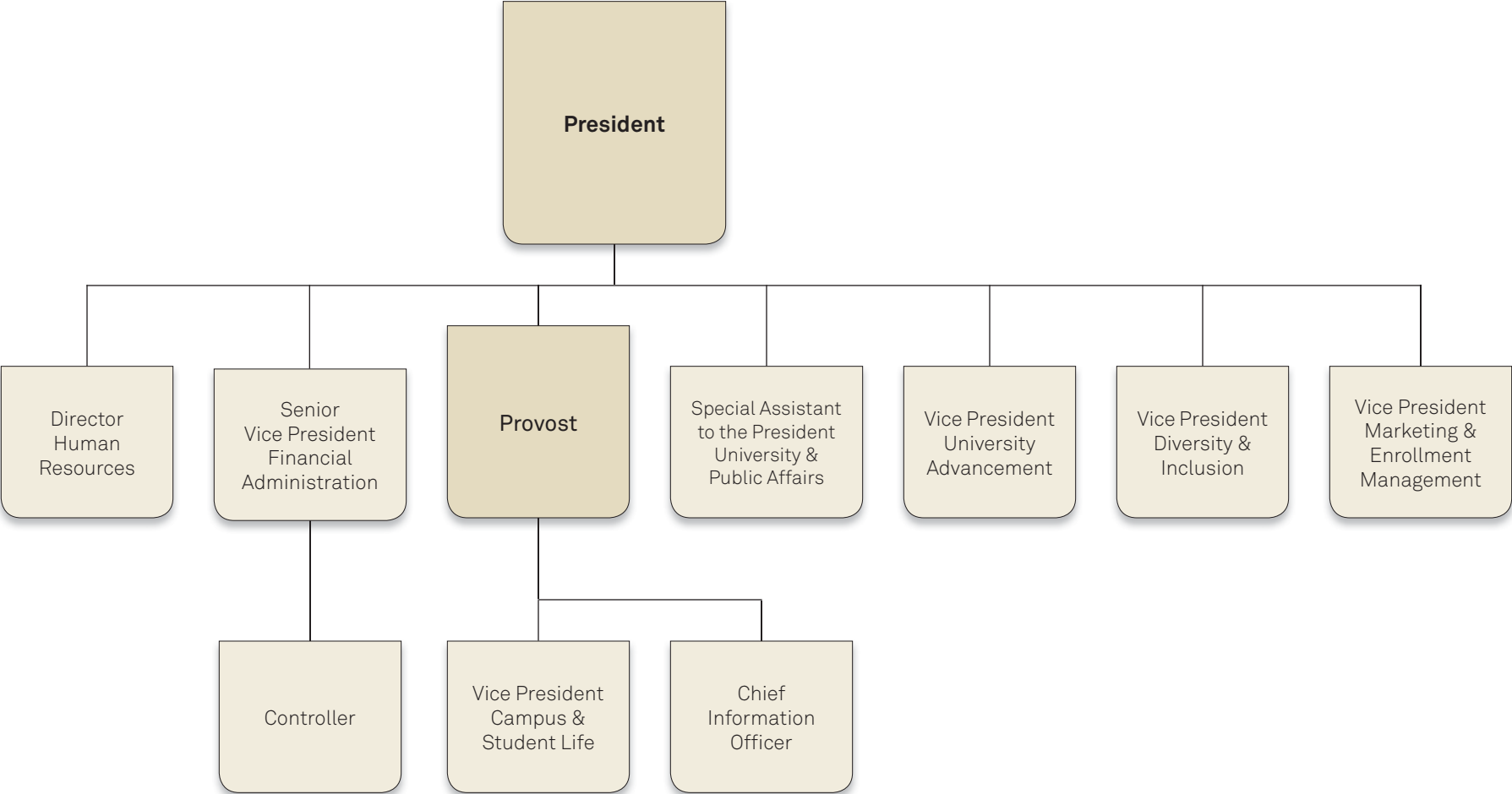


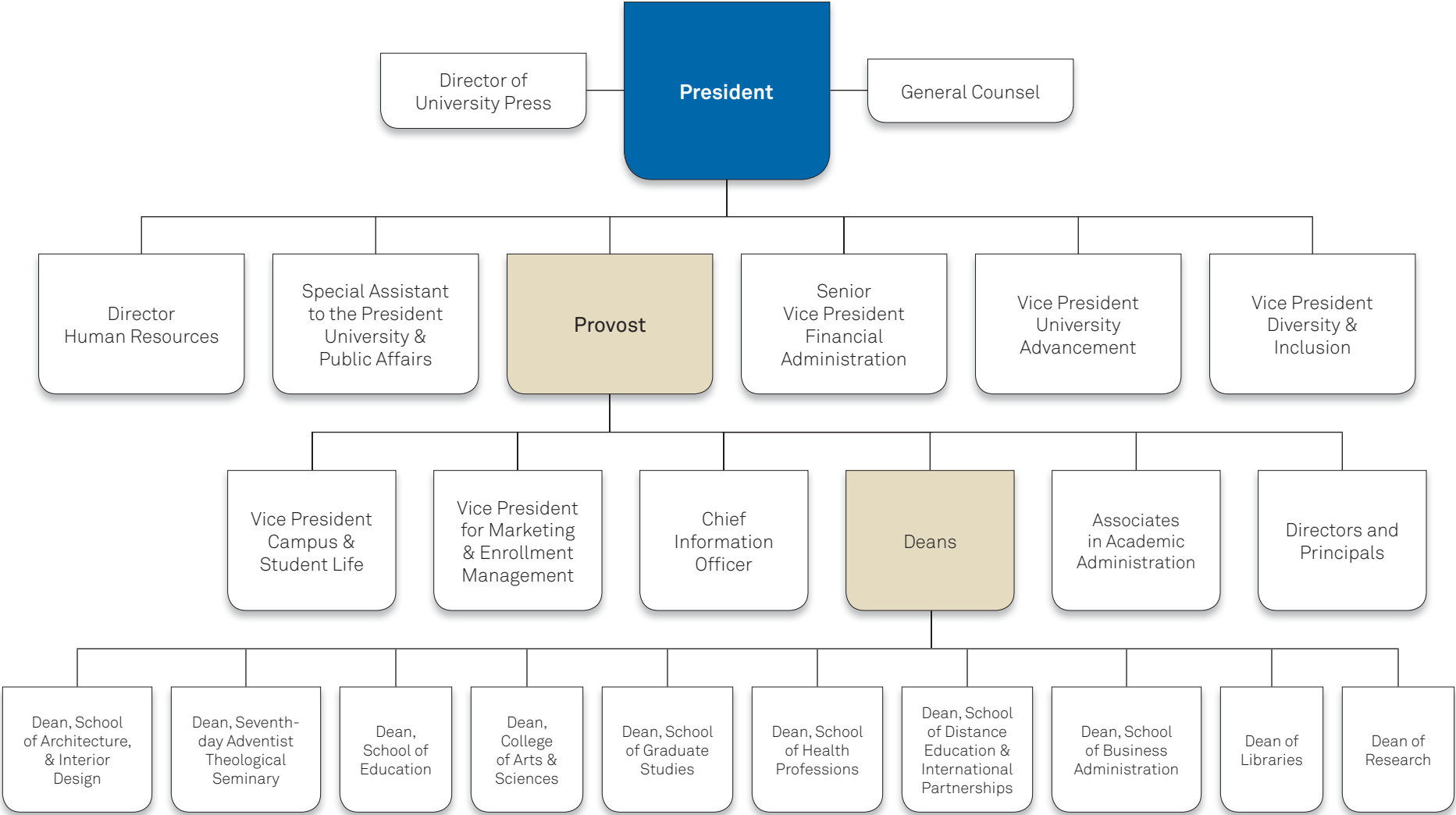












Appendix 2: Strategic Plan

**SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
2017-2022 STRATEGIC PLAN**

AU Mission Statement: *Seek Knowledge, Affirm Faith, Change the World*

SDATS Mission Statement: *To serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel.*

SDATS Vision Statement: *The Seventh-day Adventist Theological Seminary prepares spiritual leaders to impact the world for Christ. We are a culturally diverse learning and worshipping community that nurtures excellence, provides theological leadership, and shares our ministry and resources around the world.*

Market Focus: Individuals with college degrees who are interested in improving their service/ministry to the church and the world in spiritual and theological areas

SDATS Strategic Plan for 2017-2022

Framed around Andrews University's four strategic thrusts/themes for this time period

Live Wholly

- Purposefully incorporate into the seminary experience, for all students and faculty, substantial balanced care for the spiritual, physical, emotional, mental, and social health of body, of mind, and of spirit
 - Continue to implement a regular system of sabbaticals for faculty
 - Seek to include advising, mentoring, and dissertation/thesis guidance in faculty load
 - Health ministry certification?
- Build into the seminary program an integral system of effective, sustainable mentoring for all students
- Seek further scholarship funding for students

Explore Intentionally

- Mentor students in Adventist scholarship
 - Set up a system of required PhD Colloquia on what it means to be an Adventist Scholar
 - Facilitate and encourage Student/Professor Joint Publications
- Continue to provide excellent publications and presentations that guide the church as a whole theologically and ministerially
- Implement ways to inspire students with the desire to think, explore, analyze deeply

Learn Deeply

- Complete creation and implementation of a new MDiv curriculum to meet church needs, including:
 - A shorter program that embeds the seven NAD Core Qualities into the personal repertoire of every graduate
 - Career-effective concentrations in place of emphases

- an increased focus on teaching future pastors, using coursework and field experience, the importance of Adventist Education and how to support it
- Creatively foster a deepened Adventist identity in all seminary programs grounded in balanced biblical-theological thinking
- Review and reconsider alignments, funding and delivery modes of seminary masters programs and their alignments in light of extension and distance education opportunities

Engage Globally

- Work with the Seminary Marketing Committee, Designer and Grad Assistant, and IMC to create a seminary-specific marketing plan and identity to reach the global market by means most effective for the 21st century
- Collaborate with global church entities and post-secondary schools to facilitate for the church the best in Adventist theological graduate education
 - Online MAR
 - Hybrid MDiv
 - Chaplaincy concentration online
 - Consortium for theological education with other leading Adventist seminaries around the world
- Explore provision of a degree/certification attractive to lay members (retirees, ...) wishing to growing their ministry and theology skills
- Empower the Racism, Ethnocentrism, & Social Justice Committee to guide the seminary into a role of leadership for the community in addressing issues identified by the committee

ANDREWS UNIVERSITY

2017–2022 Strategic Plan

The Next Chapter





2017–2022 THE NEXT CHAPTER

Andrews University Strategic Plan Outline

*In reviewing our past history,
having traveled over every step of
advance to our present standing,
I can say, Praise God!
As I see what the Lord has
wrought, I am filled with
astonishment, and with
confidence in Christ as leader.
We have nothing to fear for the
future, except as we shall forget
the way the Lord has led us, and
His teaching in our past history.*

Life Sketches of
Ellen G. White,
page 196 (1902)

The Andrews University Story and Its Continuity

Welcome to the Andrews University story—a story that starts more than 140 years ago and one that continues today. It is this story that speaks of the rich heritage of the University and of the mission that has driven its decisions. It is that mission that remains the thematic thread through the years. It is our heritage as a Seventh-day Adventist community of scholars that reminds us of God’s leading in the past and provides us a framework of encouragement looking to the future. It is the decisions, the storyline (strategies and actions), that have kept the campus renewed and relevant within that framework. We learn from the past and we are confident of the future.

So it is that the values and priorities critical to Andrews University (Emmanuel Missionary College) from its inception remain core to the University today. Its story has always been one of engaging students in the pursuit of knowledge in the context of a Seventh-day Adventist and biblical worldview. And this education has always had a purpose beyond itself: to make a significant difference in the communities it serves, locally, nationally and internationally. As an institution identified with the General Conference of Seventh-day Adventists, the University’s scope of influence has always been large. Over the years it has grown depth and breadth, most recently with the founding of the School of Health Professions and merger of Griggs University.

Now Andrews University’s story includes being the second most diverse institution of higher education nationally and in the top ten for diversity internationally. It includes the richness of our diversity as evidenced by the breadth of our academic program offerings which includes the liberal arts, professional

programs, natural sciences and humanities. We teach at bachelor's, master's and doctoral levels and we do so at the Berrien Springs campus, at multiple sites nationally and internationally and online. Our story is about recognition for program quality and/or the total student experience through our multiple professional accreditations as well as external rankings, such as the U.S. News & World Report and Scorecard. We graduate students who consistently confirm their commitment to Seventh-day Adventist faith, service and wellness and whose personal stories have been changed by being at this University.

As Andrews has embraced new opportunities and responded to the ever changing higher education environment, its story has become richer, more complex. Yet its mission, summarized in the motto—Seek Knowledge. Affirm Faith. Change the World.—remains constant: the overarching theme(s) of this story. As such, we remain strongly committed to faith development, to excellence in education and to graduating students who will engage as Christian professionals in the church and the world. All that changes are the lenses through which we may explore this central theme for the current time and the storyline (strategies and actions) that drive the mission into the future.

2017–22: The Next Chapter

As we turn to our next chapter, we have chosen several lenses (core strengths) with which to approach and communicate our overarching theme (mission). The lens of Explore Intentionally identifies our commitment to finding new and relevant ways to live out our mission and to encourage students to do the same. Live Wholly portrays actively our historic commitment to holistic education (Body, Mind, Spirit) and our commitment to reinvigorating that in the lives of our current community whether through initiatives in physical, emotional or spiritual wellness. The lens of Learn Deeply is the lens



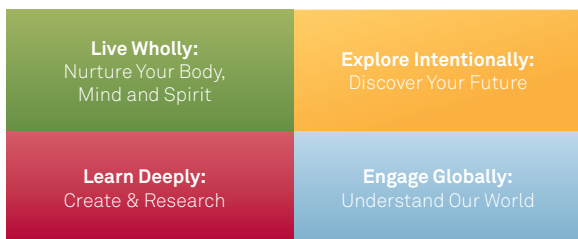
of depth and quality: what we are known for and how we can continue high impact practices for our students. And our final lens of Engage Globally is part of our story DNA: it is the way of the past and the way of the future, albeit through adjusted storylines.

And so we move to those new storylines, strategies that we believe will both ensure the continuity of the rich Andrews story, as well as deepen and strengthen the story as it moves into the next chapter. Each storyline will be rooted in our overarching theme(s) and through our chosen lenses, but will in turn introduce new and engaging plots that will add color and texture to our future. These will be the central thrust of this chapter of the Andrews' story.

Andrews University Mission and the Theme(s) of Our Story

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

Core Strengths (Lenses to View our Theme/s)



Storylines for the Next Chapter

As Andrews University seeks to write a new chapter in its story that unites the campus and its constituencies in furthering its mission in 2017–22, it will seek to:

1. Transform the Campus Culture through focus on faith development, wellness, diversity and inclusion.

STORYLINE: To live, work or study at Andrews University will mean active engagement in a community that is passionate about being a caring, inclusive, healthy community of faith.

TO BE SUCCESSFUL THIS WILL MEAN:

- *Ensuring the campus culture intentionally embeds opportunities to nurture the faith development of all students within the Adventist worldview
- *Deepening the campus commitment to wellness of employees and students
- *Intentionally creating an environment of inclusion and value for all employees and students (welcoming customer service, personal invitations for engagement and voice)
- Embedding and embracing cultural intelligence within the campus community
- *Creating increased access pathways to an Andrews University education
- Embedding the philosophy of care for each other, our students and other constituents into the Andrews University culture through the emphasis of sharing your Andrews Heart

DESIRED OUTCOMES

- Administrative structural adjustment to provide unified focus on inclusion, diversity and access
- Improved metrics for campus wellness
- Above median responses for NSSE questions related to administrative services, staff/faculty relations and diversity
- Evidence from senior exit surveys of a campus known for its inclusion and valuing of all students
- Metrics indicating equally high retention and graduation rates for all racial/ethnic student categories
- Active spiritual master plan that includes metrics
- Best practice on inclusion of students with disabilities

- Creation of some new models to increase access to Andrews University of groups not currently accessing the University
- Increasing undergraduate and graduate yield rates by annually agreed targets
- The development of an accountability and reward system to recognize and celebrate the stories about Andrews



2. Define the Andrews University footprint beyond the Berrien Springs campus through collaboration with church, community and higher education institutions.

STORYLINE: Andrews University, the Seventh-day Adventist Church, partner institutions and the communities they serve will be richer because of the intentional engagement and influence of the University beyond its immediate campus.

TO BE SUCCESSFUL THIS WILL MEAN:

- Engaging with the local community through focus on civic responsibility and service
- *Proactively engaging with the Seventh-day Adventist church in North America and the world to further the church's educational mission (connections with K-12, online education, need and market-driven new programs, and collaborative partnerships)
- *Deepening global connections through service and partnerships to enhance the Andrews University learning experience wherever it occurs
- Increasing opportunities for Andrews University influence and engagement within both church and higher education (engagement in core church events, partnerships with GC institutions/seminaries, dissemination of research, expansion of Digital Commons)
- Increasing the engagement of external groups (alumni, businesses, church) with the campus to enrich the student experience and commitment to professions of service

DESIRED OUTCOMES

- An annual service day when the entire campus engages in service to the community
- Annual networking events with community leaders
- Increasing the numbers and breadth of partnerships to ensure a minimum of 60 students entering Andrews University annually under these arrangements

- Becoming the place of choice for Adventist high school students seeking an early college experience through online or face-to-face methods
- Increasing student internships and engagement in service locally and internationally
- Increasing donor support for University endowments and programs
- Increasing the numbers and breadth of international partnerships offered off-site through dual degrees of affiliated/extension relationships to service 1,000 students annually







3. Position the University as a leader in teaching and learning.

STORYLINE: In a competitive environment Andrews University must be able to provide a flexible, engaging, learning environment through faculty committed to the redemptive work of education. They will use both innovative and time-honored teaching methods, using the lens of “the teacher” in advancing research and engaging with service. The result will be a transformational education experience.

TO BE SUCCESSFUL THIS WILL MEAN:

- The development of a teaching and learning center that assists faculty in deepening their teaching capacity, increasing their knowledge of instructional design and expanding their use of innovative methods in teaching
- Enhancing focus on faculty research that impacts teaching, is integral to the teaching process (such as in undergraduate research), and seeks to advance Adventist thought and life
- Increasing funded research
- *Increasing focus on best practice use of technology in both teaching throughout the curriculum and the expansion of quality online courses
- *The prioritization of program offerings to align program mix with market and mission
- Enhancing the curriculum by including increased emphasis on diversity and internationalization
- Development of an online higher education teaching certificate with encouragement for all faculty to complete the course over the first two years of being hired (modules to include biblical foundations of teaching, use of technology, innovation and inclusion)
- Ensuring faculty nurture, mentoring and development remains an institutional priority through consistent opportunity for professional growth, sabbaticals, etc.
- Ensuring the total teaching and learning experience is fully integrated with the spiritual master plan

DESIRED OUTCOMES

- Satisfaction ratings on the National Survey of Student Engagement (NSSE) and other surveys to consistently rate items related to teaching and learning above the median
- All students by graduation will report engagement in at least two high impact activities, such as an international experience, research with a faculty member, mission engagement, internship, leadership and service
- Growth in online course and program availability in each of the five years and evidence of targets in online learning being met through the plan of the School of Distance Education & International Partnerships (SDEIP), including quality measures
- Whole-person curriculum mapping by program that identifies embedding of institutional priorities, including diversity, internationalization, wellness, and spiritual maturity and commitment, into the curriculum/co-curriculum
- Annual review of the academic health of each program to include acceptable student-to-faculty ratio, reputation, the number of graduates and the percent entering careers or attaining graduate/professional school admission, and program specific performance indicators
- Further refinement of processes and policies related to faculty responsibilities and professional growth opportunities in line with the strategic plan priorities and institutional mission
- Funding the research office and its operations through overheads from external research grants
- Creation of a new plan for faculty development reporting/evaluation that links with rank and tenure promotion policies and institutional strategy
- Supporting a robust community of scholarship and inquiry that furthers the development of doctoral level research, writing and teaching and contributes to the body of knowledge both within the Adventist church and society at large

4. Increase the quality and depth of the student learning experience.

STORYLINE: As students have multiple options for their education, Andrews University must provide a student environment that makes the Andrews University choice irresistible.

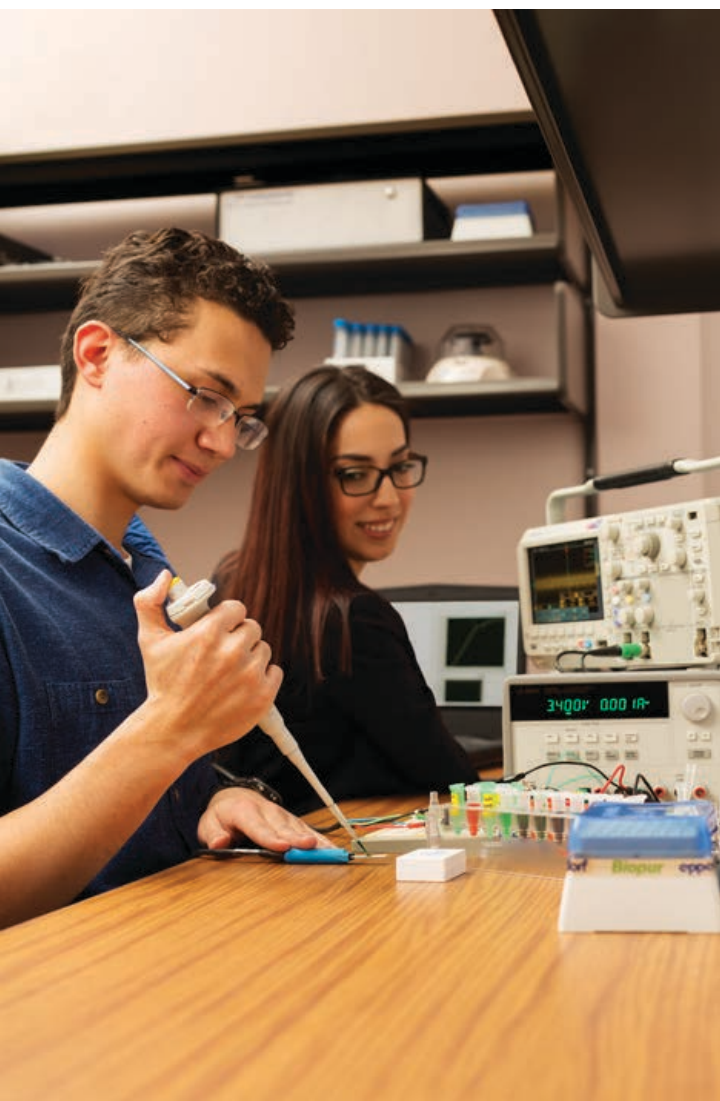
TO BE SUCCESSFUL THIS WILL MEAN:

- *The creation of the LIFE center (Leadership, Innovation, First Experience and Explore) to integrate student learning experiences from high school through to employment
- Creating a framework for student learning through the Unified Framework of Objectives (AUUFO)
- Intentional focus on the advising and mentoring experience of all students in all aspects of their Andrews University experience (including student employment)
- Reinvigorating the Andrews Core Experience (ACE) curriculum in coordination with the co-curriculum, the AUUFO and LIFE center
- *Deepening the graduate student experience through increased opportunities for dual and integrated degrees, and growth in professional programs
- Ensuring the spiritual master plan and the implementation of its identified activities and strategies infuse all learning experiences

DESIRED OUTCOMES

- Launch of the spiritual master plan expanded assessment plans by the fall of 2018
- The LIFE center and its integrated work will be launched in the fall of 2017
- Integration of the AUUFO into the ACE and program curriculum will be accomplished by fall of 2018
- Satisfaction ratings on NSSE and other surveys to consistently rate items related to advising and student learning experience above the median
- Increased undergraduate retention to a minimum of 85% annually

- 4-year and 6-year graduation rates to reach 45% and 65–70% by 2022
- An increase in the number of accelerated and other dual degree programs to meet market needs
- Professional program growth in accordance with the strategic plans of the schools
- Unduplicated headcount enrollment goals of 2,500 undergraduates, 2,500 graduates and 1,000 international affiliates to be reached by 2022
- Unified means of measuring success at institutional learning outcomes at all levels



5. Engage in campus renewal and development to meet expectations of a campus for 2025.

STORYLINE: Students and campus guests will experience an environmentally friendly campus that expresses its values through its physical campus spaces and provides state-of-the-art facilities for education, especially where professional spaces and equipment are required.

TO BE SUCCESSFUL THIS WILL MEAN:

- *Creating a constellation of learning spaces and opportunities to embed innovation, campus engagement and wellness as part of the fabric of the institution
- *Building/re-creation of academic spaces for health professions, architecture, music and STEM
- Continued development of student life/housing facilities
- Intentional development of technology and distance education infrastructure

DESIRED OUTCOMES

- Completion of the building of the wellness center
- Review of campus master plan to consider space utilization that will support the strategic embedding of wellness and innovation into University strategy
- Completed capital and development plan to meet the academic needs identified above and student life/housing
- Expansion of technology infrastructure according to ITS strategic plan

*NOTE: *While all the actions identified above are important to the deepening and development of the Andrews University story in 2017–22, those identified with an asterisk are those that the University considers most likely to bring significant and critical shifts in ensuring the University's future.*





Institutional Outcome Measurements

In addition to the specific outcome measurements related to the new storylines, the University will be responsible for meeting institutional outcome measurements and will adjust actions and strategies to ensure meeting these outcomes remains core to the campus operations and drives priority actions.

These are the institutional outcome measurements:

ACADEMIC INDICATORS

- First-year retention will be 85%
- Undergraduate degree completion rate (4 years) will be 45% and 6 years will be 65–70%
- Undergraduate student-faculty ratio will be 12:1
- Master's degree completion rate (4 years) will be 80%
- Professional doctoral completion rate (6 years) will be 65%
- PhD completion rate (10 years) will be 45%
- 80% of alumni will be accepted into graduate school or in employment in their field one year after graduation
- The first-time professional licensure pass rate in all disciplines will be at 85% or higher
- The ETS Senior Test cumulative score will be at or above the national norm for all institutions
- The ETS critical thinking score will be at or above the national norm for all institutions
- The average of number of graduates in an undergraduate or graduate program is 15, over three years

FAITH AND STUDENT DEVELOPMENT INDICATORS

- Percentage of bachelor's degree graduates stating personal commitment to an active life of faith will be 85%
- Percentage of master's & doctoral graduates stating personal commitment to an active life of faith will be 80%
- Percentage of annually surveyed alumni stating personal commitment to an active life of faith will be 75% five years after graduation
- Percentage of annually surveyed alumni stating active engagement in a church community will be 70% five years after graduation
- The NSSE Campus Environment score will be at or above the mean for similar institutions
- 75% of graduates will indicate active commitment to a healthy and balanced lifestyle
- Percentage of bachelor's degree graduates stating personal commitment to service will be 80%
- 80% of annually surveyed alumni will be actively engaged in service to the community, locally or internationally, five years after graduation

FINANCIAL INDICATORS

- Average undergraduate tuition discount will be no more than 45% of total tuition
- Faculty salaries will be at the target established by the compensation committee of the Board (goal: no less than 90% of the average salary for institutions of similar size and with similar budgets)
- 15% of U.S.-based alumni will give annually to the University
- 2,500 undergraduate students (unduplicated headcount) will study through the central Andrews University campus
- The undergraduate admission to enrollment yield rate will be 30%
- 2,500 graduate students (unduplicated headcount) will study through the central Andrews University campus
- The graduate admission to enrollment yield rate will be 40%
- Around 1,000 students will study at international locations
- Institutional academic overhead percentage will be at 42%
- Average lecture class size for undergraduates will be more than 25 for 100–200 level courses, 13 for 300–400 level; average lecture class size for graduate courses will be more than 16
- Debt ratio will be less than 20%, with annual debt reduction at a minimum of \$1 million annually
- Annual operating gain will be a minimum of \$2.5 million annually
- The annual cash reserve will be increased by a minimum of \$2.5 million
- Days Cash on Hand will increase from 15 days during the term of this plan to 90 days from 2023, increase of 15 days per year
- Line of credit borrowing will decrease according to the following goals: 2017–19: \$5,500,000; 2020: \$2,000,000; 2021 on: \$0
- Internal borrowing will decrease according to the following goals: 2017: \$13,500,000; 2018: \$10,000,000; 2019 and on: \$6,500,000

Monitoring of institutional outcome measurements will be by the University Strategy and Policy Committee and the Board of Trustees. Board Committees will be responsible as follows:

Academic Indicators:

Academic Programs & Educational Services Committee

Faith and Student Development Indicators:

Students, Leadership & Spirituality Committee

Financial Indicators:

University Operations and Finance Committee





Berrien Springs MI 49104

Phone: 269-471-7771

Web: andrews.edu



Appendix 3:

Assessment Plan

SDATS Assessment Plan

The SDATS has in place a robust assortment of *evaluation procedures for assessing educational effectiveness*. Each program has established program learning outcomes (PLOs) tied to the program mission and evaluated by assessment instruments integrated into program courses or requirements (see syllabi in Documents Room). Indirect assessment of program effectiveness and other aspects of student services is accomplished online through course surveys at the end of every course and a Seminary Assessment Questionnaire administered every other year. At the time of graduation, a linked Seminary Exit Survey and a university First Destination Survey is completed by Seminary graduates. Results of assessments are compiled by the Seminary Assessment Director and distributed to the appropriate program and department leaders for analysis and to bring for consideration to the program committees and department faculty meetings. In addition, program effectiveness data, including completion rates and job placement rates, are compiled by the AU Office of Institutional Effectiveness in conjunction with the Seminary deans and program offices. Resulting action plans and adjustments created by these entities are brought together in the Annual Assessment Report required of programs and departments and contribute to discussion at our annual Seminary Assessment Retreat. Key aspects of this retreat are reported to and discussed at the Seminary Faculty Meeting. In collaboration with the university, a seven-year cycle of program reviews evaluates every university program in terms of both educational and financial effectiveness. Further descriptions of these processes can be found under Educational Standard 6 and under the individual Degree Program Standards.

The comprehensive evaluation process which gathers and coordinates input from various evaluation streams relating to institutional vitality and comprehensive institutional planning is overseen by the Seminary Assessment Committee (SAC). The committee is led by the Associate Dean, in consultation with the Dean, who is a member of the committee. As the secretary of this committee, a full-time Seminary Assessment Coordinator is the point-person in the implementation of this process.

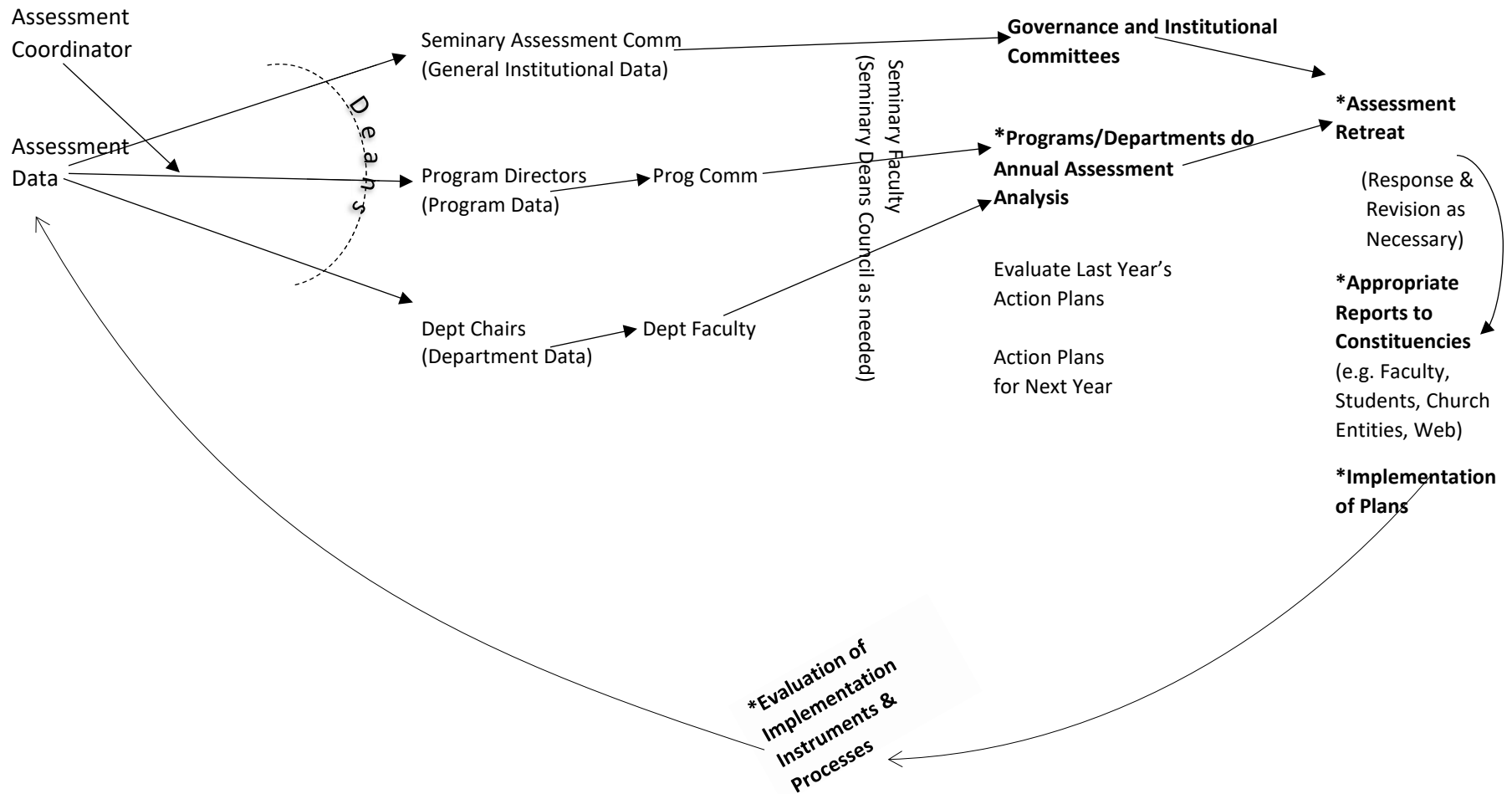
The primary task of the SAC is to maintain and review the Seminary's comprehensive evaluation process. As the committee has grown in its understanding and in its depth of analysis of its task, it has developed an increasingly comprehensive, yet doable, plan for: (1) the coordination and analysis of evaluation findings, and (2) for the identification, employment, and critique of ongoing plans for responding to what we have learned. (See ES.6 for further details.) The second task of the SAC is to ensure that the necessary evaluation procedures and instruments are in place to adequately measure the Seminary's identified goals for institutional vitality and educational effectiveness. A third task of the SAC is to ensure that incoming data is directed to the correct entity for analysis, planning, implementation, and review. Three streams have been identified through which this data is directed: (1) Governance and Institutional-Level Committees; (2) Program Committees; and (3) Department Faculty. Data pertaining to the particular interests of each of these three streams, is automatically directed by the Seminary Assessment Coordinator to the appropriate entities for further analysis and planning. Where an evaluation process brings in mixed data, involving Governance and Institutional-Level Planning groups in addition to the Program- and Department-focused data, the SAC does an initial analysis of that data and forwards significant findings and recommendations to the correct group.

The Seminary Assessment Committee also plans and organizes the annual Seminary Assessment Retreat, held in August of each year since 2011 and attended by deans, program directors, department chairs, and other key Seminary and AU leaders. The Retreat began as the main accountability and reporting

mechanism for Seminary assessment. As our assessment work has broadened and deepened, this function has been partially shifted to Annual Assessment Reports required by the Andrews University provost in which programs and departments, analyze their assessment plan and findings for the past year, provide information and analysis regarding program demand and effectiveness, complete a profitability analysis, and then create a program summary and a strategic plan for the coming year. (See Documents Room) The Assessment Retreat is thus now able to focus more on reviewing chosen significant data points and analyses from the year and discussing how we can work together as a body to respond to what we are learning from our various assessments and adjust them to better meet our needs. Important assessment information from the Reports and the Retreat, as well as incoming data of particular general interest, are shared with faculty throughout the year during Assessment Spotlights at the monthly Seminary Faculty Meeting.

Seminary Assessment Process

Rev. March 13, 2018 by Seminary Assessment Committee



Governance & Institutional-Level Planning Committees & Instruments for Review:

Seminary Executive Committee	
Seminary Deans Council	Seminary Grade Distributions (from AU Inst Eff; Jan?)
Seminary Faculty	

Program Committees & Instruments for Review:

- See <2 Assessment Reporting to Program Committees> in Assessment Loop Folder

Departments& Instruments for Review:

- See <1 Assessment Reporting to Departments> in Assessment Loop Folder

Appendix 4:

Current Budget

(Three - five year are being processed and information will be available in Documents Room.

SEMINARY OPERATIONS

For Period May 1, 2019 through May 31, 2019 - Percent of Fiscal Year Elapsed: 8.33

			FY2020						
Fund	ORGN	Description	FY2020 Budget	FY2020 YTD Budget	FY2020 YTD Actual	FY2019 YTD Actual	May 2019 Budget	May 2019 Actual	May 2018 Actual
11	0970	INSTRUCTIONAL SEMINARY	9,870,855	1,710,280	1,661,854	1,749,226	1,710,280	1,661,854	1,749,226
11	0971	FACULTY DEVELOPMENT	1	1	0	0	1	0	0
11	1100	CHURCH HISTORY	-385,935	-32,316	-27,514	-30,487	-32,316	-27,514	-30,487
11	1150	CHRISTIAN MINISTRY	-834,887	-74,082	-72,313	-60,451	-74,082	-72,313	-60,451
11	1170	DOCTOR OF MINISTRY PROGRAM	-132,262	-30,725	-32,372	-38,324	-30,725	-32,372	-38,324
11	1200	WORLD MISSION	-509,899	-40,852	-48,512	-42,707	-40,852	-48,512	-42,707
11	1250	NEW TESTAMENT	-558,334	-45,708	-51,016	-48,152	-45,708	-51,016	-48,152
11	1300	OLD TESTAMENT	-628,790	-48,377	-43,810	-51,663	-48,377	-43,810	-51,663
11	1320	DISCIPLESHIP & RELIGIOUS EDUCATION	-570,820	-45,175	-40,049	-41,742	-45,175	-40,049	-41,742
11	1350	THEOLOGY-CHRISTIAN PHILOSOPHY	-558,237	-45,419	-52,297	-50,006	-45,419	-52,297	-50,006
11	1870	EXTENSION SCHOOLS-INTERNATIONAL	59,761	-8,983	-5,007	-4,025	-8,983	-5,007	-4,025
11	1871	NAD EXTENSION SCH-ENGLISH	299,124	-2,328	-3,668	-3,538	-2,328	-3,668	-3,538
11	1872	NAD EXTENSION SCH-HISPANIC	183,816	-7,127	-6,423	-10,503	-7,127	-6,423	-10,503
11	1970	TOURS AND WORKSHOPS	-1,996	0	-366	24	0	-366	24
11	3070	DEANS OFFICE-SEMINARY	-532,749	-43,671	-40,387	-34,983	-43,671	-40,387	-34,983
11	3350	INSTITUTE OF ARCHAEOLOGY	-111,008	-8,918	-8,629	-9,072	-8,918	-8,629	-9,072
11	3351	HORN ARCHAEOLOGICAL MUSEUM	-94,530	-6,551	-6,813	-11,021	-6,551	-6,813	-11,021
11	3352	ARCHAEOLOGICAL EXCAVATION	-10,000	0	0	-1,487	0	0	-1,487
11	3353	ARCHAEOLOGICAL PUBLICATIONS	-88,901	-6,860	-8,932	-5,914	-6,860	-8,932	-5,914
11	3700	INST OF HISPANIC MINISTRY	1	1	1,450	-76	1	1,450	-76
11	3901	SEMINARY STUDIES (AUSS)	-62,835	-4,807	-5,884	-39	-4,807	-5,884	-39
11	5997	OTHER INCOME AND EXPENSE-SEMINARY	-172,000	-2,038	-2,633	-3,421	-2,038	-2,633	-3,421
Total SEMINARY			5,160,375	1,256,345	1,206,679	1,301,638	1,256,345	1,206,679	1,301,638

SEMINARY OPERATIONS
For Period N

Fund	ORGN	Description	FY2020 Budget	Budget Used
11	0970	INSTRUCTIONAL SEMINARY	9,870,855	17%
11	0971	FACULTY DEVELOPMENT	1	0%
11	1100	CHURCH HISTORY	-385,935	7%
11	1150	CHRISTIAN MINISTRY	-834,887	9%
11	1170	DOCTOR OF MINISTRY PROGRAM	-132,262	24%
11	1200	WORLD MISSION	-509,899	10%
11	1250	NEW TESTAMENT	-558,334	9%
11	1300	OLD TESTAMENT	-628,790	7%
11	1320	DISCIPLESHIP & RELIGIOUS EDUCATION	-570,820	7%
11	1350	THEOLOGY-CHRISTIAN PHILOSOPHY	-558,237	9%
11	1870	EXTENSION SCHOOLS-INTERNATIONAL	59,761	-8%
11	1871	NAD EXTENSION SCH-ENGLISH	299,124	-1%
11	1872	NAD EXTENSION SCH-HISPANIC	183,816	-3%
11	1970	TOURS AND WORKSHOPS	-1,996	18%
11	3070	DEANS OFFICE-SEMINARY	-532,749	8%
11	3350	INSTITUTE OF ARCHAEOLOGY	-111,008	8%
11	3351	HORN ARCHAEOLOGICAL MUSEUM	-94,530	7%
11	3352	ARCHAEOLOGICAL EXCAVATION	-10,000	0%
11	3353	ARCHAEOLOGICAL PUBLICATIONS	-88,901	10%
11	3700	INST OF HISPANIC MINISTRY	1	#####
11	3901	SEMINARY STUDIES (AUSS)	-62,835	9%
11	5997	OTHER INCOME AND EXPENSE-SEMINARY	-172,000	2%
Total SEMINARY			5,160,375	23%

Appendix 5:
Current Audit and Management Letter

ANDREWS UNIVERSITY

Independent Auditor's Report and Consolidated Financial Statements **April 30, 2018 and 2017**

Andrews University

April 30, 2018 and 2017

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Independent Auditor's Report

Board of Trustees
Andrews University
Berrien Springs, Michigan

Reports on the Financial Statements

We have audited the accompanying consolidated financial statements of Andrews University (University) and its subsidiaries, which comprise the consolidated statements of financial position as of April 30, 2018 and 2017, the related consolidated statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We did not audit the financial statements of University Retirement Centers, Inc., a wholly-owned subsidiary of the University, which statements reflect total assets of \$1,284,342 and \$1,346,478 as of April 30, 2018 and 2017, respectively, and total revenues of \$644,725 and \$732,548 for the years then ended. Those statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for University Retirement Centers, Inc., is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement. The financial statements of University Retirement Centers, Inc., which are included in the University's financial statements, were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the University's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the report of other auditors, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Andrews University and its subsidiaries as of April 30, 2018, and 2017, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As described in Note 2 of the financial statements, in 2018, the University adopted ASU 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying schedule of expenditures of federal awards required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated August 3, 2018, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Andrews University's internal control over financial reporting and compliance.

BKD, LLP

Fort Wayne, Indiana
August 3, 2018

Andrews University
Consolidated Statements of Financial Position
April 30, 2018 and 2017

	2018	2017
Assets		
Cash and cash equivalents	\$ 2,966,976	\$ 1,323,945
Accounts receivable, net of allowance; 2018 - \$918,214, 2017 - \$935,876	11,655,023	10,969,681
Grants and other receivables	148,932	1,175,185
Inventories	3,517,467	3,774,393
Prepaid expenses and other assets	1,665,827	1,706,973
Cash equivalents and investments restricted for long-lived asset purchases	784,921	829,505
Notes receivable, net of allowance; 2018 - \$973,388, 2017 - \$974,016	2,294,462	2,549,047
Investments	68,847,357	59,125,359
Contributions receivable from remainder trusts	125,516	121,051
Educational land, buildings and equipment	97,938,602	99,286,339
Commercial land, buildings and equipment	2,117,972	1,816,534
Beneficial interest in perpetual trust	<u>916,997</u>	<u>900,454</u>
Total assets	\$ <u>192,980,052</u>	\$ <u>183,578,466</u>
Liabilities and Net Assets		
Liabilities		
Accounts payable	\$ 7,020,178	\$ 5,908,513
Accrued expenses	5,284,995	4,485,430
Refundable deposits	2,088,716	1,824,311
Deferred tuition and fee revenue	1,955,315	1,277,774
Debt	16,639,815	18,018,932
Trust liabilities and amounts due to other remainderments	5,498,549	1,866,538
Annuities payable	491,772	486,211
Federal advances for student loans	2,687,519	2,891,434
Funds held for others	<u>709,405</u>	<u>776,207</u>
Total liabilities	<u>42,376,264</u>	<u>37,535,350</u>
Net Assets		
Without donor restrictions	77,313,193	77,920,100
With donor restrictions	<u>73,290,595</u>	<u>68,123,016</u>
Total net assets	<u>150,603,788</u>	<u>146,043,116</u>
Total liabilities and net assets	\$ <u>192,980,052</u>	\$ <u>183,578,466</u>

Andrews University

Consolidated Statements of Activities

Years Ended April 30, 2018 and 2017

	2018		
	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Gains and Other Support			
Tuition and fees	\$ 77,730,968	\$ —	\$ 77,730,968
Less scholarships and other student aid	(34,103,378)	—	(34,103,378)
Net tuition and fees	43,627,590		43,627,590
Private contributions	312,713	6,729,829	7,042,542
Other contributions and income, related parties	11,991,978	1,573,692	13,565,670
Contractual income and grants	1,390,902	184,683	1,575,585
Sales and services of educational activities	5,193,791	—	5,193,791
Sales and services of auxiliary activities	17,481,259	—	17,481,259
Change in value of split-interest agreements	291,516	69,052	360,568
Net investment return	302,020	1,427,758	1,729,778
Realized and unrealized gains on investments	443,686	2,807,429	3,251,115
University Schools	4,016,499	—	4,016,499
Center for Youth Evangelism	817,030	1,807	818,837
Andrews Broadcasting Corporation	494,518	—	494,518
University Retirement Centers, Inc.	644,725	—	644,725
Total revenue, gains and other support	87,008,227	12,794,250	99,802,477
Net Assets Released From Restrictions for Noncapital Activity	5,923,665	(5,923,665)	—
Total revenue, gains and other support and net assets released from restrictions for noncapital activity	92,931,892	6,870,585	99,802,477
Expenses			
Instruction	36,905,243	—	36,905,243
Research	1,917,322	—	1,917,320
Public service	1,082,866	—	1,082,867
Academic support	13,031,883	—	13,031,883
Student services	5,918,715	—	5,918,716
Auxiliary enterprises	16,894,668	—	16,894,668
University Schools	3,669,266	—	3,669,266
Center for Youth Evangelism	1,356,144	—	1,356,144
Andrews Broadcasting Corporation	529,077	—	529,077
University Retirement Centers, Inc.	649,831	—	649,831
Total program services	81,955,015	—	81,955,015
Institutional support and administration	12,032,517	—	12,032,518
Development	1,254,273	—	1,254,272
Total expenses	95,241,805	—	95,241,805
Change in Net Assets Before Other Activities	(2,309,913)	6,870,585	4,560,672
Other Activities			
Net assets released for capital projects	1,703,006	(1,703,006)	—
Change in Net Assets	(606,907)	5,167,579	4,560,672
Net Assets, Beginning of Year	77,920,100	68,123,016	146,043,116
Net Assets, End of Year	\$ 77,313,193	\$ 73,290,595	\$ 150,603,788

See Notes to Consolidated Financial Statements

2017		
Without Donor Restrictions	With Donor Restrictions	Total
\$ 75,397,588	\$ —	\$ 75,397,588
<u>(32,658,732)</u>	<u>—</u>	<u>(32,658,732)</u>
42,738,856	—	42,738,856
503,957	7,174,362	7,678,319
11,877,098	1,507,667	13,384,765
1,427,210	232,864	1,660,074
5,606,250	—	5,606,250
17,113,265	—	17,113,265
(546)	421,920	421,374
222,524	974,108	1,196,632
439,473	3,694,393	4,133,866
3,787,250	—	3,787,250
842,362	2,289	844,651
435,386	—	435,386
<u>732,548</u>	<u>—</u>	<u>732,548</u>
85,725,633	14,007,603	99,733,236
<u>4,951,862</u>	<u>(4,951,8620)</u>	<u>—</u>
<u>90,677,495</u>	<u>9,055,741</u>	<u>99,733,236</u>
36,336,421	—	36,336,421
1,826,701	—	1,826,701
985,188	—	985,188
12,443,390	—	12,443,390
5,792,051	—	5,792,051
16,626,410	—	16,626,410
3,423,510	—	3,423,510
1,125,648	—	1,125,648
498,004	—	498,004
<u>620,534</u>	<u>—</u>	<u>620,534</u>
79,677,857	—	79,677,857
11,468,856	—	11,468,856
<u>1,136,432</u>	<u>—</u>	<u>1,136,432</u>
<u>92,283,145</u>	<u>—</u>	<u>92,283,145</u>
(1,605,650)	9,055,741	7,450,091
<u>205,330</u>	<u>(205,330)</u>	<u>—</u>
(1,400,320)	8,850,411	7,450,091
<u>79,320,420</u>	<u>59,272,605</u>	<u>138,593,025</u>
<u>\$ 77,920,100</u>	<u>\$ 68,123,016</u>	<u>\$ 146,043,116</u>

Andrews University

Consolidated Statements of Functional Expenses

Year Ended April 30, 2018

	Program Activities								2018	Support Activities		2018
	Instructional	Research	Public Service	Academic Support	Student Services	Auxiliary Enterprises	University Schools	Ancillary Services	Total Program	Institutional Support	Development	Total Expenses
Salaries, wages and employee benefits	\$ 28,242,041	\$ 1,133,941	\$ 396,565	\$ 7,553,320	\$ 3,606,709	\$ 5,188,919	\$ 2,602,871	\$ 868,556	\$ 49,592,922	\$ 7,488,173	\$ 882,912	\$ 57,964,007
Costs of goods sold	-	-	1,259	416,246	16,224	2,007,749	61,338	46,376	2,549,192	12,368	-	2,561,560
Travel costs	633,056	155,200	29,993	315,377	265,270	138,380	150,043	181,872	1,869,191	237,799	192,875	2,299,865
Student services	1,384,531	49,494	20,711	64,103	180,923	52,780	136,341	119,358	2,008,241	66,253	32	2,074,526
Office/administration expenses	1,086,025	60,596	92,452	933,148	425,277	689,134	270,396	208,834	3,765,862	659,389	63,494	4,488,745
Services	826,813	356,557	113,823	1,168,367	365,913	1,217,287	23,785	415,534	4,488,079	990,945	27,121	5,506,145
Equipment	305,346	16,551	21,204	84,453	30,175	351,693	33,762	17,939	861,123	383,705	5,242	1,250,070
Promotional	97,248	10,503	32,718	71,005	234,439	3,667	28,466	10,716	488,762	333,873	75,031	897,666
Operations and Maintenance	2,765,459	55,113	254,050	1,021,153	423,355	2,989,979	482,713	333,310	8,325,132	1,791,894	924	10,117,950
Depreciation	1,820,485	36,371	44,352	607,370	264,414	1,075,147	88,956	152,909	4,090,004	653,930	-	4,743,934
Other	(255,761)	42,996	75,739	797,341	106,016	3,179,933	(209,405)	179,648	3,916,507	(585,812)	6,642	3,337,337
Totals	<u>\$ 36,905,243</u>	<u>\$ 1,917,322</u>	<u>\$ 1,082,866</u>	<u>\$ 13,031,883</u>	<u>\$ 5,918,715</u>	<u>\$ 16,894,668</u>	<u>\$ 3,669,266</u>	<u>\$ 2,535,052</u>	<u>\$ 81,955,015</u>	<u>\$ 12,032,517</u>	<u>\$ 1,254,273</u>	<u>\$ 95,241,805</u>

Andrews University

Consolidated Statements of Cash Flows

Years Ended April 30, 2018 and 2017

	2018	2017
Operating Activities		
Change in net assets	\$ 4,560,672	\$ 7,450,091
Items not requiring (providing) operating activities cash flows		
Depreciation and amortization	4,769,675	4,834,157
Provision for uncollectible accounts	(18,290)	(110,620)
Loss (gain) on disposal of property and equipment	11,099	(21,334)
Change in value of split-interest agreements	(360,568)	421,375
Realized and unrealized gains on investments	(3,251,115)	(4,133,866)
Contributions and property received and payments on contributions receivable restricted for long-term investments	(3,311,316)	(544,834)
Changes in		
Accounts receivable	(667,680)	(1,769,197)
Contributions, grants, notes and other receivables	1,281,466	(843,817)
Inventories	256,926	(38,922)
Prepaid expenses and other	41,146	(50,036)
Accounts payable and accrued liabilities	1,529,696	6,199
Deposits and deferred income	941,946	790,379
Annuities payable, trust liabilities and amounts due to other remainderments	3,860,228	331,652
Funds held for others	(66,801)	(15,675)
Net cash provided by operating activities	<u>9,577,084</u>	<u>6,305,552</u>
Investing Activities		
Proceeds from sale of investments	5,768,551	9,715,921
Purchases of investments	(12,239,434)	(7,578,048)
Net change in restricted cash equivalents and investments	44,584	(728,767)
Proceeds from sale of property and equipment	41,741	74,500
Purchases of property and equipment	(3,368,943)	(2,886,150)
Net cash used in investing activities	<u>(9,753,501)</u>	<u>(1,402,544)</u>
Financing Activities		
Proceeds from contributions received and payments on contributions receivable restricted for long-term investment	3,311,316	544,834
Proceeds from line of credit borrowings	74,039,872	19,256,650
Payments on line of credit borrowings	(74,039,872)	(24,756,650)
Principal payments on debt	(1,404,857)	(1,402,275)
Net payments to beneficiaries under split-interest agreements	(87,011)	(80,712)
Net cash provided by (used in) financing activities	<u>1,819,448</u>	<u>(6,438,153)</u>
Net Increase (Decrease) in Cash and Cash Equivalents	1,643,031	(1,535,145)
Cash and Cash Equivalents, Beginning of Period	<u>1,323,945</u>	<u>2,859,090</u>
Cash and Cash Equivalents, End of Period	<u>\$ 2,966,976</u>	<u>\$ 1,323,945</u>
Supplemental Information		
Interest paid	\$ 886,470	\$ 1,014,382
Property and equipment in accounts payable	404,438	22,905

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Note 1: Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

Andrews University (University), organized in 1874, is affiliated with the Seventh-day Adventist denomination. The University is a coeducational university fully accredited by the North Central Association of Colleges and Secondary Schools. The University is made up of seven schools and the University schools (K-12 grades). The University's revenue and other support are derived principally from tuition and fees, auxiliary activities and grants and contributions. The University also operates three wholly-owned subsidiaries: Andrews Broadcasting Corporation, University Retirement Centers, Inc. and The Center for Youth Evangelism.

- Andrews Broadcasting Corporation is a nonprofit corporation organized for the purpose of operating WAUS-FM, a radio station located on the campus of the University
- University Retirement Centers, Inc. is a nonprofit corporation formed for the purpose of constructing and maintaining housing facilities and services specifically designed to service elderly or handicapped persons
- The Center for Youth Evangelism (Center) has been established as a training and resource center for claiming, training and reclaiming youth and young adults for Jesus Christ. It is located on the campus of the University. It was incorporated in 2009 as an independent not-for-profit organization to help facilitate its vision and mission statement. The Center provides not only resources to anyone interested in youth ministry, but also serves as a think tank on how to effectively minister to youth and young adults. It does this by establishing formal and informal conversations throughout the Christian Community. Using its collaborative partnership with the Seminary, the Center helps provide both formal classroom education and a practical laboratory for youth professionals to develop and test out creative ministries for post-modern youth and young adults

Principles of Consolidation

The consolidated financial statements include the accounts of Andrews University and its wholly-owned subsidiaries, Andrews Broadcasting Corporation, University Retirement Centers, Inc. and The Center for Youth Evangelism. All material interorganizational accounts and transactions have been eliminated in consolidation.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of the revenue, expenses, gains, losses and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Cash and Cash Equivalents

The University considers all liquid investments with original maturities of three months or less to be cash equivalents. At April 30, 2018 and 2017, cash equivalents consisted primarily of money market funds and repurchase agreements.

Cash and cash equivalents that are awaiting longer-term investing have been classified as investments.

At April 30, 2018, the University's cash accounts exceeded federally insured limits by approximately \$5,476,000.

Investments and Investment Return

Investments in equity securities having a readily determinable fair value, nonexchange-traded equity and fixed income fund trusts and all debt securities and brokered certificates of deposit are carried at fair value. Other investments are valued at fair value. Investment return includes dividend, interest and other investment income and realized and unrealized gains and losses on investments carried at fair value.

Investment return that is initially restricted by donor stipulation and for which the restriction will be satisfied in the same year is included in with donor restrictions and reclassified to without donor restrictions net assets and reported in the consolidated statements of activities as net assets released from restrictions. Other investment return is reflected in the consolidated statements of activities as without donor restrictions or with donor restrictions based upon the existence and nature of any donor or legally imposed restrictions.

The University maintains pooled investment accounts for its endowments. Investment income and realized and unrealized gains and losses from securities in the pooled investment accounts are allocated annually to the individual endowments based on the relationship of the fair value of the interest of each endowment to the total fair value of the pooled investments accounts, as adjusted for additions to or deductions from those accounts.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions. The governing Board has designated, from net assets without donor restrictions, net assets for Board-designated endowment which totaled \$8,651,668 and \$8,148,285 at April 30, 2018 and 2017, respectively.

Net Assets With Donor Restrictions – Net assets subject to donor imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Inventories

Inventories consist primarily of dairy cattle and feed, food service and plant service and various other supplies and are stated at the lower of cost and net realizable value for 2018 and the lower of cost or market for 2017. Cost is determined on the first-in, first-out (FIFO) method.

Income Taxes

The University and its subsidiaries are exempt from federal income taxes under Section 501 of the U.S. Internal Revenue Code and a similar provision of state law. However, the University and its subsidiaries are subject to federal income tax on any unrelated business taxable income.

Promises to Give

Unconditional promises to give are recognized as revenue in the period received and as assets, decreases of liabilities or expenses depending on the form of the benefits received. Conditional promises to give are recognized as revenue when the conditions on which they depend are substantially met.

Student Accounts and Notes Receivable

Student accounts receivable are stated at the amount billed to the students less applied scholarships and loan proceeds. The University provides an allowance for doubtful accounts, which is based upon a review of outstanding receivables, historical collection information and existing economic conditions. Tuition is generally due at the beginning of the semester unless the student has signed a payment plan. Charges that are past due without payments for three consecutive months, have had no response to the due diligence process and are assigned to third-party collection agencies are considered delinquent. Delinquent receivables are written off based on individual credit evaluation and specific circumstances of the student.

Notes receivable consist of amounts due under the Federal Perkins Loan Program and institutional loan programs and are stated at their outstanding principal amount, net of an allowance for doubtful notes. Loans are made to students based on demonstrated financial need and satisfaction of federal eligibility and institutional requirements. Principal and interest payments on loans generally do not commence until after the borrower graduates or otherwise ceases enrollment. The University provides an allowance for doubtful notes, which is based upon a review of outstanding loans, historical collection information and existing economic conditions. Loans that are delinquent continue to accrue interest. Loans that are past due for at least one payment are considered delinquent. Delinquent loans are written off based on individual credit evaluation and specific circumstances of the student. The amount of loans delinquent greater than 90 days and accruing interest was approximately \$686,000 and \$663,000 at April 30, 2018 and 2017, respectively.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Property and Equipment

Expenditures for property and equipment and items which substantially increase the useful lives of existing assets are capitalized at cost. Maintenance and repairs are charged to expense as incurred. The University provides for depreciation on property and equipment on the straight-line method at rates designed to depreciate the costs of assets over their estimated useful lives. Assets under capital lease obligations are depreciated over the shorter of the lease term or their respective estimated useful lives.

Long-lived Asset Impairment

The University evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset is less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value.

No asset impairment was recognized during the years ended April 30, 2018 and 2017.

Deferred Revenue

Income from tuition and fees is deferred and recognized over the periods to which the tuition and fees relate.

Support and Revenue

The University reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, with donor restrictions net assets are reclassified to without donor restrictions net assets and reported in the consolidated statements of activities as net assets released from restrictions. If a restriction is fulfilled in the same time period in which the contribution is received, the University reports the support as with donor restrictions and then releases from restriction.

Unconditional gifts expected to be collected within one year are reported at their net realized value. Unconditional gifts expected to be collected in future years are reported at the present value of estimated future cash flows. The resulting discount is amortized using the level-yield method and is reported as contribution revenue.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Donated Property and Equipment

The University reports gifts of land, buildings and equipment as without donor restriction support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations regarding how long those long-lived assets must be maintained, the University reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service, as instructed by the donor. The University reclassifies with donor restrictions net assets to without donor restriction net assets at that time.

Government Grants

Support funded by grants is recognized as the University performs the contracted services under grant agreements. Grant revenue is recognized as earned as the eligible expenses are incurred. Grant expenditures are subject to audit and acceptance by the granting agency and, as a result of such audit, adjustments could be required.

Auxiliary Activities

The University operates several auxiliary activities including dining facilities, student lodging and farm and dairy.

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on the functional basis in the consolidated statements of activities. Certain costs have been allocated among the program services, institutional support and administration and development categories based on the square footage of occupancy, estimates of time spent by University personnel and other methods.

Transfers Between Fair Value Hierarchy Levels

Transfers in and out of Level 1 (quoted market prices), Level 2 (other significant observable inputs) and Level 3 (significant unobservable inputs) are recognized on the period beginning date.

Andrews University
Notes to Consolidated Financial Statements
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Note 2: Change in Accounting Principle

During 2018, the University adopted the provisions of ASU 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. This change had no impact on the 2017 change in net assets. A summary of the changes by financial statement area is as follows:

Statement of financial position:

- The statement of financial position distinguishes between two new classes of net assets — those with donor-imposed restrictions and those without. This is a change from the previously required three classes of net assets – unrestricted, temporarily restricted and permanently restricted.

Statement of activities:

- The standard requires the University to report expenses by both nature and function, either in the statement of activities, as a separate statement or within the notes.
- Investment income is shown net of external and direct internal investment expenses. There is no longer a requirement to include a disclosure of those netted expenses.

Notes to the financial statements:

- FASB requires enhanced quantitative and qualitative disclosures to provide additional information useful in assessing liquidity and cash flows, including a description of the time horizon used to manage its liquidity and near-term availability and demands for cash as of the reporting date.
- Provide disclosures on amounts and purposes of governing Board or self-imposed designations and appropriations as of the end of the period.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Note 3: Investments

The University's investments are as follows:

	2018	2017
Cash and cash equivalents	\$ 3,524,583	\$ 727,977
Equity fund trusts (A)		
Large capitalization funds	14,116,708	13,029,538
Small and mid-capitalization funds	6,387,003	5,331,533
International and emerging markets	25,229,147	23,024,320
Commodity fund	152,108	175,968
Common stocks	3,095,942	2,609,376
Fixed income mutual funds and fund trusts (A)	8,370,764	7,251,303
Corporate bonds	860,043	800,659
U.S. Treasury and Government agency securities	1,768,563	1,809,541
Real estate and other	<u>5,342,496</u>	<u>4,365,144</u>
	<u>\$ 68,847,357</u>	<u>\$ 59,125,359</u>

- (A) This category includes investments in private fund trusts that invest primarily in publicly traded U.S. Common stocks and bonds and international common stocks. The University does not have any unfunded commitments to fund these trusts and the investments can be redeemed at any time.

The amount of assets included in investments that are held for trusts are \$7,370,231 and \$3,340,927 at April 30, 2018 and 2017, respectively.

Note 4: Educational Land, Buildings and Equipment

The cost of educational land, buildings and equipment and depreciable lives are summarized as follows:

	2018	2017	Depreciable Life – Years
Land	\$ 6,091,396	\$ 6,076,396	
Land improvements	11,935,618	11,895,502	20
Buildings	118,661,950	118,043,457	40 – 75
Equipment	49,353,507	49,040,729	4 – 10
Construction in progress	<u>2,302,199</u>	<u>686,510</u>	
	188,344,671	185,742,594	
Accumulated depreciation	<u>(90,406,070)</u>	<u>(86,456,255)</u>	
	<u>\$ 97,938,602</u>	<u>\$ 99,286,339</u>	

Depreciation expense on educational properties was \$4,611,646 and \$4,678,701 for the years ended April 30, 2018 and 2017, respectively.

Andrews University

Notes to Consolidated Financial Statements

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Note 5: Commercial Land, Buildings and Equipment

Commercial land, buildings and equipment represents assets of University Retirement Centers, Inc. and the University's medical facilities. The cost of commercial land, buildings and equipment and depreciable lives are summarized as follows:

	2018	2017	Depreciable Life – Years
Land	\$ 115,000	\$ 115,000	
Land improvements	309,423	309,423	15
Buildings	4,768,886	4,356,402	40 – 75
Equipment	<u>94,566</u>	<u>88,785</u>	4 – 10
	5,287,875	4,869,610	
Accumulated depreciation	<u>(3,169,903)</u>	<u>(3,053,076)</u>	
	<u>\$ 2,117,972</u>	<u>\$ 1,816,534</u>	

Depreciation expense on commercial properties was \$132,289 and \$129,716 for the years ended April 30, 2018 and 2017, respectively.

Note 6: Contributions Receivable From Charitable Remainder Trusts

The University has interests in charitable remainder trusts held at an outside trustee in the amount of \$125,516 and \$121,051 at April 30, 2018 and 2017, respectively. Contributions are recognized at the dates the agreements are established and are recorded at the present value of the estimated future benefits to be received when the assets are distributed to the University. The valuations of the agreements are calculated using an appropriate discount rate at the time of the gift and applicable mortality tables, when appropriate. The agreements are revalued annually and any resulting actuarial gains or losses are reflected in the consolidated statements of activities as a change in value of split-interest agreements.

Note 7: Beneficial Interest in Perpetual Trust

The University is the beneficiary under a perpetual trust administered by an outside party. Under the terms of the trust, the University has the irrevocable right to receive income earned on the trust assets in perpetuity, but never receives the assets held in trust. The estimated value of the expected future cash flows is \$916,997 and \$900,454, which represents the fair value of the trust assets at April 30, 2018 and 2017, respectively. The income from this trust for 2018 and 2017 was \$46,532 and \$43,489, respectively.

Andrews University
Notes to Consolidated Financial Statements
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Note 8: Line of Credit

The University has a \$10,000,000 revolving line of credit expiring on November 30, 2018. At April 30, 2018 and 2017, there was \$0 borrowed against this line. Interest was a fluctuating rate equal to the bank's prime rate plus 0.25 percent with the rate not to be less than 4.00 percent (4.00 percent on April 30, 2018 and 2017), and was payable monthly.

Note 9: Derivative Financial Instruments

Variable-to-Fixed Interest Rate Swap

As a strategy to maintain acceptable levels of exposure to the risk of changes in future cash flows due to interest rate fluctuations, the University entered into an interest rate swap agreement for a portion of its floating rate debt. The agreement provides for the University to receive interest from the counterparty at one month LIBOR plus 1.55 percent and to pay interest to the counterparty at a fixed rate of 3.157 percent on notional amounts of \$3,400,000 and \$3,700,000 at April 30, 2018 and 2017, respectively. Under the agreement, the University pays or receives the net interest amount monthly, with the monthly settlements included in interest expense. The fair value of the swap agreement at April 30, 2018 and 2017, was immaterial.

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Notes to Consolidated Financial Statements

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Note 10: Debt

Debt obligations consist of the following:

	<u>2018</u>	<u>2017</u>
Note payable to PNC Bank, monthly interest payments at rate of one month LIBOR plus 1.55%, annual principal payments of \$300,000 beginning in May 2016 with a final balloon payment of \$2,801,113 due in May 2020, secured by gross revenue and certain property and equipment.	\$ 3,400,000	\$ 3,700,000
Note payable to Oronoko Township, secured by certain property, annual payments of \$12,500 including interest at 3%.	465,272	474,272
Note payable to Chemical Bank, secured by certain property, monthly payments of \$11,804 including interest at 3.1% with a balloon payment of \$1,703,857 due in July 2023.	2,114,440	2,193,553
Note payable to Chemical Bank, secured by certain equipment, monthly payments of \$9,027 including interest at a rate of 4.75%. The note matured on March 25, 2018.	—	97,002
Michigan Higher Education Facilities Authority, Revenue Bonds Series 2010, monthly interest payments at 4.59%. Annual principal maturities beginning in 2014 and ending in 2031, secured by property and equipment.	10,509,340	11,329,340
Note payable to Chemical Bank, 3.9%, monthly principal and interest payments, 4-year amortization.	<u>199,581</u>	<u>299,322</u>
	16,688,632	18,093,489
Less unamortized debt issuance costs	<u>(48,817)</u>	<u>(74,557)</u>
	<u>\$ 16,639,815</u>	<u>\$ 18,018,932</u>

The annual maturities of debt obligations at April 30, 2018, are as follows:

	<u>Debt</u>
2019	\$ 1,312,645
2020	1,300,271
2021	11,759,950
2022	93,338
2023	96,067
Thereafter	<u>2,126,361</u>
	<u>\$ 16,688,632</u>

Interest expense was \$886,470 and \$1,014,381 for the years ended April 30, 2018 and 2017, respectively.

Andrews University
Notes to Consolidated Financial Statements
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Note 11: Annuities and Trusts Payable

The University has been the recipient of several gift annuities, which require future payments to the donor or their named beneficiaries. The assets received from the donor are recorded at fair value. The University has recorded a liability at April 30, 2018 and 2017, of \$491,772 and \$486,211, respectively, which represents the present value of the future annuity obligations. The liability has been determined using discount rates ranging from 1.4 percent to 10 percent.

The University administers various charitable remainder trusts. A charitable remainder trust provides for the payment of distributions to the grantor or other designated beneficiaries over the trust's term (usually the designated beneficiary's lifetime). At the end of the trust's term, the remaining assets are available for the University's use. The portion of the trust attributable to the future interest of the University is recorded in the consolidated statements of activities as with donor restrictions contributions in the period the trust is established. Assets held in the charitable remainder trusts are recorded at fair value in the University's consolidated statements of financial position. On an annual basis, the University revalues the liability to make distributions to the designated beneficiaries based on actuarial assumptions. The present value of the estimated future payments is calculated using discount rates ranging from 3.3 percent to 17.9 percent and applicable mortality tables.

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Notes to Consolidated Financial Statements

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Note 12: Net Assets With Donor Restriction

Net assets with donor restrictions at April 30, 2018 and 2017, are restricted for the following purposes or periods:

	2018	2017
Subject to expenditure for specified purpose		
Capital and other projects	\$ 15,165,195	\$ 14,536,970
Departmental expenditures	2,553,518	3,071,171
Other restricted activities	1,601,278	1,025,433
Scholarships and grants	3,244,360	3,475,326
	<u>22,564,351</u>	<u>22,108,900</u>
Subject to the passage of time		
Beneficial interests in charitable trusts held by others	<u>1,401,614</u>	<u>1,109,644</u>
Endowments		
Subject to endowment spending policy or appropriation	13,407,727	11,221,132
Subject to appropriation and expenditure when a specified event occurs		
Restricted by donors for		
Educational programs	13,303,150	12,286,874
Scholarships	19,635,736	18,253,623
	<u>46,346,613</u>	<u>41,761,629</u>
Not subject to endowment spending policy or appropriation		
Interests in perpetual trusts	2,400,286	2,337,210
Annuity and life income funds	57,980	285,363
Institutional loan funds	519,751	520,270
	<u>2,978,017</u>	<u>3,142,843</u>
Total	<u>49,324,630</u>	<u>44,904,472</u>
Total net assets with donor restrictions	<u>\$ 73,290,595</u>	<u>\$ 68,123,016</u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors as follows:

	2018	2017
Satisfaction of purpose restrictions		
Capital	\$ 1,703,006	\$ 205,330
Educational programs	3,010,057	2,211,556
Other projects	1,091,991	1,052,570
Appropriations in accordance with spending policy		
Scholarships and grants	<u>1,821,617</u>	<u>1,687,736</u>
	<u>\$ 7,626,671</u>	<u>\$ 5,157,192</u>

Andrews University
Notes to Consolidated Financial Statements
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Note 13: Endowment

The University's endowment consists of approximately 450 individual funds established for a variety of purposes. The endowment includes both donor-restricted endowment funds and funds designated by the governing body to function as endowments (Board-designated endowment funds). As required by accounting principles generally accepted in the United States of America (GAAP), net assets associated with endowment funds, including Board-designated endowment funds, are classified and reported based on the existence or absence of donor-imposed restrictions.

The University's governing body has interpreted the State of Michigan Prudent Management of Institutional Funds Act (Michigan UPMIFA) as requiring preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the University classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of donor-restricted endowment funds is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the University in a manner consistent with the standard of prudence prescribed by Michigan UPMIFA. In accordance with Michigan UPMIFA, the University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

1. Duration and preservation of the fund
2. Purposes of the University and the fund
3. General economic conditions
4. Possible effect of inflation and deflation
5. Expected total return from investment income and appreciation or depreciation of investments
6. Other resources of the University
7. Investment policies of the University

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Notes to Consolidated Financial Statements

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The composition of net assets by type of endowment fund at April 30, 2018 and 2017, was:

	2018		
	Without Donor Restrictions	With Donor Restrictions	Total
Donor-restricted endowment funds	\$ —	\$ 46,346,613	\$ 46,346,613
Board-designated endowment funds	<u>8,651,668</u>	<u>—</u>	<u>8,651,668</u>
Total endowment funds	<u>\$ 8,651,668</u>	<u>\$ 46,346,613</u>	<u>\$ 54,998,281</u>

	2017		
	Without Donor Restrictions	With Donor Restrictions	Total
Donor-restricted endowment funds	\$ —	\$ 41,761,629	\$ 41,761,629
Board-designated endowment funds	<u>8,148,285</u>	<u>—</u>	<u>8,148,285</u>
Total endowment funds	<u>\$ 8,148,285</u>	<u>\$ 41,761,629</u>	<u>\$ 49,909,914</u>

Changes in endowment net assets for the year ended April 30, 2018 and 2017, were:

	2018		
	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, beginning of year	\$ 8,148,285	\$ 41,761,629	\$ 49,909,914
Investment return			
Investment income	273,878	1,386,513	1,660,391
Net appreciation	<u>711,740</u>	<u>2,605,345</u>	<u>3,317,085</u>
Total investment return	985,618	3,991,858	4,977,476
Contributions	—	2,414,743	2,414,743
Appropriation of endowment assets for expenditure	<u>(482,235)</u>	<u>(1,821,617)</u>	<u>(2,303,852)</u>
Endowment net assets, end of year	<u>\$ 8,651,668</u>	<u>\$ 46,346,613</u>	<u>\$ 54,998,281</u>

	2017		
	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, beginning of year	\$ 7,586,095	\$ 38,521,533	\$ 46,107,628
Investment return			
Investment income	199,430	874,266	1,073,696
Net appreciation	<u>650,280</u>	<u>3,480,645</u>	<u>4,130,925</u>
Total investment return	849,710	4,354,911	5,204,621
Contributions	—	572,922	572,922
Appropriation of endowment assets for expenditure	<u>(287,520)</u>	<u>(1,687,737)</u>	<u>(1,975,257)</u>
Endowment net assets, end of year	<u>\$ 8,148,285</u>	<u>\$ 41,761,629</u>	<u>\$ 49,909,914</u>

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Notes to Consolidated Financial Statements

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From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below the level the University is required to retain as a fund of perpetual duration pursuant to donor stipulation or Michigan UPMIFA. In accordance with GAAP, deficiencies of this nature are reported in net assets with donor restrictions. There were no such deficiencies at April 30, 2018 and 2017.

The University has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs and other items supported by its endowment while seeking to maintain the purchasing power of the endowment. Endowment assets include those assets of donor-restricted endowment funds the University must hold in perpetuity or for donor-specified periods, as well as those of Board-designated endowment funds. Under the University's policies, endowment assets are invested in a manner that is intended to produce results in excess of inflation of 3 percent while assuming a moderate level of investment risk. The University expects its endowment funds to provide an average rate of return of approximately 6 percent annually over time. Actual returns in any given year may vary from this amount.

To satisfy its long-term rate of return objectives, the University relies on a total return strategy in which investment returns are achieved through both current yield (investment income such as dividends and interest) and capital appreciation (both realized and unrealized). The University targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

The University has a policy (the spending policy) of appropriating for expenditure each year up to 5 percent of its endowment fund's average fair value over the previous three years measured at fiscal year-end preceding the year in which expenditure is planned. In establishing this policy, the University considered the long-term expected return on its endowment. Accordingly, over the long term, the University expects the current spending policy to allow its endowment to grow at an average of 3 percent annually. This is consistent with the University's objective to maintain the purchasing power of endowment assets held in perpetuity or for a specified term, as well as to provide additional real growth through new gifts and investment return.

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Notes to Consolidated Financial Statements

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Note 14: Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of April 30, 2018, comprise the following:

	<u>2018</u>
Cash and cash equivalents	\$ (11,647,961)
Accounts receivable	11,123,023
Notes receivable	53,000
Other receivables	89,521
Inventory for resale	1,104,100
Investments	1,580,220
Appropriations from the endowment in accordance with the spending policy	1,402,995
Distributions from beneficial interests in perpetual trusts	<u>45,000</u>
Financial assets available to meet cash needs for general expenditures within one year	<u><u>\$ 3,749,898</u></u>

The University's endowment funds consist of donor-restricted endowments and funds designated by the Board as endowments. Income from donor-restricted endowments is restricted for specific purposes, with the exception of the amounts available for general use. Donor-restricted endowment funds are not available for general expenditure.

The Board-designated endowment of \$8,651,668 as of April 30, 2018, is subject to an annual spending rate of approximately 4 percent as described in Note 13. Although the University does not intend to spend from this Board-designated endowment (other than amounts appropriated for general expenditure as part of the Board's annual budget approval and appropriation), these amounts could be made available if necessary. To help manage unanticipated liquidity needs, the University has a committed line of credit in the amount of \$10,000,000, which it could draw upon.

The University manages its liquidity and reserves following three guiding principles: operating within a prudent range of financial soundness and stability, maintaining adequate liquid assets to fund near-term operating needs and maintaining sufficient reserves to provide reasonable assurance that long-term obligations will be discharged. The University has a policy to target a year-end balance of reserves of unrestricted, undesignated net assets to meet 15 to 30 days of expected expenditures. To achieve these targets, the University forecasts its future cash flows and monitors its liquidity quarterly, and monitors its reserves annually. During the year ended April 30, 2018, the level of liquidity and reserves was managed within the policy requirements.

Note 15: Employee Benefit Plans

Prior to January 1, 2000, Andrews University participated in a multiemployer, noncontributory defined benefit retirement plan known as the "Seventh-day Adventist Retirement Plan for North America." In November 1999, the General Conference of Seventh-day Adventists' North American Division Committee voted to freeze accumulated service credit under the defined benefit plan as of December 31, 1999, and approved a new defined contribution plan to be effective January 1, 2000.

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As of January 1, 2000, the University participates in a defined contribution retirement plan known as “The Adventist Retirement Plan.” The Adventist Retirement Plan covers substantially all nonstudent employees. The plan is administered by the General Conference of Seventh-day Adventists in Silver Spring, Maryland and is exempt from the *Employee Retirement Income Security Act of 1974* (ERISA) as a multiple-employer plan of a church-related agency. Contributions to the plan are based on a stated percentage of each employee’s earnings and a stated matching percentage of certain employee contributions. Contributions to the plan for the years ended April 30, 2018 and 2017, were \$2,626,612 and \$2,600,149, respectively. Investment management of the accumulated contributions designated for each employee is provided under an agreement between the General Conference and AIG Retirement.

The University will continue to make contributions (at a reduced rate) to the defined benefit plan and certain employees will continue to be eligible for future benefits under the old plan. The plan is administered by the General Conference of Seventh-day Adventists in Silver Spring, Maryland, and is exempt from ERISA as a multiple-employer plan for a church-related agency. Contributions to the plan are based on a stipulated percentage of nonstudent employee payroll determined by the General Conference, effective January 1 of each year. Effective rates as of January 1 and amounts paid were as follows:

	2018	2017
Effective rate	7.45%	7.45%
Total contributions	\$ 2,674,220	\$ 2,651,508

The plan meets the definition of a multiemployer plan as defined by the Financial Accounting Standards Board. As such, it is not required, nor is it possible, to determine the actuarial present value of accumulated benefits or plan net asset for employees of Andrews University.

Note 16: Commitments and Contingencies

Self Insurance

The University has elected to act as a self-insurer for certain costs related to employee health and accident benefit programs. The University has purchased insurance, which limits its exposure per person to \$275,000. In addition, the University has purchased stop-loss insurance with a \$265,000 aggregate deductible for all claims exceeding \$275,000.

Contributions

Approximately 14 percent of the University’s private contribution revenue for the year ended April 30, 2018, was from one donor. Approximately 13 percent of the University’s private contribution revenue for the year ended April 30, 2017, was from one donor.

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Notes to Consolidated Financial Statements

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Note 17: Related Party Transactions

The University is affiliated with the Seventh-day Adventist denomination. Significant transactions occur between the University and various other Seventh-day Adventist organizations. Total revenue and other support received from these related parties amounted to approximately 13 percent and 15 percent of the University's total revenue in 2018 and 2017, respectively. Revenue and other support received from related parties for the year ended April 30, 2018 and 2017, respectively, are as follows:

	2018	2017
General Conference	\$ 5,555,799	\$ 5,551,789
North American Division	3,255,800	3,155,604
Lake Union Conference	3,188,954	3,117,673
Other conferences and organizations	<u>781,065</u>	<u>796,333</u>
Total	<u>\$ 12,781,618</u>	<u>\$ 12,621,399</u>

Included in accounts and notes receivable on the consolidated statements of financial position are the following amounts due from/(to) related parties at April 30, 2018 and 2017:

	2018	2017
Lake Union Conference	\$ 260,490	\$ 253,957
North American Division Conference	30,921	—
General Conference	(938,501)	(305,523)
Employees	644,120	745,293

During the year ended 2014, the University extended a promissory note to University Retirement Centers, Inc. The note had a balance of \$2,215,921 and \$2,262,839 at April 30, 2018 and 2017, respectively. Interest on the note is fixed at 4.7 percent with monthly principal and interest payments due through September 2041. The note is eliminated in consolidation.

The University invests in various equity and fixed income fund trusts of the General Conference of Seventh-day Adventists. At April 30, 2018 and 2017, amounts invested were \$44,644,555 and \$40,974,679 in the equity fund trusts and \$5,184,708 and \$5,362,167 in the fixed income fund trusts, respectively.

Note 18: Risks and Uncertainties

The University invests in various investment securities. Investment securities are exposed to various risks such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the investment amounts reported in the consolidated statements of financial position.

Andrews University
Notes to Consolidated Financial Statements
April 30, 2018 and 2017

General Litigation

The University is subject to claims and lawsuits that arise primarily in the ordinary course of business. It is the opinion of management that the disposition or ultimate resolution of such claims and lawsuits will not have a material adverse effect on the consolidated financial position, results of operations and cash flows of the University.

Note 19: Disclosures About Fair Value of Assets and Liabilities

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value measurements maximize the use of observable inputs and minimize the use of unobservable inputs. There is a hierarchy of three levels of inputs that may be used to measure fair value:

- Level 1** Quoted prices in active markets for identical assets or liabilities
- Level 2** Observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities
- Level 3** Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Recurring Measurements

The following tables present the fair value measurements of assets recognized in the accompanying consolidated statements of financial position measured at fair value on a recurring basis and the level within the fair value hierarchy in which the fair value measurements fall at April 30, 2018 and 2017:

	2018			
	Fair Value Measurements Using			Fair Value
	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
Investments				
Cash equivalents - money market mutual funds	\$ 3,524,582	\$ 3,524,582	\$ —	\$ —
Equity fund trusts				
Large capitalization funds	14,116,708	—	14,116,708	—
Small and mid-capitalization funds	6,387,003	—	6,387,003	—
International and emerging markets	25,229,146	—	25,229,146	—
Commodity fund	152,108	—	152,108	—
Common stocks	3,095,942	3,095,942	—	—
Fixed income mutual funds and trusts	8,370,764	—	8,370,764	—
Corporate bonds	860,042	—	860,042	—
U.S. Treasury and Government agency securities	1,768,562	—	1,768,562	—
Real estate and other	5,342,495	—	—	5,342,495
Contributions Receivable From Remainder Trusts	125,516	—	—	125,516
Beneficial Interest in Perpetual Trust	916,997	—	—	916,997

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

		2017			
		Fair Value Measurements Using			
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	
		Fair Value			
Investments					
Cash equivalents - money market mutual funds	\$	714,666	\$	714,666	\$ — \$ —
Equity fund trusts					
Large capitalization funds		13,029,538		—	13,029,538 —
Small and mid- capitalization funds		5,331,533		—	5,331,533 —
International and emerging markets		23,024,320		—	23,024,320 —
Commodity fund		175,968		—	175,968 —
Common stocks		2,609,376		2,609,376	— —
Fixed income mutual funds and trusts		7,251,303		—	7,251,303 —
Corporate bonds		800,659		—	800,659 —
U.S. Treasury and Government agency securities		1,809,541		—	1,809,541 —
Real estate and other		4,365,144		—	— 4,365,144
Contributions Receivable From Remainder Trusts					
		121,051		—	— 121,051
Beneficial Interest in Perpetual Trust					
		900,454		—	— 900,454

Following is a description of the valuation methodologies and inputs used for assets measured at fair value on a recurring basis and recognized in the accompanying consolidated statements of financial position, as well as the general classification of such assets pursuant to the valuation hierarchy. There have been no significant changes in the valuation techniques during the year ended April 30, 2018. For assets classified within Level 3 of the fair value hierarchy, the process used to develop fair value is described below. The University has no liabilities measured at fair value on a recurring basis. Additionally, the University has no assets or liabilities measured at fair value on a nonrecurring basis.

Investments

Where quoted market prices are available in an active market, securities are classified within Level 1 of the valuation hierarchy. For investments other than nonexchange-traded fund trusts, if quoted market prices are not available, then fair values are estimated by using quoted prices of securities with similar characteristics or independent asset pricing services and pricing models, the inputs of which are market-based or independently sourced market parameters, including, but not limited to, yield curves, interest rates, volatilities, prepayments, defaults, cumulative loss projections and cash flows. Such securities are classified in Level 2 of the valuation hierarchy.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

For the nonexchange-traded fund trusts that have sufficient activity or liquidity within the fund, fair value is determined using the net asset value (or its equivalent) provided by the fund and are classified within Level 2 of the valuation hierarchy. In certain cases where Level 1 or Level 2 inputs are not available, securities are classified within Level 3 of the hierarchy and include primarily investments in real estate. These investments are valued based on an independent third-party appraisal. See table below for inputs and valuation techniques used for Level 3 securities.

Fair value determinations for Level 3 measurements of securities are the responsibility of the University. The University uses outside parties to obtain fair value estimates on a monthly or quarterly basis. The University challenges the reasonableness of the assumptions used and reviews the methodology to ensure the estimated fair value complies with accounting standards generally accepted in the United States.

Contributions Receivable From Remainder Trusts

Fair value is estimated at the present value of the future assets expected to be received from the trust upon dissolution. Due to the nature of the valuation inputs, the interest is classified within Level 3 of the hierarchy.

Beneficial Interest in Perpetual Trust

Fair value is estimated at the present value of the future distributions expected to be received over the term of the agreement. Due to the nature of the valuation inputs, the interest is classified within Level 3 of the hierarchy.

Fair value determinations for Level 3 measurements of interests in trusts are the responsibility of the University. The University obtains valuation from third parties as needed to generate fair value estimates. The University reviews the methodology to ensure the estimated fair value complies with accounting standards generally accepted in the United States.

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

Level 3 Reconciliation

The following is a reconciliation of the beginning and ending balances of recurring fair value measurements recognized in the accompanying consolidated statements of financial position using significant unobservable (Level 3) inputs:

	Real Estate and Other	Contributions Receivable From Remainder Trusts	Beneficial Interest in Perpetual Trust
Balance, May 1, 2016	\$ 4,510,292	\$ 112,171	\$ 853,356
Total realized and unrealized gains included in change in net assets	16,681	8,880	90,587
Distributions	<u>(161,829)</u>	<u>—</u>	<u>(43,489)</u>
Balance, April 30, 2017	4,365,144	121,051	900,454
Total realized and unrealized gains included in change in net assets	34,034	4,465	63,076
Purchases	1,604,745	—	—
Distributions	<u>(661,428)</u>	<u>—</u>	<u>(46,533)</u>
Balance, April 30, 2018	<u>\$ 5,342,495</u>	<u>\$ 125,516</u>	<u>\$ 916,997</u>

All realized and unrealized gains included in change in net assets for 2018 and 2017 are attributable to assets still held at the reporting date.

Unobservable (Level 3) Inputs

The following tables present quantitative information about unobservable inputs used in recurring Level 3 fair value measurements:

	Fair Value at April 30, 2018	Valuation Technique	Unobservable Inputs	Range
Contributions receivable from remainder trust	\$ 125,516	Discounted cash flows	Discount rates Mortality assumptions (*)	1.2%-3.0%
Beneficial interest in perpetual trusts	916,997	Discounted cash flows	Portfolio returns Discount rates	3.5%-6.5% 3.5%-6.0%
Real estate and other	5,342,495	Market comparable properties	Comparability adjustments (%)	N/A^

Andrews University

Notes to Consolidated Financial Statements

April 30, 2018 and 2017

	Fair Value at April 30, 2017	Valuation Technique	Unobservable Inputs	Range
Contributions receivable from remainder trust	\$ 121,051	Discounted cash flows	Discount rates Mortality assumptions (*)	1.2%-3.0%
Beneficial interest in perpetual trusts	900,454	Discounted cash flows	Portfolio returns Discount rates	3.5%-6.5% 3.5%-6.0%
Real estate and other	4,365,144	Market comparable properties	Comparability adjustments (%)	N/A^

* Based on the ages of designated beneficiaries in the trust instruments

^ The range is not disclosed because of the varied range of potential values as a result of the diverse type of investments

Note 20: Subsequent Events

Subsequent events have been evaluated through August 3, 2018, which is the date of the financial statements were available to be issued.

In June 2018, the Board of Trustees approved the closure of the Andrews University Dairy Farm by July 2019.

Supplementary Information

Andrews University

Schedule of Expenditures of Federal Awards

Year Ended April 30, 2018

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass- Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Student Financial Assistance				
Cluster				
Federal Perkins Loans	84.038		\$ —	\$ 2,630,290
Federal Work-Study Program	84.033		—	245,298
Federal Supplemental				
Educational Opportunity				
Grants	84.007		—	182,429
Federal Pell Grant Program	84.063		—	2,000,794
Federal Direct Student Loans	84.268		—	23,913,225
Total student financial			—	28,972,036
assistance cluster			—	—
Other Federal Awards				
U.S. Department of Agriculture				
Pass through Michigan				
Department of Education				
Child Nutrition Cluster				
National School Lunch				
Program	10.555	171960	—	10,154
Total Child Nutrition			—	10,154
Cluster			—	—
Child and Adult Care Food				
Program	10.558	171920	—	8,427
Child and Adult Care Food				
Program	10.558	172010	—	1,319
Child and Adult Care Food				
Program	10.558	181920	—	11,107
Child and Adult Care Food				
Program	10.558	182010	—	1,592
Total Child and Adult			—	22,445
Care Food Program			—	—
Total Department of			—	32,599
Agriculture			—	—

Andrews University
Schedule of Expenditures of Federal Awards
Year Ended April 30, 2018

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass- Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
National Science Foundation				
Research and Development Cluster				
Mathematical and Physical Sciences	47.049	DMS-1407040	\$ —	\$ 39,761
Pass through Auburn University				
Geosciences	47.050	14-PHY- 2200499-AU	—	55,050
Summer Undergraduate Research Fellowship	11.320	70NANB17H0 63	—	9,202
Engineering Science	47.041	CBET- 1706597	—	22,382
Pass through Embry-Riddle Aeronautical University				
Science: Ceoss-Scale Wave Coupling Processes In Kelvin-Helmholtz Structures in the Magnetospheric Boundary Layer	43.001	NASA	—	283
Science - Heliosperic Supporting Research Program - Living with the Star	43.001	NNX16AR10G	52,272	85,994
Science - Heliosperic Supporting Research Program - Living with the Star	43.001	NNX16AQ87 G	89,871	143,616
Total Research and Development Cluster			142,143	356,288
Total other federal awards			142,143	388,887
Total federal expenditures			\$ 142,143	\$ 29,360,923

Andrews University
Notes to the Schedule of Expenditures of Federal Awards
Year Ended April 30, 2018

Notes to Schedule

1. The accompanying schedule of expenditures of federal awards (Schedule) includes the federal award activity of Andrews University under programs of the federal government for the year ended April 30, 2018. The accompanying notes are an integral part of this Schedule. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Andrews University, it is not intended to and does not present the financial position, changes in net assets or cash flows of Andrews University.
2. Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Andrews University has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.
3. The federal loan program listed subsequently is administered directly by Andrews University, and balances and transactions relating to this program are included in Andrews University's consolidated financial statements. Loans outstanding at the beginning of the year and loans made during the year are included in the federal expenditures presented in the Schedule. The balance of loans outstanding at April 30, 2018, consists of:

CFDA Number	Program Name	Outstanding Balance at April 30, 2018
84.038	Federal Perkins Loans	\$ 2,311,895

**Report on Internal Control Over Financial Reporting and on Compliance and Other
Matters Based on an Audit of Financial Statements Performed in Accordance With
Government Auditing Standards**

Independent Auditor's Report

Board of Trustees
Andrews University
Berrien Springs, Michigan

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the consolidated financial statements of Andrews University (University), which comprise the consolidated statement of financial position as of April 30, 2018, and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated August 3, 2018. Our report includes a reference to other auditors who audited the financial statements of University Retirement Centers, Inc. Those financial statements, which are included in the University's consolidated financial statements, were not audited in accordance with *Government Auditing Standards*. Our report also includes an emphasis of matter paragraph regarding the adoption of a new accounting standard.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the preceding paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BKD, LLP

Fort Wayne, Indiana
August 3, 2018

**Report on Compliance for Each Major Federal Program
and Report on Internal Control Over Compliance****Independent Auditor's Report**

Board of Trustees
Andrews University
Berrien Springs, Michigan

Report on Compliance for Each Major Federal Program

We have audited Andrews University's (University) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on its major federal program for the year ended April 30, 2018. The University's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the University's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on Major Federal Program

In our opinion, Andrews University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended April 30, 2018.

Report on Internal Control over Compliance

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on the major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

BKD, LLP

Fort Wayne, Indiana
August 3, 2018

Andrews University

Schedule of Findings and Questioned Costs

Year Ended April 30, 2018

Summary of Auditor's Results

Financial Statements

1. The type of report the auditor issued on whether the financial statements audited were prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) was (were):
☒ Unmodified ☐ Qualified ☐ Adverse ☐ Disclaimer

2. The independent auditor's report on internal control over financial reporting disclosed:

Significant deficiency(ies)?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> None reported
Material weakness(es)?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

3. Noncompliance considered material to the financial statements was disclosed by the audit?

	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Federal Awards

4. The independent auditor's report on internal control over compliance for major federal awards programs disclosed:

Significant deficiency(ies)?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> None reported
Material weakness(es)?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

5. The opinion(s) expressed in the independent auditor's report on compliance for major federal awards was (were):
☒ Unmodified ☐ Qualified ☐ Adverse ☐ Disclaimer

6. The audit disclosed findings required to be reported by 2 CFR 200.516(a)?

	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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7. The University's major program was:

Cluster/Program	CFDA Number
Student Financial Assistance Cluster	84.038, 84.033, 84.007, 84.063 and 84.268

8. The threshold used to distinguish between Type A and Type B programs was \$750,000.

9. The University qualified as a low-risk auditee?

	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Andrews University
Schedule of Findings and Questioned Costs (Continued)
Year Ended April 30, 2018

Findings Required to be Reported by *Government Auditing Standards*

Reference Number	Finding
	No matters are reportable.

Findings Required to be Reported by the Uniform Guidance

Reference Number	Finding
	No matters are reportable.

Andrews University

Summary Schedule of Prior Year Audit Findings

Year Ended April 30, 2018

Reference Number	Summary of Finding	Status
2017-001	<p>Federal Program – Department of Education, Student Financial Assistance Cluster; Federal Pell Grant Program, CFDA 84.063; Federal Direct Loan Program, CFDA 84.268, Federal Perkins Loan Program, CFDA 84.038.</p> <p>Program Year – May 1, 2016 – April 30, 2017</p> <p>Criteria or Specific Requirement – Special Tests and Provisions – Enrollment Reporting – Under the Pell grant and loan programs, colleges must complete and return within 30 days the Enrollment Reporting roster file. Once received, the institution must update for changes in student status, report the date the enrollment status was effective, enter the new anticipated completion date and submit the changes electronically through the batch method or the NSLDS web site. Institutions are responsible for timely reporting, whether they report directly or via a third-party servicer. Unless the school expects to complete its next roster within 60 days, the college must notify the lender or the guaranty agency within 30 days, if it discovers that a student who received a loan either did not enroll or ceased to be enrolled on at least a half-time basis. (FPL, 34 CFR Section 674.19; Pell, 34 CFR Section 690.83(b)(2); Direct Loan, 34 CFR Section 685.309).</p> <p>Condition – Notification of the student status change (graduated, withdrew, less than half-time) did not reach the NSLDS within the required timeframe.</p> <p>Questioned Costs – None.</p> <p>Context – Out of a sample of 25 students from a population of 289 students who had changes in status during the year, NSLDS was not provided timely notification for four of the student status changes reviewed. Our sample was not, and was not intended to be, statistically valid.</p> <p>Effect – NSLDS did not contain current information with respect to the student status of some students.</p> <p>Cause – Information between the Clearinghouse and NSLDS was not updated timely. This could have been a result of the University's data files not including the most recent information upon submission to the Clearinghouse.</p>	Resolved

Appendix 6: Handbooks for Board, faculty, staff, and students

Andrews University
Board Policies Manual

Section 1.0—Introduction

The Board Policy Manual (the “Manual”) gives trustees an opportunity to define and understand the way the Board will operate in order to:

- provide good governance
- make fair and ethical decisions in the best interest of the institution
- ensure that its deliberations reflect the priorities of the internal and external constituencies of the institution
- delegate day-to-day management to the president (with faculty participation on academic matters)
- ensure that the institution, its faculty, staff and students seek knowledge honestly and apply it responsibly.

To facilitate these goals, the Manual contains all of the current, standing policies adopted by the Board and provides the executive parameters for decision-making in support of the mission of Andrews University. The trustees have established and approved the Manual to improve efficiency, promote accountability, provide trustees with easy access to board policies, and provide clear guidance to University administration. The Manual is expected to promote the University’s effective service to the Seventh-day Adventist Church.

1.1 Explanation of how the Manual relates to other governing documents

The Manual must be consistent with, and subservient to, applicable law and the University’s articles of incorporation and bylaws. The Manual supersedes all other University documents (including the Andrews University Working Policy) and any such documents must be consistent with, and subservient to, the Manual. The president is responsible for developing organizational and administrative policies which are consistent with the Manual.

If any policy adopted by trustees at a previous Board meeting appears to be in conflict with the Manual, the Manual shall supersede any such policy. Discrete documents referred to in the Manual should be kept in a board reference book.

1.2 Explanation of how the Manual will be changed/updated

The Manual is meant to be reviewed regularly and revised frequently. It can be revised at any time, but only by a majority vote of trustees.

Any Board action which would change the Manual must specify that the Manual would be changed as a result of the action.

Trustees may wish to refer suggested revisions to the Board's governance committee, but revisions are not required to first go through the committee. The Board's governance committee, whether or not receiving a reference from trustees, should review the Manual at least once each calendar year.

Section 2.0—University Essentials

2.1 Statement of University mission and vision

2.1.1 Mission Statement

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

2.1.2 Vision Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, stands at the center of Adventist intellectual life as it demonstrates the transformative power of faith and learning, excellence through diversity, collaborative scholarship, leadership development, and generous service. As such, Andrews University aspires to be a great university, which will be the Seventh-day Adventist university of choice for students, parents and employees alike, as it educates men and women who will demonstrate their faith by utilizing scholarly competencies and leadership skills to transform local and global communities.

2.2 Statement of Board goals/priorities

Trustees seek to govern a financially sound university that fulfills its mission. The University should remain an internationally and domestically diverse institution, which complements and advances the mission of the Seventh-day Adventist Church. Trustees are to reflect the institution's priorities in their deliberations and are to secure human and financial resources that enable the University's long-term stability and growth.

Section 3.0—Board Organization

3.1 Explanation of Board structure

The Board is comprised of up to 41 trustees. Up to 20 trustees are officials of the Seventh-day Adventist Church; and up to another 20 trustees are "lay" trustees ("not primarily employed by the Seventh-day Adventist Church and representing a wide range of professional and business interests relevant to the mission of the University"). The sole trustee who is an employee of the University is the University's president. Additional details of the structure of the Board of Trustees can be found in the university's bylaws.

3.2 Explanation of processes for Board meetings

The Board typically meets three times per year. The chair, vice chair(s), and secretary create the agenda. Any trustee who wishes to place a matter on the agenda should contact one of the Board officers. Materials for reading by the trustees will be sent at least 7 days before the relevant committee takes place. Minutes from the Board and its sub-committees will be published within 7 days of the completion of the relevant meeting.

3.3 Statement of Board's philosophy of governance

The Board shall emphasize forward-thinking vision and exercise strategic leadership. To accomplish this, the Board shall:

- 3.3.1 Enforce upon itself and its trustees discipline to govern with excellence. Discipline shall include: attendance, respect for clarified roles,¹ speaking with one voice, and self-policing any straying from the governance structure or processes adopted in this Manual;
- 3.3.2 Monitor and regularly discuss the Board's own processes and performance, including revisions to this Manual;
- 3.3.3 Encourage diversity of viewpoints;
- 3.3.4 Select, evaluate and, if necessary, terminate the president of Andrews University and determine the parameters within which the president is expected to lead;
- 3.3.5 Monitor the performance of Andrews University relative to the achievement of its mission and institutional strategic plan;
- 3.3.6 Ensure financial solvency and integrity through policies and behavior regarding budget review and approval and investment policies, among others;
- 3.3.7 Require periodic financial and other external audits to ensure compliance with the law and good practices; and
- 3.3.8 Engage in an annual self-assessment of board effectiveness.

3.4 Board leadership

- 3.4.1 The Board chair is elected by trustees at the first Board meeting following a quinquennial meeting of Members. Persons eligible to be elected as Board chair are the General Conference president, secretary and treasurer, and the trustees who are appointed by the General Conference executive officers. The Board chair manages the Board and maintains the integrity of the Board's processes. This includes communicating with sub-committee

¹ This shall include respect for Board officers (chair, vice chair(s), and secretary) and University officers (president, provost, treasurer, and secretary). The Board should not interfere with the management of the University, which is accomplished by University administration under the leadership of the president.

chairs to ensure the work of the Board is proceeding according to the expectations outlined in this manual.

3.4.2 The president of the Lake Union Conference of Seventh-day Adventists shall serve as a Board vice chair. Trustees may elect one or more additional Board vice chairs at the first Board meeting following a quinquennial meeting of Members. Any trustee not already holding a Board office is eligible to be elected as a Board vice chair. A Board vice chair shall fill the role of the Board chair when the Board chair is not able to do so and shall otherwise consult with the Board chair and Board secretary on matters dealing with Board management.

3.4.3 The president of Andrews University shall serve as the Board secretary. The Board secretary shall issue notices, communicate with trustees, take minutes of meetings, and maintain Board documents and records, including this Manual.

3.5 Information on Board meetings

3.5.1 The Board typically meets three times a year (generally October, March and June). This schedule coincides with times when important time-sensitive plans, decisions and reviews occur. Although the Board may take up any matter at any meeting, the Board typically will focus: (a) in October, on audited financial statements for the previous fiscal year and budget assumptions for the following fiscal year; (b) in March, approving the budget and reviewing any proposed changes in the educational services and programs; and (c) in June, approving new faculty, staff and administration and reviewing unaudited financial reports.

3.5.2 Each Board meeting shall be evaluated. Typically, this is accomplished through an instrument furnished by the Board's governance committee. The governance committee has the responsibility of reviewing the evaluation instruments and making recommendations either to administration or to the Board leadership for more effective meetings.

3.6 Description of Board committees

3.6.1 Annual Board decisions, along with all matters coming before the Board, are prepared by a series of Board committees. These committees help the Board to be effective and efficient; they speak *to* the Board and not *for* the Board. Some Board committees are required in the University's bylaws whereas other committees are established by the Board for its convenience. Each Board committee is chaired (or co-chaired) by a trustee and the membership is composed of trustees and such other individuals from within or without the campus as appointed by the Board. A relevant

University administrator serves as secretary and staff support person to the Board committee.

- 3.6.2 The responsibility of the Board committees is to review matters on the Board agenda in detail before the agenda item comes to the Board for consideration and vote. While trustees may ask questions and engage in discussion of the agenda items, it will normally hold the Board committee responsible for detailed analysis and take seriously the recommendation of the committees and generally approve these recommendations with only brief summary review of the matter. The purpose of the committees is to expedite the work of the Board while making certain that each agenda item has received careful consideration by trustees assigned to do so.
- 3.6.3 The committees and their assignments are as follows. For current membership see Appendix A.
 - 3.6.3.1 Executive Committee. The Board's executive committee has the authority to act for the Board on all matters so long as the executive committee determines that it would be beneficial to act prior to the next Board meeting and so long as the Board has not reserved to itself the sole authority to act on a given issue. The executive committee shall report all its actions to the Board and the Board shall ratify, or undo, all executive committee actions. This committee is not currently constituted because there are now ways to accomplish emergency meetings by the full Board.
 - 3.6.3.2 University Operations & Finance Committee (Finance Committee). The Board's University operations and finance committee serves as a strategic budgetary and financial planning committee with authority to make recommendations to the Board in the development and implementation of financial policies and procedures for the University.
 - 3.6.3.3 Audit and Risk Management Committee. The Board's audit and risk management committee reviews audit, risk management and compliance issues involving the University and makes recommendations to the Board regarding policies and actions necessary to address any issues identified in an audit. The audit and risk management committee recommends to the Board which external auditor to retain.
 - 3.6.3.4 Governance Committee. The Board's governance committee provides leadership and oversight relative to governance issues facing the Board and University. Among other responsibilities, the committee shall: assist the relevant church executive officers

and the Members' nominating committee in identifying and recruiting qualified persons to be appointed as trustees prior to the time of the quinquennial meeting and establish and implement annual performance standards and evaluation tools for the president, individual trustees, and the full Board of Trustees. For the current evaluation instruments in use, see Appendix B.

- 3.6.3.5 Strategic Planning Committee. The Board's strategic planning committee works in partnership with the University's strategic planning efforts to determine priorities and processes that ensures a strategic approach to the University's future.
- 3.6.3.6 Students, Leadership & Spirituality Committee. The Board's students, leadership & spirituality committee addresses issues surrounding the quality and quantity of students and the holistic student experience with emphasis on their faith development. The committee receives reports and engages in dialogue with key student leaders, student life administrators, and faculty and staff prior to developing recommendations for action to the Board.
- 3.6.3.7 Academic Programs & Educational Services Committee. The Board's academic programs & educational services committee develops and recommends to the Board those policies pertaining to personnel/faculty, academic programs and degrees, and learning outcome assessment.
- 3.6.3.8 Compensation Committee. The purpose of the Board compensation committee is to provide oversight, monitoring, an annual audit (to insure compliance with the General Conference alternative wage plan) and planning for compensation management at the University for the Board. The committee reviews management's compensation goals and plans and recommends to the University Board support of or changes to the compensation structure proposed by the University.
- 3.6.3.9 Seminary Executive Committee. The seminary executive committee recommends to the Board matters pertaining to personnel, programs and degrees, and the budget for the Seventh-day Adventist Theological Seminary.
- 3.6.3.10 President's Council. The president's council is comprised of some trustees and committed University friends and donors. The council advises the Board, the president and other administrative and faculty leaders on strategies for the long-term development of Andrews as it relates to programs, facilities and finance.

3.7 Conduct of Trustees

- 3.7.1 The Board expects of itself, and each trustee, ethical and professional conduct. Trustees must understand, engage in, and support the mission of the Seventh-day Adventist Church.
- 3.7.2 Trustees are expected to prepare for Board meetings, to attend Board meetings and other Board-related obligations, and to champion the University in the fulfillment of its mission. Trustees must at all times be loyal to the interests of Andrews University.
- 3.7.3 Every trustee shall be a donor of record in each calendar year, giving in accordance with the trustee's means.
- 3.7.4 Trustees must avoid any conflict of interest with respect to their fiduciary responsibility and disclose conflicts as they arise. There must be no self-dealing or any conduct of private business or personal services between any trustee and Andrews University except as procedurally controlled to assure openness, competitive opportunity, and equal access to "inside" information. Each trustee must annually complete and sign a Conflict of Interest statement.

- 3.8 Any Board organizational item that is not addressed specifically in this Manual shall be left to the Board chair to determine.

Section 4.0—Board Relationships and Parameters

4.1 Explanation of how Board relates to the president

4.1.1 Role of president

- 4.1.1.1 The president is the chief executive officer. The president is tasked with leading the University so that it carries out the strategic vision of the Board. In general, the president supervises and controls the business and affairs of the University, including all its academic functions. The president accomplishes the will of the Board through implementation of Board-approved policies.
- 4.1.1.2 The president shall keep the Board informed about matters essential to carrying out trustees' duties. The President shall:
 - (a) Inform the Board of relevant trends, anticipated adverse media coverage, and material external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established;

- (b) Relate to the Board as a whole except when fulfilling reasonable individual requests for information or responding to Board officers or committees duly charged by the Board; and
- (c) Promptly report to the Board chair any actual or anticipated material noncompliance with a policy of the Board.

4.1.1.3 The president shall ensure that institutional strategic plans are developed and approved by the Board.

4.1.2 Evaluation of president

Evaluation of the president's leadership and performance is an ongoing responsibility of the Board. Annual reviews of the president's leadership and performance shall be conducted by the Board and initiated by the Board chair. More thorough "performance evaluations" of the president shall be conducted at least every three years. A part of the president's evaluation shall include consideration of the achievement of institutional goals and objectives.

4.1.3 Presidential succession/search

- 4.1.3.1 When a successor president is needed, the Board will establish a 13-person presidential search committee. The search committee will consist of: the Board chair, the president of the Lake Union Conference of Seventh-day Adventists, four additional trustees, one University student, one University alumni representative, one University staff member, and four University faculty members.
- 4.1.3.2 Although input and involvement from the University faculty and staff is helpful and desired in the selection of both search committee members and the president, the appointment of a search committee, and the selection of a president, is the Board's prerogative and responsibility.

4.1.4 Statement of how Board relates to/interacts with University staff

- 4.1.4.1 As a general principle the Board governs and the University administration and staff, working through the president, administer the institution on behalf of the Board. For example, the Board established the mission of the University, but hires a president, administration, faculty and staff to carry it out. Strategies designed to implement that vision are generally developed by the University administration working with faculty and staff. These strategies are reviewed and approved by the

Board, which in turn asks administration to put them in operation.

- 4.1.4.2 The president of Andrews University is appointed by the Board at the first Board meeting following a quinquennial meeting of Members; at this meeting, upon the recommendation of the president, the Board also confirms the provost, treasurer, and secretary of the Corporation. These four officers serve at the pleasure of the Board. All University administrators, faculty, and staff are accountable to the president (often through other administrators/supervisors). Trustees do not direct the work of University employees other than the president.

Section 5.0—Executive Parameters and Policies

This section contains the policies which the trustees have provided to guide or limit the administrative authority of the president and the University staff.

5.1 General parameter. The president and the University staff shall do nothing immoral, illegal or imprudent.

5.2 Student Life policies

- 5.2.1 The president and University staff shall recruit, admit and guide students in a manner which maintains a campus lifestyle which meets the expectations of the Seventh-day Adventist Church
- 5.2.2 The University's student life program shall promote Adventist/Biblical values

5.3 Academic policies

- 5.3.1 The Board periodically shall review and approve the educational mission of the University with special attention to the biblical worldview and philosophy of Adventist education as it comes to expression through the variety and complexity of contemporary teaching and research in a comprehensive university.
- 5.3.2 The Board shall vote to add or close academic programs, majors and degrees. The decisions to approve new programs and close existing programs shall consider the University's mission and performance indicators of the programs in question.
- 5.3.3 The Board shall review and approve major changes to the academic administration and organization in the University, including establishment of new schools, departments and or services, as well as the appointment of academic deans of schools, directors of departments and divisions and the leaders of the academic support services, e.g. library, records.

- 5.3.4 The Board shall approve the appointments, as recommended through the offices of the deans and provost, of all faculties along with academic promotions and continuous appointment recommendations for the faculty.
- 5.3.5 The Board shall review, advise on and approve the academic strategic plan for the University dealing with teaching effectiveness and learning outcomes. The Board at regular intervals shall hear and become acquainted with reports on performance indicators responding to federal and regional regulations.
- 5.3.6 The Board shall become informed about regional and national accreditation standards and their impact on the University. It shall receive reports on the outcome of the University's application/re-application for accreditation, and trustees shall participate in the accreditation site visits as expected by the accrediting agencies (generally that means attending meetings with the campus accreditation visitors).
- 5.3.7 The Board may delegate any of the above noted obligations to the academic affairs committee, provided it hears and approves a report and recommendations from that committee.

5.4 Audit policies

- 5.4.1 Each year, the University's financial operations shall be audited by an external auditor.
- 5.4.2 The Board shall review and select, upon recommendation from the audit committee, the University's external auditor at least every five years.

5.5 Financial policies

- 5.5.1 The university fiscal year shall be from May 1 to April 30.
- 5.5.2 Accurate financial reports, actual to budget, shall be made at each Board meeting.
- 5.5.3 The budget process shall include the following: the president works with campus administrators to prepare a budget that has an appropriate gain, sets appropriate tuition and fee levels, provides for adequate remuneration and working capital, manages debt, and capital funds needed to keep the campus, its facilities and equipment in good order; the president, through the vice president for financial administration, presents the budget to the finance and operations committee for approval; the finance and operations committee recommends the budget to the Board for approval.
- 5.5.4 The president and University staff shall manage the annual University operations within the approved budget.
- 5.5.5 Capital expenditures from \$100,000 to \$250,000 are to be approved by the finance committee; capital expenditures exceeding \$250,000 are to be approved by the Board.
- 5.5.6 The president shall establish and recommend financial goals to the Board through the vice president for financial administration. The currently-

established annual goals include: increase net assets by a minimum of \$2.5 million, increase cash by \$2.5 million, spend any net increase in net assets for capital expenditures, reduce debt by a minimum of \$1 million, and move toward achieving faculty and staff remuneration levels at the 40th percentile of comparable universities. The annual University budget shall provide for an operational gain of a minimum of \$2.5 million and should be based on no more than 98% of current enrollment.

5.6 Investment policies

- 5.6.1 Eighty-five percent of investment funds shall be invested in equities; 15 percent shall be invested in bonds/fixed investments.
- 5.6.2 No more than 5 percent of the investments in equities shall be in REITs and hedge funds.
- 5.6.3 Distribution of endowment fund proceeds is limited to a maximum of 5 percent of endowment fund principal calculated on a 3-year average.
- 5.6.4 Investment objective is to obtain investment returns of 9 percent for a 20-year period (2008–2027).

5.7 Development policies

- 5.7.1 Any proposed development project, facility, equipment or program for which funding is proposed by donors must further the University's mission.
- 5.7.2 The minimum amount necessary to activate a new endowment shall be \$15,000.
- 5.7.3 The first \$25,000 of an unrestricted cash bequest shall be committed to the unrestricted fund. The remainder of an unrestricted bequest, provided that the bequest is less than \$250,000, shall be allocated by the President in consultation with senior administration. It is expected that most, if not all, presidential allocations will be to endowed funds or named recognition on campus. All allocations by the President shall be reported to the Andrews University Board of Trustees on an annual basis. The allocation of any bequest of \$250,000 or more shall be voted by the Andrews University Board of Trustees upon the recommendation of the Board's committee on University Finance and Operations.
- 5.7.4 The Board and the president reserve the right to accept (or, in some cases, to decline) any commitment offered to them. The president reserves the right to determine how any commitment will be credited and/or how such commitments will be recognized.
- 5.7.5 All gifts that will, or may, require expenditure of funds (other than *de minimus* funds) either at the time of the gift or at some future date (e.g., non-performing assets gifted to fund a charitable trust or charitable gift annuity, bargain sales, or outright gifts such as real estate that may impose

obligations on the University) shall require the approval of both the president and the Board.

5.8 Miscellaneous policies

- 5.8.1 Litigation, or threatened litigation, which has the potential of substantially-affecting the University's finances, shall be reported to the Board in executive session.

Faculty Handbook section of Working Policy

This handbook is not available in PDF format. Here you will find the table of contents from the AU online handbook linking to the handbook sections.

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Staff (Employee) Handbook

The PDF version is available [here](#); but take note that the Contents list is linked to the online handbook.



Hourly and Salaried Staff Employee Handbook

Hourly and Salaried Staff Employee Handbook Contents

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Introduction

"In His infinite love God chose to make us co-workers with Himself, with Christ and the angels, that we might share the blessing, the joy, the spiritual uplifting, which results from this unselfish ministry." (Steps to Christ, p. 79)

Andrews University is a Michigan non-profit educational corporation located in Berrien Springs, Michigan. The employment practices of the church reflect religious preferences in harmony with the United States Constitution and controlling laws. Andrews University does not discriminate with regard to race, national origin, gender, color, age, marital status, veteran status or disability that does not prohibit performances of essential job functions with or without reasonable accommodation. This is reflected in Andrews University practices and policies regarding hiring, layoff, discharge, training, promotions, rates of pay, and other forms of compensation.

In harmony with the above statement, Andrews University complies with the Americans with Disabilities Act. This act gives civil rights protection and equal opportunity to qualified individuals with disabilities in all employment practices, including job application procedures, hiring, advancement, compensation, training, termination and other terms, conditions, and privileges of employment. An individual is considered to have a disability if the individual has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

This staff handbook is intended to acquaint non-faculty salaried and hourly rated employees with the requirements of employment and the benefits to which they are eligible. Employees are advised that not all the benefits described in this Handbook are available to all employee classifications. This handbook does not constitute a contract between the employee and Andrews University. The Andrews administration reserves the right to institute such changes as it deems necessary without prior notice.

The employer recognizes the right of any employee to terminate employment at any time and for any reason, and the employer retains a similar right. No oral or verbal statements, promises or representations may alter your right and that of the employer to terminate your employment at any time and for any reason or for no reason.

The University retains the right to reassign employees or to change job duties without prior notice. A failure on the part of an employee to accept such a change will be considered a resignation.

This edition of the Employee Handbook supersedes all previous Handbooks.

Questions regarding University employment policy should be directed to Human Resources.

The Organization of Andrews University

Andrews University consists of eight schools. The two undergraduate schools are the College of Arts and Sciences and the College of Technology. The graduate and professional schools include the School of Graduate Studies, the Seventh-day Adventist Theological Seminary, the School of Business, and the School of Education. The last two of these operate at both the undergraduate and graduate levels. The University also operates Andrews Academy and Ruth Murdoch Elementary School.

Andrews University dates back to 1874 when the Seventh-day Adventist denomination founded Battle Creek College in Michigan. In 1901, the institution was moved to Berrien Springs and given the name of Emmanuel Missionary College. The Seventh-day Adventist Theological Seminary was organized in 1934 as the Advanced Bible School on the campus of Pacific Union College in Angwin, California; it operated in summer sessions only. Two years later, the General Conference of Seventh-day Adventists voted to locate the Advanced Bible School on a more permanent basis in Washington, D.C., and named it the Seventh-day Adventist Theological Seminary. In 1957, the seminary board of trustees enlarged the scope of the institution's operations by establishing a school of graduate studies. A new and larger site was sought to facilitate the strengthening and growth of the expanded programs.

The problems encountered in providing an adequate site for the enlarged institution resulted in a move, in 1958, to the campus of Emmanuel Missionary College at Berrien Springs, Michigan. In 1960 the College, the Seminary and the School of Graduate Studies were united under one charter bearing the name of Andrews University. In 1974, the College was reorganized into the College of Arts and Sciences and the College of Technology. The School of Business was organized in 1980 and the School of Education in 1983.

Ruth Murdoch Elementary School consists of a pre-kindergarten through eighth grade. Andrews Academy is a senior high school. These schools had their origin in Battle Creek, Michigan in 1874, and moved with the College to Berrien Springs, Michigan in 1901.

Today the combined enrollments of Andrews University schools are over 3,800 students, representing over one hundred countries.

Mission Statement for Andrews University

Andrews University was established by the Seventh-day Adventist Church to prepare church leaders, laity, and other responsible citizens to fulfill the Gospel Commission, and is committed to providing high-quality Christian education in the context of the Adventist faith. It welcomes students from all nations and other faiths who meet the qualifications established by the institution and who subscribe to the ideals of the University.

Andrews University offers a variety of programs leading to vocational certificates and associate, baccalaureate, masters, and doctoral degrees. These programs are initiated and maintained, particularly at the graduate level, according to the needs of the church. Along with emphasizing excellence in teaching, the University encourages research in order to enrich the learning process and to benefit the Church and society at large.

Because of its commitment to service, the University and its personnel are involved in local, national, and international programs insofar as expertise and resources allow. The first priority in the allocation of institutional resources, however, is meeting the needs of on campus students and programs.

While the scope of the institution has changed since its founding, the distinguishing marks of identity envisioned by the founders still guide the University. Paramount among these are:

1. An educational program that is balanced in the development of the spiritual, mental, physical and social life of the student.
2. A hospitable climate wherein faculty and students may pursue excellence, truth, and continuing relevance.
3. Programs which encourage Christ-centered service to humanity.
4. A campus environment supportive of Christian character development, social maturation, and the dignity of labor. The University strives to achieve its goal under Divine guidance, regarding that only in this way can the maximum potential of its academic community be realized.

General Information

EMPLOYEE HANDBOOK 4:1-100

The purpose of the Employee Handbook is to clarify working relationships, and provide information regarding policies and procedures with reference to employment at Andrews University. If questions arise they should be discussed with the supervisor, department director, and/or Human Resources (HR).

CURRENT EMPLOYEE HANDBOOK 4:1-105

This edition of the Employee Handbook supersedes all previous editions and shall be adhered to except as it shall be amended by subsequent actions of HR.

CHANGES IN EMPLOYEE HANDBOOK 4:1-110

Andrews University retains authority to modify, add or delete any provisions in the Employee Handbook. Andrews University reserves the right to change policies and procedures at any time. The most current policies will be available at HR and you may ask to see them at any time. Updates of changes will be posted on the employee bulletin board in the Administration Building.

EXCEPTIONS TO POLICIES 4:1-115

Any exceptions to policies, regulations, and procedures are authorized by HR under the advisement of the administration.

HUMAN RESOURCES ADVISORY COUNCIL 4:1-120

A Human Resource Advisory Council (HRAC) is annually appointed by HR. The members are as follows: HR Director as Chair, Associate HR Director as Secretary; one member from each of the Schools, and one member each from Advancement, Student Services, Financial Administration, Enrollment Services and Information Services. The Advisory Council meets monthly for the purpose of discussing HR issues.

RECORDS 4:1-125

The HR office maintains a file of the employment records of each employee. These records are property of Andrews University and may include pre and/or post hiring documentation, service records, written reports of periodic performance reviews and other documents, all of which are assembled to form an accurate account of employment experience with Andrews University. To keep personal records current, the supervisor and the HR office should be notified of any change in name, marital status, address, telephone number, dependents, or other pertinent information. A Record or your years of service is kept at the HR office. This is used in calculating retirement benefits. You are encouraged to periodically request a copy of your service record to verify its accuracy.

SUGGESTIONS 4:1-130

Suggestions to improve office operations, reduce expenses and improve policy are welcomed and appreciated. Please pass along any suggestions to the HR Director.

Your Employment

HIRING AND SELECTION 4:2-100

Andrews University is an educational institution which holds the philosophy that students benefit from combining work with a study program. Because many students need to earn part of the funds required to pay for their education the University endeavors to utilize student labor wherever possible.

Many students are married and their continuance in school is based on the employment of their spouses. In jobs that require more continuity, greater skills, or more supervisory demands than students are able to give, the University attempts to utilize student spouses.

The University has many jobs which are highly skilled and require the continuity of employment. For these jobs employees are hired who plan to make their home in this community.

Within these priorities the selection of employees is based on the applicant's experience, education, training, skills, and physical fitness as they relate to the requirements of the job for which he/she has applied. The selection is made in a non-biased way through interviews, references, and pertinent tests.

In selection, promotion, training, wages, benefits, termination and any other aspect of employment there will be fair treatment of all employees without regard to age, sex, race, ethnic background, color, handicap, height, weight or marital status. The University will employ only those who are legally employable in the United States.

CONDITIONS OF EMPLOYMENT 4:2-105

Andrews University strives to maintain a highly qualified staff. Selection and continued employment is based on the following qualifications: character, church membership status, aptitude, education, training, ability, integrity, adaptability and ability to perform job functions (with or without reasonable accommodation). Minimal qualifications are:

1. Church Membership - Membership in the Seventh-day Adventist Church, through baptism or by profession of faith, commitment to its objectives, and a personal relationship with Christ.
2. Church Teachings - Careful adherence to Bible based teachings and standards of the church by exemplifying standards of personal conduct which would preclude:
 - A. Chemical/substance abuse such as:
 - use of alcoholic beverages and tobacco
 - illegal possession and/or misuse of drugs
 - B. Use of profanity
 - C. Immoral conduct including but not limited to sexual relations outside of a monogamous heterosexual marriage
2. Lifestyle - Personal conduct demonstrated in a lifestyle which is characteristic of Seventh-day Adventists and by thoughtful attention to personal example and influence in grooming, dress and the avoidance of extremes.

3. Work Performance - Ability to successfully perform the work and tasks to which one is assigned.
4. Professional Standards - Careful adherence to the highest professional and ethical standards in integrity and confidentiality.
5. Loyalty - Willing and consistent loyalty and cooperation.
6. Stewardship - Exemplary witness in faithful stewardship, as Biblically defined, in personal finance, tithe, time and talents.
7. Commitment - Unreserved commitment and fidelity to Christian service for all employees and to ordination vows for ministers.
8. Conflicting Interests - Avoidance of conflicting interests and enterprises.
9. Prescribed Procedures - Compliance with prescribed procedures for resolving conflicts, disputes, complaints and grievances.
10. Employee Handbook - Compliance with the regulations of Andrews University as set forth in the Employee Handbook and policies of the Seventh-day Adventist Church.

SABBATH OBSERVANCE AND WORK 4:2-106

Andrews University as an entity of the Seventh-day Adventist Church values the importance of a Sabbath day of rest. According to the SDA Church's official website, "the Sabbath is God's gift to us, a time of rest and restoration of our connection to God and others. It reminds us of God's creation and Jesus' grace." The Seventh-day Adventist church honors the Sabbath from sundown Friday evening to sundown Saturday evening. These hours are considered to be holy hours and should be treated as such.

As Seventh-day Adventists we value the fourth commandment and the importance it has in setting apart a special day each week to commune with our Creator (Genesis 2:1-3, Exodus 20: 8-11, Deuteronomy 5:12-15, Isaiah 58:13,14, Matthew 12:1-12, Hebrews 4:1-11). Setting apart a day of rest and worship allows individuals to re-focus and reconnect, while not needing to concentrate on their daily responsibilities and work. Recent studies have found physical benefits for individuals that regularly practice a day of rest consistent with the biblical principles that are accepted by the Seventh-day Adventist Church.

While the University respects each individual's personal journey, the standard for Sabbath keeping remains consistent with the doctrine of the Seventh-day Adventist Church. The way in which each individual honors the Sabbath will be in accordance with their personal relationship with God. Andrews University values this individuality. Consequently, we are able to grow stronger collectively in a better understanding of God's will. At the same time, we learn to respect differences within our colleagues in the way that they celebrate this important day of rest.

Andrews University is a full-time operation hosting students, employees, and visitors on its campus year around, including the Sabbath hours. Some students are also dependent on housing and meals throughout the year. This requires a support staff that is available 24/7 to assist in sustenance, health and safety, emergencies, and other operational functions. Some areas that regularly (or frequently?) require Sabbath work include food services, transportation, plant services, custodial, campus safety, and others. It is the expectation of the University that all efforts are made to assist in an employee's ability to celebrate the Sabbath day of rest. To accomplish this, the University recommends that events that impact the Sabbath hours be kept to a minimum, whenever possible. All affected departments must explicitly identify the potential of Sabbath work in the applicable job description and should include discussion about potential Sabbath work in the interview process to clarify what type of work or expectations are held in the given area. Other

suggestions towards minimizing Sabbath work is that departments that need to provide weekend coverage, rotate their staff to ensure that the same staff are not on duty every weekend. In addition, departments should limit their work to what is absolutely necessary to be completed on the Sabbath day, such as essential food preparation and clean up, Life Safety, imminent loss of infrastructure, or other actions as may be needed to prevent injury or damage to persons or property. Departments can also deliberately limit the work that needs to be done on Sabbath by fulfilling certain tasks prior to the Sabbath hours (i.e., cooking for Sabbath meals on a previous day, setting up for a Sabbath evening concert prior to the Sabbath hours). Other tasks may be left to be accomplished after the Sabbath hours.

In the event that an employee feels that their Sabbath convictions have been compromised, they should work with their supervisor, or the director of their area to resolve the issue. If no solution can be found, the employee is encouraged to visit the Office of Human Resources, and as a final option one of our campus ombudspersons.

OUTSTANDING BALANCE 4:2-110

A potential employee with an outstanding balance at Andrews University may be hired only after a payment plan for that account has been agreed upon. Documentation of the plan should be filed with the HR office prior to employment. Employees may request that payment be taken as an automatic deduction from their pay check. In the event that there has been default on a previously agreed payment plan made with the University, a lump payment may be required prior to employment. Under no circumstances will additional charges to the balance at time of hire be acceptable. This would exclude applicable finance charges. Any employee account that is over 180 days in arrears will be charged 1% interest per month.

HANDICAPPED ACCOMMODATION 4:2-115

State and Federal laws require employers to make reasonable accommodations to employees with disabilities/handicaps where the accommodation does not impose an undue hardship on the employer.

If you have any physical, medical or mental impairment or disability which would interfere with your ability to do the job to which you have been assigned, the University will attempt to reasonably accommodate your disability. The accommodation may be a modification to your current working environment or transfer to another job within your capabilities and may be either permanent or temporary, depending on the situation.

The University must be notified in writing of the needs to provide an accommodation as soon as possible but not later than within 182 days from the date you knew, or should have known, that an accommodation is needed.

A "Request for Handicapper Accommodation" form is available at Human Resources.

EMPLOYMENT PROCEDURE 4:2-120

1. Application - All prospective employees desiring Andrews University employment must complete a formal application for employment. Andrews University reserves the right to request a post-offer physical examination as allowed by the law; and if it does so, is responsible for the expense. Applicants may be required to take an office skills test. Applications are accepted by HR based on current job postings and are retained on file.

2. New Employee Orientation - A general orientation program for employees is conducted by HR to give new employees an introduction to Andrews University and its procedures. Departmental orientation is the responsibility of the hiring department director and/or supervisor.
3. Orientation Period - There is a 90-day review period for the new employee. This period is established to benefit both the employee and Andrews University. It is a period of adjustment and adaptation, both personally and in terms of learning the job requirements and work rules. If, during this period, the employee is unable to adapt successfully to the requirements of the position, the department, or the organization as a whole, employment may be terminated immediately. Advance notice may be given but is not required. The employee is free to resign at any time during this orientation period just as Andrews University is free to terminate employment at any time during the same period.

At the end of your 90-day review period one of the following will take place:

- A. Your employment will be continued.
- B. Your review period may be extended. (Should you not agree to the extended review period, your employment will be terminated immediately.)
- C. You or your supervisor will decide to terminate your employment immediately.

Your review period referred to above could be extended at the discretion of your department head if it is felt an additional period of time is needed to determine your suitability for the job to which you have been assigned. At the close of the extended review period your future employment with the University will be reviewed with you by your supervisor.

At the end of the review period, if the employee's over-all work record has been satisfactory, employment will be continued, however there is not any guarantee of future employment for any specific time period. Should the work performance, aptitude, attendance or conduct not meet the requirements of the position, employment may be terminated. Employees terminating during this period will be paid for all hours worked and accrued paid leave time.

BASIS FOR PROBATION 4:2-125

Probation - Probation is assigned to an employee for inadequate performance or improper behavior at any time during employment. The employee may be placed on probation for a designated period to correct recognized performance shortcomings. After having successfully completed a probationary period, the employee will continue to be subject to the conditions of employment and performance requirements discussed elsewhere in the handbook. The employee can be discharged during the probationary period if it appears the employee is unable or unwilling to correct a problem or if continued employment would be contrary to the best interest of Andrews University or the welfare and safety of other employees. An employee cannot be put on disciplinary probation for more than a rolling three calendar year period for the same or similar disciplinary reason. An employee will be terminated if subject to more than two probation periods.

Discipline, Termination and Appeal Procedures - A probationary employee may be terminated at any time for any reason and shall not be entitled to the protections concerning discipline, termination, and appeal procedures contained in this Employee Handbook. See the policies under Section VII for further information on this subject.

PROMOTIONS 4:2-130

Andrews University desires to make your period of employment challenging and satisfying, and wishes to make the best possible use of the skills and potential of employees. Whenever possible, promotions to positions of greater responsibility are made from among our employees. The basis for such a promotion is that an employee demonstrates the ability and possesses the qualifications necessary.

1. Evaluation Criteria - Promotions and/or transfers will be based on performance evaluation, education, prior experience, applicable job skills, test results (if applicable) and/or recommendations. Seniority may be given special consideration where ability and other principal factors are comparatively equal.
2. Review Provision - All promotions and/or transfers will be subject to a review at the end of three months at which time the employee's performance will be evaluated based on the job description. A reasonable effort will be made to make the new assignment a success. If for some reason the new assignment is unsuccessful, efforts will be made to search for another available position.

TRANSFERS 4:2-135

The happiest and most productive employee is that employee experiencing a high level of personal job satisfaction. It is the policy as far as possible, that employees be assigned positions where this high level of personal job satisfaction can be realized, in keeping with ability, knowledge, and experience. Therefore, as a general guideline, an employee may request a transfer to another position after one year of employment with the University. For information regarding eligibility requirements, procedure, and qualifications necessary for the job transfer, contact Human Resources.

While the University will seek to take employees wishes into account, the University does retain the right to reassign employees or to change job duties without prior notice at any time. The University will seek to find a position that accommodates an individual's job skills. The University will give an employee a minimum of two weeks' notice of a transfer. A failure on the part of an employee to accept such a change will be considered a resignation.

1. HR Role - Employees are encouraged to contact the HR Director or the Associate Director if they would like to change jobs. The HR Director may contact such employees when there is another offer. HR or the employee will inform the Department Head or immediate Supervisor of possible changes.
2. Supervisor's Role - Supervisors are urged to be considerate of the job desires of their employees and to facilitate transfer if they are offered other jobs that they are interested in accepting.

NEPOTISM 4:2-140

It is the policy of Andrews University that not more than one member of a family be employed in the same department or in an employment situation where there are not at least two supervisors between relatives. Broadly this means that relatives do not work with or for one another or in a relationship where one might have direct authority over the other in matters of remuneration, promotion, etc.

For the purpose of this policy "family" includes: spouse, child (natural, adopted, step), grandchild, parent, grandparent, uncle, aunt, niece, nephew, or siblings.

For the purpose of this policy "department" refers to the divisions of activities within the University which are shown as entities on the organizational structure or chart of the University, the chart of

accounts in the University accounting system, or is an activity which is distinguished by the area of responsibility assigned to a recognized department head. A department may be academic, support, or service.

Exceptions to this policy may be considered for good reason if presented in writing and addressed to Human Resources.

If by marriage a violation of this nepotism policy occurs, employees will be given 30 days to develop an alternative to their current position.

VERIFICATION OF EMPLOYMENT - CURRENT AND FORMER EMPLOYEES 4:2-145

Andrews University employees, including staff, supervisors and department administrators, frequently are requested by current and former employees to share a work reference with prospective employers. All such requests are to be referred to HR for appropriate follow up and response.

Additionally, HR also receives requests from lending and other credit institutions to provide employee - related information. Despite any employment information that Andrews University sends to a lender, Andrews University does not make, and is not making, any promise, prediction or guarantee of future employment for any period of time. Employment is terminable at will at any time, for any reason, by either the employee or the organization.

In response to requests for information, HR will confirm dates of employment, positions held and re-employment eligibility. No information is provided regarding performance of employees. A signed waiver and release from liability is required from current and former employees prior to the release of any information. In the event telephone calls are received for employment verification, the employee will be called and asked to sign an authorization to release information if one is not provided by the caller. If it is not possible to contact the employee immediately, there may be a delay in verifying information to the caller.

AVAILABILITY OF PERSONNEL FILES 4:2-150

You have the right to review your personnel files upon written request and 48 hours' notice. A copy of your file will be made available to you upon your request. You may enter a written response to any record with which you take issue. For more information regarding the contents of the Personnel File contact the Human Resources Office.

ORIENTATION 4:2-155

Human Resources conducts an orientation program that you will be required to attend when you begin employment at the University. This orientation will acquaint you with the philosophy of operation and the objectives of the University.

CLASSIFICATION 4:2-160

Your job is classified as one of the following:

- HF Class - Full time regular hour time staff. Working at least 35 hours per week in a regular job. By this definition, the hours of employment are at least 1820 for the year. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.

- HP Class - Part time regular hour time staff. Working at least 30 hours but less than 35 hours per week in a regular job. By this definition, the hours of employment are at least 1560 for the year. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.
- HH Class - Part time regular hour time staff. Working at least 20 hours but less than 30 hours per week in a regular job. By this definition, the hours of employment are at least 1040 for the year. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.
- HU Class - Part time regular hour time staff. Working less than 20 hours per week in a regular job. By this definition, the hours of employment are less than 1040 for the year. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.
- SF Class - Full time staff and administrative assistants. Working at least 40 hours per week in a regular exempt job. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.
- SP Class - Half time staff and administrative assistants. Working at least halftime in a regular exempt job. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.
- SC Class - Part time staff contract. No benefits.
- AF Class - Full time administrators and associates. Working at least 40 hours per week in a regular exempt job. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.
- AP Class - Half time administrators and associates. Working at least halftime in a regular exempt job. "Regular" is defined as a job, which is regularly provided for in the University's budget and shows prospects of indefinite employment.

JOB DESCRIPTIONS 4:2-165

There is a job description for each salaried and hourly rated job. A copy of your job description will be given to you at the time of employment. The range of pay for each job is determined by the requirements of the job.

WORK WEEK- SALARIED EMPLOYEES 4:2-170

As an exempt salaried employee you are paid to carry on the duties of your job description which may exceed the hours of a normal work week.

The recording of the time you work is not required, however you may be asked to keep a record and report the time for which you have been paid when you did not work. An example of this would be vacations, holidays and sick leave.

WORK WEEK - HOURLY EMPLOYEES 4:2-175

Your daily work schedule depends upon your particular job assignment or position. Various departments require different work weeks and different work days. Your supervisor will inform you of your particular schedule.

The work week starts at 12:01 a.m. on Sunday and ends at 12:00 midnight Saturday. Any shift that begins one day and carries over to the next is considered as a shift for the day in which it begins.

RECORDING TIME - HOURLY EMPLOYEES 4:2-180

In those departments that use time clocks or other mechanical or electronic time devices to record work time, all time must be clocked in and out by the employee. No one is permitted to punch time for another employee *under any circumstances*.

In departments that do not use clocks or other mechanical or electronic time devices the employee will be responsible for recording his/her time worked each day on a time card and reporting their time to their time manager each week. Any false, misleading or misrepresented entries on a time card will result in discipline. All overtime must be authorized by your department director, or someone to whom he/she might delegate responsibility, before the overtime is incurred.

All of the hours you work in a week must be reported during that week. Federal and State laws prohibit the banking of hours (i.e. not reporting hours worked in one week with the intention of reporting the hours in a later week) or volunteering some of the hours you actually worked. (There are limited circumstances under which employees can volunteer their services, but it must be outside of the type of work they are normally employed to do. If an employee wants to volunteer his/her services to the University, he/she should call the Human Resources office for instructions before beginning the volunteer service.)

BALANCED LIFESTYLE 4:2-185

Each employee is encouraged to plan his/her daily program to include a balance between work, time for the family, and spiritual and physical refreshment.

MOONLIGHTING 4:2-190

Full-time employees are expected to consider their employment with Andrews University as being primary. If you have other employment, or are self-employed, it must not infringe on the time and efficiency of the work to which you have been assigned. Other work should not compete or conflict with that of Andrews University.

CONFLICT OF INTEREST 4:2-195

1. Statement of Policy - All employees of Andrews University have a duty to be free from the influence of any conflict of interest when they represent the University in negotiations or make representations with respect to dealings with third parties.
2. Definition of Conflict - A conflict of interest arises when an employee has such a substantial personal interest in a transaction or is a party to a transaction that reasonably might affect the judgement the employee exercises on behalf of the University. The employee is to consider only the interests of the University, always avoid questionable practices, and faithfully follow the established policies of the organization.
3. Conditions Constituting Conflict - Although it is not feasible in a policy statement to describe all the circumstances and conditions that might be considered conflicts of interest, the following situations are some examples which may bring conflict and therefore are to be avoided. The following is not a complete list, other examples may constitute a conflict.
 - A. Engaging in outside business or employment that encroaches on Andrews University's call for the full services of its employees even though there may be no conflict.
 - B. Engaging in business or employment that is in any way competitive or in conflict with any transaction, activity, policy, or objective of the University.
 - C. Engaging in any business with or employment by an employer who is a supplier of goods or services to Andrews University.

- D. Making use of the fact of employment by Andrews University to further outside business or employment, association the University or its prestige with an outside business or employment, or using one's connection to the denomination to further personal or partisan political interests.
 - E. Owning or leasing any property with knowledge that the University has an active or potential interest therein.
 - F. Lending money to or borrowing money from any third party, excluding financial institutions, who is a supplier of goods or services or lending to/borrowing from a trustor or anyone who is in any fiduciary relationship to Andrews University or is otherwise regularly involved in business transactions with the University.
 - G. Accepting or offering of any gratuity, favor, benefit, gift or of any commission or payment, monetary or non-monetary, of greater than usual and customary, in connection with work for Andrews University other than the compensation agreed upon between the University and/ or the employer and the employee.
 - H. Making use of or disseminating, including by electronic means, any confidential information acquired through employment by the University for personal profit or advantage, directly or indirectly.
 - I. Using Andrews University personnel, property, equipment, supplies, or goodwill for other than approved activities, programs, and purposes.
 - J. Expending unreasonable time, during normal business hours, for personal affairs or for other organizations, to the detriment of work performance for the University.
 - K. Using one's connections within Andrews University to secure favors for one's family or relatives.
4. Statement of Acceptance -
- A. By Employees – At the time of initial employment an employee shall sign a statement indicating acceptance of the conditions of employment as outlined in the organization's employee handbook. This acceptance shall constitute the employee's declaration of compliance and resolve to remain in compliance with the conflict of interest policy
 - B. By Administrators, Department Directors and Trustees – The concerned organizational designee shall receive annually a statement of acceptance and compliance with the policy on conflict of interest and/or commitment from each administrator, department director, member of the board/executive committee, and any other person authorized to handle resources of the organization.

DRESS REQUIREMENTS 4:2-200

1. The Andrews University Image

Whatever is associated with Andrews University contributes to the institution's image. Appearance is a basic element of image. For that reason, the personal appearance of Andrews staff makes a significant statement about the University itself.

Andrews University, a Seventh-day Adventist institution, reflects the conservative values of the church in matters of dress and appearance. Its regulations concerning dress are based on the principles of neatness, modesty, and appropriateness. Specific interpretations of these principles must be made within the cultural context of the University and in harmony with its mission.

2. Neatness

In keeping with their occupational status and Christian identity, Andrews University staff will be well-groomed and neatly dressed.

Examples of a failure to maintain an appropriate standard of neatness and grooming are unkempt clothing, clothing designed to appear sloppy, and careless personal hygiene and hairstyles.

3. Modesty

Attire which accentuates the sexual characteristics or which is designed to draw attention to oneself by bizarre or ostentatious style violates the principle of modesty. It would be inconsistent with Andrews' philosophy of staff role modeling if less were expected of staff than is expected of students.

4. Appropriateness

Time, place and the occasion determine appropriateness.

While sweatshirts, jeans and shorts may be appropriate for sports, recreational activities, and certain work environments, they would be inappropriate for campus offices.

Jewelry should be chosen in harmony with the Christian principles of simplicity, modesty, and economy. Some forms of adornment, such as necklaces, earrings, bracelets and rings (except wedding bands) are not considered appropriate.

Some departments of the University may have particular requirements for dress, such as professional attire, uniforms, or safety equipment that may be expected of its workers. Those requirements are explained by the Supervisor at the time you are hired.

5. Personal Appearance Policy Implementation

It is the responsibility of the individual department/service director as well as the HR Director to implement the Personal Appearance Policy. Should it be determined that within a department/service an individual is not in compliance with the policy, the following steps will be taken:

- A. The department/service director and/or the HR Director shall consult with the immediate supervisor urging implementation.
- B. A memo documenting the verbal counsel shall be directed to the employee by the department/service director/supervisor.
- C. The department/service director shall inform the HR Director if an employee refuses to comply with the personal appearance requirements. The HR Director and department/service director shall then meet jointly with the employee in order to resolve the situation. A second memo shall be directed to the employee by the HR Director requiring a written response as to the employee's intentions with respect to the personal appearance requirements.
- D. If the employee still refuses to comply with the personal appearance requirements after being counseled by the HR Director and department/service director, the matter shall be referred to HR for disciplinary action.

1. Guidelines - While the telephone is a very convenient and economical method of communication, it is also a major expense for Andrews University. Employees are encouraged to make business calls brief.
2. Personal Calls - Personal telephone calls should be kept to a minimum and of limited time duration; calls should be made during an employee's lunch hour and/or morning/afternoon break time. All toll calls made during working hours should be processed using the employee's personal PAC code or charged to the employee's home telephone or credit card.
3. Personal Business - Employees shall not publish Andrews University telephone numbers in connection with secondary jobs or non-related activities.
4. Charges - Telephone calls are charged to the expense of the department. All monthly department telephone bills are subject to review at any time; this review may result in a request for employee reimbursement relating to personal charges.
5. Overseas Calls - Officers and departmental directors are authorized to make overseas phone calls. Such phone calls by associate departmental directors are to be authorized by the director or designee.
6. Limitations - Overseas phone calls should be kept to a minimum and be limited to situations where FAX or e-mail is inadequate.
7. Conference Calls - Operator assisted conference calls should be authorized by the department director.
8. Telephone Courtesy

Care and courtesy in using the telephone not only creates a good impression for Andrews University but also makes the contact more pleasant for those who are calling. In using the telephone:

- A. Answer promptly and pleasantly
- B. Identify yourself by name
- C. Give accurate and careful answers
- D. Display a helpful attitude
- E. Maintain a pleasant tone of voice
- F. Take careful notes and pass on information to persons concerned
- G. Transfer calls tactfully
- H. Hang up gently
- I. Be sure to arrange for telephone coverage or call forwarding when away from work station
- J. Ensure that your voice mail message is regularly updated and shares pertinent information to the caller
- K. Respond to voice mail messages within a reasonable length of time
- L. Voice mail is for University business and should not be used for personal business: i.e. - selling, campaigning

RELATIONSHIP TO STUDENTS 4:2-210

As we work with our students, our Christian witness to them can have a life-long influence, which in some cases may be even greater than the influence carried from the classroom.

The University encourages you to befriend its students--particularly those living in the residence halls--in every way possible. Please recognize residence hall protocols when involving residence hall students.

SOLICITATION AND VENDING 4:2-215

Solicitation of Andrews University employees by co-workers and non-employees is distracting and may be annoying or embarrassing for the employees who are approached. For this reason Andrews University maintains a solicitation and vending policy as outlined below.

1. Solicitation by Employees - Employees of Andrews University are expected to maintain a proper professional image and to avoid business activities for personal benefit during office hours. Therefore, employees shall not engage in any solicitation of other employees during working time. Solicitation permitted by law must be conducted on authorized non-working time, e.g., meal breaks.
2. Solicitation/Vending by Non-Employees - Non-employees shall not engage in any solicitation of or vending to employees during working hours. Advertising/promotional material, brochures, etc., may be placed in the building with the approval of HR. Material of this nature is not permitted for display on the employee bulletin board in the Administration Building.
3. Andrews University Sponsored Collections - Permission for collections/solicitations pertaining to specific authorized projects may be granted by HR, upon request.

CONFIDENTIAL INFORMATION 4:2-220

Many times within the University setting there are strictly confidential disclosures of a personal or organizational nature. Employees will protect themselves and the organization by not allowing the dissemination of such information to family, friends, or strangers unless authorized to do so by the appropriate individual.

CHILDREN AT THE WORK PLACE 4:2-225

Children visiting their parents during working hours can be a disruption to the normal work activity of both the parent and others in the work environment. They may also be exposed to dangerous equipment or materials. For that reason children should be cared for away from the work place and in such a way as to not interfere with the activities of the University. This includes after school hours as well as vacations and holidays. In the event the arrangements for the care of your child(ren) should fail, you should notify your supervisor so that you can be released from your duties to care for their needs.

JOB POSTING AND HIRING PROCEDURE 4:2-230

1. Procedure - Non-administrative, non-faculty positions that become available at Andrews University will be posted for a period of five working days (72 hrs) in order to alert interested employees of available jobs. This posting will be placed on the bulletin board at the entrance to the Administration Building and in the HR web page. Job openings that are to be filled by intra-department transfers or by individuals that HR need to relocate or place may be excluded from this posting plan.
2. Service Requirement - Employees with at least one year of service in the same position at Andrews University will be given preference for the posted jobs.
3. Job Information - Notices for available jobs will give the following information: The job title; a brief description of the job; education, experience and skills required; the remuneration level; time of posting and expiration date. Additional information regarding job openings may be obtained from HR.

4. Eligible Candidates - Adequately qualified employees who apply for posted jobs will be considered. If the available position is not filled by a current qualified Andrews University employee, the position will be made available to other SDA applicants.

DRUG-FREE WORK PLACE 4:2-235

The University is committed to an environment of learning that supports the fullest possible human development. To achieve this goal, the University holds that a drug-free lifestyle is essential and thus maintains policies that seek an alcohol, tobacco, and drug-free campus environment. This is consistent with the teachings of the Church.

The University intends to maintain a drug-free workplace in harmony with the laws of the land. The unlawful manufacture, distribution, dispensing or use of controlled substances, or illegal drugs by its employees, whether faculty, staff, or students, is prohibited. The University so certifies as an institution to the federal government in its external funding contracts and grants. Further, the University expects any person employed by the University who receives federal or state funding as an individual to certify that he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while associated with the University.

The University believes it also has a responsibility to offer and provide assistance to employees who are chemically addicted and wish to live a drug-free life. To discharge its responsibility it has instituted an Employee Assistance Program which provides a substance abuse counselor qualified to do assessments, individual counseling, and to make referrals for more in-depth therapy and rehabilitation on an outpatient or inpatient basis to approved/licensed programs. The University also encourages or provides access to support networks which can assist the employee in maintaining sobriety following therapy.

An employee who believes he or she is having a problem with tobacco, alcohol or the illegal use of drugs is encouraged to voluntarily seek the available assistance. Appointments with a counselor may be arranged individually. Employees who show evidence of the use of tobacco, alcohol or illegal drugs, may be referred for counseling as a condition of continued employment.

Each employee is provided the full text of the University's Drug-Free Workplace Policy and Procedures, which is incorporated by reference as a part of this Employee Handbook. Additional copies are available from Human Resources.

COURTESY 4:2-240

In the parking lot, in the office, on the street and wherever people meet, the employee should be recognized for refined, courteous conduct. This standard will be reflected in telephone conversations, correspondence, business dealings and relationships with fellow employees. The employee is responsible for maintaining high professional standards of conduct in harmony with the Golden Rule. It is inappropriate to defame the character of co-workers by spreading malicious gossip or to act in a discourteous manner.

SAFETY 4:2-245

Andrews University seeks to provide a safe environment for its employees, students and guests. As an employee, your role in maintaining this safe environment is critical. You must follow all safety practices required by OSHA and by the University. You must:

1. Follow all safety procedures that are outlined in this handbook, and those procedures that are brought to your attention by your supervisor or by the University administration.
2. Notify Loss Control or HR if there are any unsafe conditions or practices that come to your attention. A Safety Suggestion Box is located in HR for this purpose.
3. Immediately remedy any unsafe situation you may encounter, if it is safe and appropriate for you to do so.
4. Response to the fire alarm. When the fire alarm sounds:
 - A. Evacuate the building completely using the nearest clear exit. Remember, going through smoke is dangerous. Avoid it if you can.
 - B. Call Campus Safety at 3321.
 - C. If fire and/or smoke is evident, call 911.
 - D. Remain clear of the building until notified by Campus Safety that it is safe to reenter.
5. Travel Safety. The US State Department's recommendations will be followed for all University-sponsored trips outside the United States. These recommendations may be accessed on the world-wide web at <http://www.travel.state.gov>. Any University sponsored trips that involve students must receive risk management approval at least 30 days before departure. Risk management approval may be obtained from the Loss Control Office in Human Resources.
6. Personal property on University premises. If you should choose to bring your personal property to the campus, you must do so at your own risk. In general, the University seeks to provide the tools necessary for the performance of your job. If, however, there is personal property that is mandatory to fulfill your job responsibilities, you may file an insurance application with the Treasurer's Office.
7. Keys. When you begin working at the University, you will be issued any keys you may need to fulfill your job responsibilities. If your duties should change such that you no longer need those keys, please return them to the Plant Administration Office immediately. At the conclusion of your employment, please return all University keys to the Key Office.

WEATHER CLOSURE 4:2-250

1. Essential Workers

Essential workers are certain employees who have been notified by their department head that they are required to work during a weather closure involving the entire campus. This could be any worker, but most frequently would be from the Plant Services, the Library, Public Safety, Dining Services, and/or residence halls. If you were not informed that you need to remain at work and you choose to continue working during a weather closure, you are not considered an essential worker. Under certain circumstances the University may provide transportation, if needed, to essential workers. Essential workers who work during a weather closure will be paid for hours worked and will be given paid leave time equivalent to time worked during a weather closure.

2. Remuneration

Hourly rated employees may be paid for up to two days during the period of an announced closure.

- A. The first day will be from the announced time through the remainder of the day, or until the closure is ended on that day. (A closure may begin and end on the same day.)

- B. The second day will be from the announced time until the closure is ended or to the end of the employee's workday.
- C. In the case of a Friday closure, employees will report one-half day or only the hours the employee would normally have worked.

Employees should report only the hours they would have worked during the closure period. Those hours should be recorded on the clock, or by such other manner as may be used in the employee's department.

If a closure is extended beyond two days, subsequent hours may be reported as paid leave, up to the accrued hours in the employee's paid leave bank.

INFORMATION TECHNOLOGY AND SECURITY 4:2-255

1. Personal Computers

Personal computers (desktop or portable) are provided by the University for many employees as a part of their work environment. The following guidelines for the care and use of these computers should be observed by all employees:

- A. All possible measures should be taken to preserve the physical security of personal computers, for example maintaining a physical locking device and locking access doors (where applicable). Portable computers should always be under personal supervision, in a locked space, or secured with a locking device -- especially when traveling.
- B. Hardware and software maintenance for personal computers is generally provided by Information Technology Services personnel and is charged to the user's department. Information Technology Services sets standards for computer and communications equipment on the campus and policies for service of equipment that does or does not meet these standards.
- C. Connections to the campus data network should be made and changed only by personnel from Information Technology Services.
- D. Each user is responsible for the security of data on their personal computer. Where sensitive information is stored on a personal computer, access to internal storage should be limited by a password. Centralized backup may be implemented for some personal computers; for all other machines, the user should carry out regular backups by means of some removable storage medium such as disks or tapes. Storage media containing sensitive information (backup or otherwise) should be kept in a locked space. A personal computer connected to sensitive information (local or through the network) should not be left unattended.
- E. University-owned personal computers are to be used for University business. Limited personal use is permitted outside of work hours for communications such as email and Web browsing. Permission of a supervisor should be obtained for other personal uses. Use of University computers for personal commercial activities is prohibited.
- F. Personal computers must not be used to store or transmit any illegal documents, such as copyrighted documents without permission. This includes pornography and sexually explicit material.
- G. Employees' use of games on University-owned personal computers is prohibited during work hours, except for special cases where there is a clear academic or administrative objective.

- H. University work should generally be done on computer or communications equipment provided by the University. Where personally-owned equipment is used for University business, the University assumes no liability for the maintenance or replacement of this equipment unless arrangements are made in advance.

2. Software

Licenses are to be purchased for all copies of software on University computers and users are responsible for observing license and copyright restrictions of all software and documentation. Usually this means that commercial software may not be copied to other machines and documentation should not be copied. "Site licenses" will be purchased by the University for some widely used programs. Information Technology Services personnel must install these programs and users should not copy or move them to other machines. Other copyrighted programs may be installed on personal computers by users provided that an appropriate license has been purchased.

Information Technology Services (ITS) sets campus standards for widely used software such as operating systems, word processing, etc. ITS also sets policies for the installation and maintenance of standard and non-standard software packages on University computers.

3. Administrative Computing System

Academic and other information about students and employees is stored in a central administrative computer system. The following policies apply to this system:

- A. Employees who need access to some or all of this information as part of their job responsibilities are given a password for access. This password should be carefully guarded, changed frequently, and treated as a signature, i.e. not shared with anyone else including fellow employees or family members. It is a responsibility of the employee to help preserve the confidentiality of personal information in the system mandated by law.
- B. Unauthorized access to data and improper use of data in the administrative system is strictly prohibited and may result in termination.
- C. The administrative computing system is not to be used for personal purposes (the one exception being employees who receive email or access the Internet through accounts on this system).

4. Data Communications

The University provides a data network connection for virtually all personal computers giving access to other computers and services both within and outside the campus. Every employee and student is also given an account on at least one central computer to permit access to email, the World Wide Web, and other local and national/international services. The following policies apply to such accounts and communications services:

The contents of electronic messages, documents and graphic images must conform to University ethical and business standards. Employees are not permitted to use the University's electronic systems for activities such as stating political views, communicating inappropriate, sexually explicit or offensive comments, soliciting employees, communicating destructive (virus) programs or conducting personal business. The use of profanity, derogatory epithets, innuendos

or sexual, threatening or abusive language on the University's electronic systems is also prohibited.

If employees receive an inappropriate or offensive electronic communications via the University's electronic systems, they should immediately notify their supervisor or the Human Resources Department.

- A. The access password should be carefully guarded, changed frequently, and treated as a signature, i.e. not shared with anyone else including fellow employees or family members.
- B. The following are prohibited and some may constitute criminal activity:
 - 1. Unauthorized access to other users' accounts, system software, University data, or remote computer systems.
 - 2. Unauthorized decryption of coded information such as passwords.
 - 3. Attempts to "crash" computers or network services.
 - 4. Storage or transmission of copyrighted materials without permission.
 - 5. Willful introduction of viruses or other disruptive/destructive programs.
 - 6. Attempts to evade or bypass resource quotas.
 - 7. Forgery or attempted forgery of documents or email.
 - 8. Excessive use of resources, such as network bandwidth or disk storage.
 - 9. Unsolicited "broadcasting" of email (electronic junk mail).
 - 10. Harassment or intimidation of other users.
- C. Unauthorized access to other users' accounts, system software, University data, or remote computer systems.
- D. Widely accepted etiquette for the Internet should always be observed. For example, email should not be sent to users, lists, or news groups where the subject is not appropriate, where the user is not welcome, or the document size is excessive. Language should always be appropriate and representative of a Christian.
- E. University employees and students may set up a home page on the World Wide Web containing personal as well as University information. Such pages must follow guidelines established by the Web Page Committee.
- F. All electronic information systems and data (including e-mail, computer data, tele faxes and voice mail) are considered University property and records. Electronic communications should not be considered private communications.
- G. A limited number of telephone connections is provided by the University for employees to access campus information resources from their homes or while traveling on University business. All information technology policies apply to these connections as well as to computers on campus.
- H. Limited personal use of University data communication facilities is permitted outside of work hours, for example for email or Web browsing. The available resources may sometimes restrict such personal use.

Philosophy of Remuneration

YOUR WAGES 4:3-100

1. Objectives - The Seventh-day Adventist Church has accepted the commission given by Jesus Christ to His disciples to proclaim the gospel to all the world. The church employs many agencies to accomplish its spiritual task, but all of its organizations (conferences, schools, health care institutions, food factories, publishing houses, radio and television ministries, Adventist Book Centers, etc.) have one central objective - the salvation of humanity. Because of this, every denominational employee has a responsibility to participate in the mission of the church.
2. Philosophy - To provide a basis for the remuneration of various classifications of employees, a denominational remuneration scale has been adopted. The philosophy of this remuneration scale is predicated upon the fact that a spirit of sacrifice and dedication should mark God's workers irrespective of the position they hold or of the department they represent. The work of the church, including every denominational organization, is a mission to which lives are dedicated rather than a business or commercial venture. The church remuneration scale does not always compensate its dedicated employees in monetary units commensurate with their talents, accomplishments and contributions, but does provide employees with a modest living income, which gives recognition of responsibilities borne, preparation undertaken, professional attainment, previous experience and years of service. In addition to basic remuneration, the church has also made provision for various types of fringe benefits.
3. Spirit of Sacrifice - The church believes that modesty and good taste with reasonable comfort will govern the lives of Christian workers. It recognizes that some areas of its work are more directly affected by economic factors outside of the church organization than are others, and by local economic conditions prevailing in different geographical areas. The spirit of sacrifice on the part of Adventist employees will be manifest not only by the level of their financial remuneration, but also by the dedication of time, talents and energy to the cause of God and humanity. Men and women called to labor in the cause of the Adventist Church are to be workers of single purpose and allegiance. With Paul, the great missionary of the early Christian Church, they say, "This one thing I do."
4. Commitment - The Church's philosophy of remuneration was developed on the scriptural and spiritual imperative, "Give us this day our daily bread." It is a plan which provides a salary covering the needs of individuals who believe that God blesses the spirit of selfless service and who believe that the Seventh-day Adventist Church has a worldwide mission. This philosophy, from its inception, has anticipated that, in addition to the contribution of time and talent, Seventh-day Adventist employees will also, from their modest remuneration, return a faithful tithe and make voluntary gifts to accelerate the proclamation of the gospel, and thus exhibit a further demonstration of faith and commitment. Because of this philosophy, all denominational employees in the Seventh day Adventist Church are regarded as church workers and are called to commitment and sacrifice.
5. Non-Discrimination - When considered in the light of the previous principles, the remuneration scale of the University reflects the spirit of non-discrimination, and equal pay, as well as being in conformity with the teachings and beliefs of the church.

WAGES-HOURLY EMPLOYEES 4:3-105

It is the goal of Andrews University to employ and retain the most qualified personnel in harmony with its priorities of hiring as stated under the section entitled Hiring and Selection. The University has endeavored to establish a wage and salary system that will be consistent with this goal.

Every non-student hour time position in the University has been assigned a wage range determined by an analysis of the responsibilities, knowledge, judgment, working conditions of the job, and several other factors. Each wage range is structured with a minimum and maximum rate, and all employee rates of pay will be within the range for each job.

The University is primarily concerned with equity in rates of pay relative to jobs at Andrews University. However, in order to be equitable the University endeavors to be aware of community rates and rates of other comparable institutions.

REMUNERATION SCALES 4:3-110

1. Specifications - A remuneration scale based on such considerations as education, experience, and responsibility, provides minimums and maximums expressed in percentages of the remuneration factor. It incorporates basic income rates for various categories of services, with recognition of the responsibility inherent in each position or category.
2. Categories - A spread between minimum and maximum rates in the various categories from fifteen to forty percent has been incorporated in the remuneration scale. In setting rates within this spread, Human Resources may take into consideration the following factors in setting rates within the spread with respect to each employee:
 - A. Education and training
 - B. Previous experience and achievement
 - C. Skills and abilities
 - D. Years of service

PERFORMANCE AND EVALUATIONS 4:3-115

All employees will participate in annual performance reviews. New hourly employees of Andrews University will be evaluated at the end of a 90-day period. Benefits will be activated if the 90-day evaluation meets job expectations. Performance evaluation reports are filed with employee records in HR.

ANNUAL INCREMENTS 4:3-120

An employee may receive a remuneration increment if the maximum for the remuneration category has not been reached. Increases are set by the administration and are also based in part on performance evaluations. Annual increases are implemented in July.

COST OF LIVING INCREASES 4:3-125

There is no cost of living percentage increase.

OVERTIME PAY-HOURLY EMPLOYEES 4:3-130

Overtime pay is computed for hours actually worked by non-exempt employees over forty hours in one week. The rate over time pay is 1.5 times the normal hourly wage. Any overtime worked must have advance approval by your supervisor. Overtime pay is required by law only on time actually worked (exclusive of sick time, vacations, holidays, etc.).

In no situation are you to work without reporting the time, even if the time is in excess of 40 hours in one week. Working "off the clock" (i.e., working without reporting the time) is not legal and must not be done.

PAY DAYS 4:3-135

Employees are paid on a biweekly basis every other Friday. The payroll check is for the two-week period ending on the Saturday prior to the Friday that the check is issued.

A schedule of paydays and payroll periods are posted at the [HR website](#).

YOUR PAYCHECK 4:3-140

Paychecks normally include the following items (wherever applicable):

EARNINGS	DEDUCTIONS
a Salary or hourly wages	a Applicable taxes
b Special Adjustments	b Health insurance, accidental death insurance, voluntary donations, tax sheltered annuities, etc.
c Other forms of compensation	c Other deductions

PAYROLL DEDUCTIONS 4:3-145

Federal and state laws require the withholding of income tax as well as Social Security and Medicare (FICA) tax. All deductions, including personal deductions are listed on the paycheck stub. Voluntary deductions to employee account, church, or University contributions are subject to authorization by you.

Any questions regarding deductions should be directed to the payroll office.

Any changes in the tax exemptions you claim, or employee status, must be made through the payroll office.

DIRECT DEPOSIT 4:3-150

Direct deposit is the automatic deposit of your paycheck into the financial institution of your choice. Your paycheck is your earnings (less deductions) which may be applied to your checking, savings, or loan accounts according to your arrangements with the financial institution.

Once you have established an account at the financial institution, please complete the online [direct deposit authorization](#).

Employees are strongly encouraged to have direct deposit set up for their paycheck to avoid missing checks and the inconvenience of manually depositing the paycheck in person.

Your Benefits: Time Off Work

PAID LEAVE PLAN-HOURLY EMPLOYEES 4:4-100

1. Purpose - The Andrews University Paid Leave Plan is available to workers who are of an HH, HP, or HF classification.

The purpose of the plan is to provide a continuity of income during specific periods of absence which includes vacation, personal time, holidays and short-term sick leave and medical/vision/dental appointments.

2. Accrual Rate - Time begins to accrue on the first day of employment at the following rate, as determined by total denominational employment: (The leave bank illustration is based on a 40-hour workweek.)

LEAVE BANK ILLUSTRATION

	Total Hours	Equivalent Days	Maximum Annual Accrual	Hourly Rate of Accrual
One through four years	0 - 7,488	25	200 hours	0.0961538
Five through nine years	7,489 to 16,848	30	240 hours	0.1153846
Starting tenth year	Begin 16,849	35	280 hours	0.1346153

3. For the purpose of determining the hourly rate of accrual the first 1,820 hours in a calendar year will constitute one year. Less than full-time will be prorated, providing the service was at least 1,000 hours for the year. For denominational employment prior to Andrews University, the years of employment will be determined from the Employee Service Record. The appropriate hours will be added to the Paid Leave Bank after the Record is received.

Except for holidays and sick leave, the Paid Leave Bank may be used at the discretion of the employee upon prior arrangement with the department head.

Time in the Paid Leave Bank may be paid only when the employee is off duty during his/her normal working hours, except at the time of termination or retirement.

Time in the Paid Leave Bank accrues only on the first 80 hours of paid time in a two-week pay period.

4. Holiday Time - The University designates holidays when its normal activities are halted. Please see policy # 4:4-125 for a list of holidays. Employees will be expected to take their holidays at those times. Employees required to work on holidays may take equivalent time off at another time acceptable to their department head.
5. Short-Term Sick Leave - The first three work days of any illness are paid from the Paid Leave Bank. Sick time for any illness of the employee which exceeds three work days may be charged to available time in the Long-Term Sick Leave Time Bank. Sick Leave will be paid only if

notification of the illness is given at the beginning of the workday on the first day of absence.

6. Time Limitations - Time may not be charged to the Paid Leave Bank in excess of its balance. For that reason, employees are advised to maintain a reserve for emergencies. Not more than four of the standard or average (whichever is less) workweeks may be charged to this bank at any one time.

The maximum paid leave that can be accumulated during the fiscal year is 320 hours or eight standard or personal average workweeks, whichever is less. When the maximum hours are reached no further hours may be added to the bank.

At the beginning of the fiscal year (July 1) any hours in the Paid Leave Bank which exceed 280 hours or seven of your standard or average workweeks, whichever is less, will be transferred to the Long-Term Sick Time Bank, but the hours in that bank may not exceed the maximum permissible. Time which cannot be transferred to this Long-Term Sick Bank will be lost.

The net amount of accrued time in both the Paid Leave and Long-Term Sick Leave Banks will appear on the check stub of qualified employees. No more leave time may be claimed than appeared on the most recent past check stub.

LONG-TERM SICK LEAVE-HOURLY WORKERS 4:4-105

The Long-term Sick Leave Bank provides paid time off for employees who experience an extended illness, are hospitalized/have out-patient surgery requiring a period of recovery. This bank accrues at the rate of .0153846 hours for each hour worked up to 80 hours per pay period, which is four of the regular or average workdays, whichever is less, per year. The maximum that may be accrued in this bank is 26 average workweeks, but in no case more than 1,040 hours.

This bank may be used as follows:

1. Starting with the fourth day of an illness (requires three consecutive workdays of absence due to the illness, to be claimed as short-term sick hours from the paid leave bank; in the absence of sufficient paid leave hours, some or all of the three days may be unpaid), or
2. Starting with the first day of hospitalization or out-patient surgery (where a period of recovery beyond three days is necessary).

To qualify for Long-Term Sick Leave the first "Application for Long-Term Sick Leave" for each absence must be accompanied by a physician's statement which indicates the nature of the illness, disability or incapacity and should indicate the anticipated period of absence from work. Subsequent applications within that period will not require the physician's statement.

Employees are expected to return to work as soon as they can resume their duties. In some instances this may require reasonable accommodation on the part of the University to a temporary incapacity of the employee. This will be arranged, where possible, by department heads. The date of return to work may be set on the advice of the attending physician whose counsel may be sought at any time with consent of the employee while the Long-Term Sick Leave Bank is being used. Time may not be charged to this bank after the physician has given approval to return to work.

Long-Term Sick Leave may not be used when incarceration is the cause for absence from work.

Payments may not be made out of the Long-Term Sick Leave Bank after the date of termination of work nor may the credit remaining in the bank be paid in cash at any time. Time in the Long-Term Sick Leave Bank may not be transferred to the Paid Leave Bank under any circumstances.

LONG TERM SICK LEAVE-SALARIED EMPLOYEES 4:4-110

Purpose

To provide paid leave for its regular half-time and above salaried staff and faculty who become ill while employed by the University. This policy provides definition and application for the administration of this policy.

Definition

Short-term Sick Leave: occasional short-term illness of less than a week; this time is not monitored or counted against the extended sick leave time.

Extended Sick Leave: a 90-day period of paid sick leave time available when the employee is unable to work due to illness for an extended period of time of more than one week. Frequent intermittent time away from the office due to illness should be reviewed by the supervisor and the Office of Human Resources to determine if it falls under this extended sick leave policy.

Extended sick leave could turn into long-term disability depending on the nature of the illness. This 90-day extended sick leave period may also constitute as the elimination period for long-term disability, where the employee must experience a loss of function or salary reduction before the long-term disability benefits would be available.

Long-term Disability Period: a medical event which lasts for more than 90 days. Partial salary may be provided by an external commercial policy, the University, or some combination of these two, as applicable.

Application

An employee is eligible to access the extended sick leave provision of the benefit policy as needed for up to 90 days. No notification is required other than to the chair or supervisor for the first five days. If the event goes beyond five days, the employee must provide medical certification and complete an FMLA form (which will include doctor's certification of the medical event) with the Office of Human Resources. It will then be considered a formal family medical leave and will be tracked accordingly.

After 60 days of extended sick leave, the employee will be required to complete a long-term disability application in anticipation of the medical event extending beyond 90 days, qualifying it for long-term disability coverage.

During the extended sick leave, days 1-90, the employee will be paid 100% of their salary. Should the medical event continue, the employee will receive 80% of their bi-weekly salary for days 91-180, paid by the University until the point where the long-term disability application is approved. Once the application is approved, 66 2/3% of bi-weekly salary is paid by the long-term disability provider with the University supplementing the remaining 13 1/3%, thus 80% of salary is continued through day 180. After 180 days, the University will no longer supplement 13 1/3% of bi-weekly salary; the employee will only receive the 66 2/3% payment from long-term disability.

GIFT OF TIME 4:4-111

Andrews University recognizes that from time to time employees may have a medical event or be affected by a major disaster, resulting in a need for additional time off in excess of their available applicable leave time. To address this need, eligible employees will be allowed to gift accrued paid leave/vacation time from their unused balance to their eligible co-workers in need of additional paid time off, in accordance with the policy outlined below. This program is strictly voluntary.

Eligibility to Participate

Individuals must be employed by Andrews University in an employee class eligible to accrue leave, in order to be able to gift or receive time. Faculty are not eligible to participate in this program (gift or receive) as their vacation time is not tracked per policy. Salaried staff, while eligible to gift time, will not be eligible to receive gifted time for medical events; FMLA events will be fully covered by the extended sick leave policy. In addition, as salaried staff by policy are allowed to overdraw their vacation time by 10 days, gifted time may only be used for major disasters necessitating a negative vacation balance in excess of 10 days.

Eligible Events

Employees who would like to receive gifted leave time from their co-workers must have a situation that meets the following criteria:

- Medical event (FMLA), defined as a medical condition covered by the Family and Medical Leave Act (FMLA), whereby the employee or an immediate family member requires a prolonged/extended absence of the employee from work and will result in a substantial loss of income to the employee due to the exhaustion of all leave time available. An immediate family member is defined as a spouse, child or parent.
- Major disaster, defined as a disaster that has otherwise not created a medical event, whereby an employee is considered to be adversely affected by the severe hardship to the employee or to an immediate family member of the employee that requires the employee to be absent from work and will result in a substantial loss of income to the employee due to the exhaustion of all paid leave/vacation time available.

Gifting Time Guidelines (Donor)

- Gifted time will be withdrawn from the paid leave/vacation bank and not from the long-term sick leave bank.
- The gifting and receipt of paid time off is on an hourly basis, converted by taking into account the differences in pay. (For example, one employee earns \$20 an hour and gifts one hour of time to an employee that earns \$10 an hour. The receiving employee would receive two hours of gifted time.)
- The maximum time that an employee may gift in a benefit year (July – June) is 40 hours in total (prorated for less than full-time/100% appointment employees)
- At the time that the gift is processed, the withdrawal may not cause the paid-leave/vacation bank to fall below 56 hours.
- Employees cannot borrow against future or the accrual on the current pay period's paid leave/vacation time to gift time.
- Employees who are currently on an approved leave of absence cannot gift time.
- All prior months' leave reports, for salaried employees, must be approved.
- Gifts of time are received on a first come, first give basis. Gifts will be declined when the receiving employee reaches the lower of the total time necessary to cover the unpaid portion of

their time off for the eligible event, or their maximum receipt amount for the benefit year (see below).

- Gifted time is not considered charitable contributions for income tax purposes.

Receiving Gifted Time Guidelines (Recipient)

- Gifted time will go into a separate leave bank that may not be used until all other appropriate leave banks are exhausted.
- Gifted time may only be used for time off related to the approved request and its usage will not accrue additional leave time.
- The maximum time that an employee may receive in a benefit year (July – June) is 80 hours in total (prorated for less than full-time/100% appointment employees).
- Gifted time can be used either on a continuous or an intermittent basis, as long as it is for the same approved event.
- Gifted time cannot be cashed out or converted to other types of leave.
- Employees covered by or eligible for long-term disability or worker's compensation are not eligible to receive gifted time.
- Nothing in this policy will be construed to limit or extend the maximum allowable absence under the Family and Medical Leave Act.

REPORTING OF TIME 4:4-115

Payments for any time to be charged to the Long-Term Sick Leave Bank must be reported on the appropriate forms at the end of the week in which the time is taken.

VACATION 4:4-120

Your vacation is a time intended for rest and relaxation; for this reason you may not receive pay in lieu of vacation. Unused vacation time, with the approval of your supervisor may be carried over to the following year, but not more than six weeks may be taken in any one calendar year or upon termination. Exceptions may be made if your superior has been unable to grant you vacation at the time you reached your maximum. You are encouraged to take the vacation at one or two times per year.

The number of weeks of vacation you are entitled to is determined by your years of denominational employment as shown on your Employee Service Record.

On the basis of your years of denominational employment, as reflected on your service record, you are entitled to the following weeks of vacation each year:

First four years - 2 weeks

Next five years - 3 weeks

After nine years - 4 weeks

HOLIDAYS 4:4-125

The University recognizes eight holidays, two of which are a day-and-a-half for a total of nine days annually. The holidays are:

- New Year's Day
- Martin Luther King's Birthday
- Presidents' Day
- Memorial Day - when it does not fall within exam week
- Independence Day
- Labor Day
- Thanksgiving (1.5)
- Christmas (1.5)

Employees will be expected to take their holidays at those times. Employees required to work on holidays may take equivalent time off at another time acceptable to their department head.

HOLIDAYS THAT FALL DURING THE ORIENTATION PERIOD 4:4-130

Time off may not be charged to the Paid Leave Bank during the orientation period. For holidays that fall during the orientation period the employee has the option of reporting the time when he/she is placed on a regular classification providing he/she did not work on the holiday.

An employee wishing to be paid for the holidays which occurred before the completion of the orientation period may report the holiday time on the Application for Paid Leave form. A separate form must be turned in for each holiday. Each form must show the week-ending date for the week in which the holiday fell. The forms should not be turned in until the employee is placed on a regular classification.

Time in excess of that which has been accrued may not be reported for pay. Time not charged to the bank may be used at a later date. This exception does not apply to absences from work during the orientation period for any reason other than holidays. Work absences other than holidays that occur during the orientation period may not be charged to the paid leave bank.

PERSONAL LEAVE 4:4-135

Leaves of absence are to be considered as an exception. A personal leave of absence is authorized time off without pay or salary. After you have worked as a regular full-time employee for at least one year, a request for a personal leave of absence may be granted upon the recommendation of the department head and the appropriate vice president.

Personal leaves of absence of up to one month for a staff member may be granted by the department head or supervisor, and the appropriate vice president. Leaves of absence in excess of one month must be approved by the above and HR.

You must complete a leave of absence application and submit it to the Human Resource Director.

The Human Resource Director will determine your eligibility prior to approval, and administer the leave of absence once it has been approved. You should plan to request a personal leave of absence only under very unusual circumstances, and, when possible, four months before the leave is to begin.

University policies regarding a personal leave of absence are as follows:

1. Wages are not paid during the employee's absence.
2. Vacation and sick time will not accrue.
3. No other benefits or subsidies will be paid, nor will service credit accrue.

4. Hospital insurance may be continued at the employee's cost for a maximum of one year if arrangements are made with Human Resources in advance and payments are made before the employee's leave of absence begins.
5. The staff employee may be reinstated to his/her former position if it is available at the time of the reinstatement request. If the employee's department is not able to keep the position available, effort will be made to place the employee in a similar position. The University cannot guarantee the same duties or rate of pay. If no such position is available, or if the employee declines the alternate position or is not selected as the most qualified candidate, then the employee will be subject to dismissal of employment.
6. Accrued vacation time must be used before a leave of absence begins.
7. Extensions of a leave of absence must be approved in writing prior to the end of the employee's original leave. These will be granted in the same manner as the original leave. Failure to return after the expiration of the leave of absence will be treated as a resignation.

FAMILY AND MEDICAL LEAVE ACT (FLMA) 4:4-140

Employees are eligible for FMLA if they have worked for at least 12 months and at least 1,250 hours during that 12-month period. Under the Act, the leave period will be up to 12 weeks per year or up to 26 weeks for Military Caregiver. The Act may entitle you to take the leave for the following reasons:

1. The birth and care of your child;
2. The placement of a child with you for adoption or foster care;
3. The care of your spouse, child, or parent suffering from a "serious health condition";
4. Your inability to perform the functions of your job duties because of your serious health condition.
5. For qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or call to active duty status as a member of the National Guard or Reserves in support of a contingency operation.

Your Family Medical Leave will be unpaid. Employees may request accrued paid leave or long term sick leave under the policies of the University during their family medical leave. The use of paid benefits will not extend the duration of family medical leave.

Under condition 4 above you may use your accrued paid leave time and your long term sick time during your Family Medical Leave. Please see policy on use of long term sick bank.

Where both spouses are employed by the University the leave will be a total of 12 weeks for both spouses, unless the leave is for the serious illness of the employee or a child.

The request for planned medical treatment must be made at least 30 days before it is to begin, unless circumstances would not permit, in which case the request must be made as soon as it is practical--usually 1-2 business days. No advance notice is required when the reason for the leave is unforeseen.

The employee requesting leave is required to submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to their own serious health condition. The employee's response is required to obtain or retain the benefit of FMLA protections. Failure to provide a complete and sufficient medical certification within 15 calendar days may result in a denial of your FMLA request.

Leaves that are taken on an intermittent basis should be planned so as to result in the least possible disruption to your work schedule.

During the term of your leave you will be entitled to your regular benefits, except service credit which will not accrue during the unpaid portion. You will be required to pay the contribution to your health care assistance that falls due during your absence.

Upon your return to work following the leave you will be reinstated to your job, or if that is not possible, to an equivalent job.

The full policy under the Family and Medical Leave Act is available to all employees and by reference is a part of this policy. That policy and application for the leave is available in Human Resources and at the website(s) listed below.

US Dept of Labor main [FMLA website](#).

US Dept of Labor FMLA [Fact Sheet #28](#).

[FMLA Poster](#).

BEREAVEMENT LEAVE 4:4-145

Andrews believes in the value of family and the importance of taking time to grieve together. Under this policy, benefit eligible employees will be allowed to take time off due to the death of a family member. In addition to bereavement leave, an employee may, with his/her supervisors' approval, use any available paid leave/vacation time for supplementary time off. Hourly rated employees should request bereavement (funeral) leave on the timeclock.

Paid bereavement leave will be granted as follows:

- Three days in the event of the death of your spouse, (step)child, (step)parent, (step)brother/sister, mother/father-in-law, son/daughter-in-law, or grandchild.
- One and a half day in the event of the death of your brother/sister-in-law, niece, nephew, aunt, uncle, or grandparent.

VOTING 4:4-150

All eligible voters are urged to vote on Election Day. Voting after working hours is suggested in order to have minimal impact on your work area and job duties.

JURY DUTY 4:4-155

You will be paid for the hours lost during your regular work-week while you serve on jury duty or during jury selection. For hourly employees such time should be reported on the [Time Manager's Website](#).

Your Benefits: Medical, Disability and Retirement

HEALTH CARE EXPENSE ASSISTANCE PLAN 4:5-100

The University provides a comprehensive health care assistance program for eligible regular employees. A policy summary briefly outlining the benefits available under this Plan is available from Human Resources. Your certificate of coverage will be mailed to you directly from the insurance companies following enrollment. Those documents, by reference, are a part of this Handbook.

LONG TERM DISABILITY INSURANCE COVERAGE 4:5-105

The University provides an insurance policy to replace a portion of wages lost by a full-time employee due to a long-term disability. For this purpose full-time is defined as an average of at least 35 hours per week. This policy is secondary to Worker's Compensation and coordinates with any other employer-provided wage replacement program.

If you become disabled while employed by the University, information about the policy and the application is available from the University's Human Resources.

RETIREMENT PROGRAM 4:5-110

The University participates in the Seventh-day Adventist retirement plan. Minimum benefits are available to workers who have ten full years of denominational service credit.

Since January 1, 1981, service credit may accrue on employment which averages at least 20 hours per week and amounts to at least 1000 hours a calendar year if followed by a year of full-time employment.

Service credit accrues to a total of 40 years. There are specified conditions which must be met to receive benefits. The program is non-contributory, which means you do not pay any premiums. You will receive a brochure at the time you are hired. A copy of the complete retirement plan is available for your inspection in Human Resources.

The Service Record on which your employment with the denomination is recorded is kept in Human Resources. Should you later obtain employment with another denominational organization your record will be sent there. Otherwise it will be held by the University until you apply for retirement. You will be provided a copy of your service record every two years. You may request a copy of your Service Record at any time.

SOCIAL SECURITY 4:5-115

The University participates in the Social Security program of the United States Government and is required by law to deduct the prescribed taxes from eligible employees' paychecks. This is a government program entitling you and your family to benefits upon retirement or disability.

WORKER'S COMPENSATION 4:5-120

1. If you are injured. Any injuries or illnesses sustained on the job, no matter how minor, must be reported immediately to your supervisor. If the injury or illness is job related and creates temporary or permanent disability, you may qualify for workers' compensation and allowable medical expenses may be paid by the University. Lost time from work for a covered disability may also qualify you for benefits from workers' compensation. The compensation you receive will be determined under State law. To establish benefits from worker's compensation, contact Human Resources.
2. Physicians to use. Michigan workers' compensation provides that the employer may designate a physician to treat work-related injuries or illnesses. Andrews University has designated University Medical Specialties for this purpose. Employees who sustain work related injuries or illnesses may not be treated by any provider except University Medical Specialties or providers they designate. The law provides two exceptions to this rule:
 - A. Emergency medical treatment where a hospital emergency room is required.
 - B. Ten days or more after the injury or illness was reported, an employee may seek treatment from the medical provider of his or her choice. This request for exception must be submitted in writing to the HR director prior to obtaining the desired treatment.
3. Health care assistance. Your University health care assistance will be continued up to three months while you are not working because of a work-related injury sustained by you in the course of the performance of your employment at Andrews University. The University may, at its discretion, continue your medical coverage beyond the three-month period, taking into consideration your physician's diagnosis and any agreement it may reach with you concerning your employment status. Neither paid leave nor long term sick-time will accrue while you are on workers' compensation leave. Earned sick pay may be used to supplement your income to equal regular pay when lost time occurs because of a work-related injury.
4. Your recovery and return to work. Your speedy recovery and return to work are of paramount importance. To facilitate this, the University may guide your medical treatment within the scope permitted by law. If you are released to work with medical restrictions, your supervisor will attempt to make accommodations for you to continue your regular job. If that is not possible, you may be given other responsibilities within your department or elsewhere in the University.

TAX ANNUITY PROGRAM 4:5-125

As an employee of the University, you may take advantage of the tax sheltered annuity program. Briefly, this plan allows you to authorize the University to withhold an amount you specify from your paycheck and deposit it in an Individual Retirement Account (IRA). You will not be taxed on the amount of the deposit until such time as you may withdraw it. Full information regarding the program is available at the payroll office.

UNEMPLOYMENT COMPENSATION INSURANCE 4:5-130

As an employee of the University you may be eligible for unemployment compensation should you become unemployed for certain specified reasons. Your eligibility would be determined by the Michigan Employment Security Commission. The University reimburses the State of Michigan for actual claims paid and there is never any cost to you. The amount and duration of payment during periods of unemployment is determined by state law.

An exception is that student spouses who are hired by the University are not eligible for Unemployment Compensation benefits. Employment is provided for student spouses as a part of the financial assistance to the student and will not be covered by a program of unemployment compensation based on such employment. This exclusion is provided for in the Michigan Employment Security Act C.P.A. 1936, Ex. Sess., No. 1, Sec. 43, as amended; MCLA 421.43.

Your Benefits: Tuition Assistance

The University encourages you to develop your work abilities in a skill or profession. Through on-the-job instruction and part-time schooling, you may achieve real personal and/or professional growth while employed at Andrews University.

EMPLOYEE & SPOUSE 4:6-100

EMPLOYEES

A full-time regular employee may apply for admission to a school within the University. If you qualify for this benefit and wish to take a class, you will need both the approval of your supervisor and acceptance into the school of your choice. You may then take one class for up four credits each semester without tuition cost to you. This does not include private lessons or individual instruction with labs (online classes may be included if they meet the other criteria for the class). You will be admitted to a class with limited enrollment only after tuition-paying students have been accommodated. A course will not be offered unless there are enough tuition-paying students to justify it.

You will be expected to pay the application, late registration, general, or any other applicable fees. Continuing education courses offered by the University's lifelong learning program may be taken in lieu of courses in one of the colleges. You will be responsible for course fees that are in excess of normal tuition charges in order to provide special materials and trips.

You must apply for the tuition assistance each semester for the course(s) you are taking. Your free class(es) should be taken outside of regular scheduled work hours. Exceptions may be made with the approval of the department head, when it can be accommodated without disruption of the work routine, particularly where the class work taken is directly applicable to the work of the department. Normally, an hourly rated worker will not be paid for the time spent in class.

Benefits under this policy are concurrent with your employment. The entitlement from semesters when no class work was taken does not accrue for future semesters. The tuition for class work begun before or continued after you are entitled to this benefit will be prorated from or to the date of entitlement. This program is a waiver of tuition and has no cash value.

To accommodate summer class schedules, the tuition waiver under the free class policy will be determined by the employee's hire or termination date in relation to the official class schedule (begin and end date). Tuition waiver will be applied fully to classes that are scheduled within the employment period of the employee, and prorated for classes that fall outside of the employment period. Class schedule is based on the official class dates and not completion of the coursework.

The Internal Revenue Service (IRS) considers employer-provided graduate tuition assistance as part of your wage package and the assistance is subject to tax withholding. In 2007, the University elected to apply IRS code section 127 which excludes from taxation graduate-level courses to employees (excludes free tuition to spouses) up to a maximum of \$5,250 per calendar year.

This tuition assistance policy does not apply when financial assistance is received for payment of the tuition costs from sources outside the University. You are encouraged to avail yourself of financial assistance for which you may qualify.

SPOUSE

A regular full-time faculty/salaried employee's spouse may apply for admission to a school within the University for non-doctoral study. A spouse who qualifies for admission is eligible for up to 4 (four) credits free plus 50% discount for the remainder of credits taken each semester (except some discounted classes, private lessons, individual instructions, and doctoral work). He/she may be admitted to a course to which enrollment is limited only if there is room after tuition paying students have been first accommodated. A course shall not be offered for an employees' spouse when the number of tuition-paying students does not justify offering the course. Spouses admitted to courses on this basis shall pay the regular application fee, general, or late registration fee.

The tuition waiver is a forgiveness of tuition that is available to qualified employee's spouses who occupy available positions in a regularly scheduled class and thus does not include independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. (Online classes may be included if they meet the other criteria for the class)

All graduate level tuition assistance for employee's spouses provided by the University must be included as taxable income by the employee, as required by the IRS.

DEPENDENT CHILDREN 4:6-105

If you are a full-time regular employee and have unmarried, dependent children who are less than twenty-four years of age attending school, educational scholarship assistance in the form of tuition grants is available upon application. (Exceptions may be made to the age requirement if education has been interrupted due to compulsory military service, volunteer service for the church, or a documented medical condition). Dependent children enrolled in the Adventist Colleges Abroad are eligible for tuition assistance benefit. Employees eligible for dependent tuition assistance whose spouse is denominationally employed and also eligible for tuition benefits will receive half of the computed benefits.

Scholarship Grants are computed as follows:

1. For hourly employees: 35% of basic tuition costs for the child(ren) attending a Lake Union Conference SDA elementary or day academy, or in an undergraduate program of Andrews University as a day/village student.
2. For approved salaried employees: 35% of basic tuition costs for the child(ren) attending a Lake Union Conference SDA elementary or day academy, or in an undergraduate program of Andrews University as a day student, or in an undergraduate program at other North American Division SDA schools.
3. For all employees: 60% of basic tuition costs for child(ren) enrolled as boarding student(s) at a Lake Union Conference SDA academy or in an undergraduate program at Andrews University.
4. Tuition assistance shall be provided for credits that are earned through the College Level Examination Program (CLEP). The assistance is 35% whether or not the student is residing in a school dormitory.
5. The amount of the grant will be based on the actual tuition costs and general fees when charged separately, and does not include charges for special music lessons. Fees for required music lessons may be included for music majors or minors.
6. Assistance may continue for a maximum of ten semesters of undergraduate or graduate study; graduate study must occur at Andrews University in order to be eligible. The number of semesters eligible for assistance is prorated, based on prior university enrollment, when eligibility begins. Enrollment in summer semesters count against the ten semester total.

7. Assistance may be available for the child(ren) who enters a professional program in medicine or dentistry prior to completing undergraduate degree requirements. The assistance will not be available for a period longer than that which would have been required to complete the undergraduate degree nor for more dollars than would have been allowed as a full-time undergraduate student at Andrews University.
8. Grants shall be available for the child(ren) of the employee who is employed at the beginning of the child(rens') school year and scholarships will be prorated if the individual is employed after the beginning of the school year. It is understood that the child(ren) must be in school at the time for which the scholarship is paid. The scholarship shall be credited to the student's account each semester when bills are presented.
9. The payment of the scholarship will be made directly to the school involved.

Your Benefits: Other Personal Benefits

ADOPTION EXPENSE 4:7-100

Should you, as a full-time, full time hourly and salaried employee (Class HF, SF), adopt a child, the University will assist you with up to 75 percent of the medical and legal expenses associated with the adoption. The maximum expenses on which assistance is granted is the equivalent of up to three times the current monthly remuneration factor. Please see Human Resources for details of this benefit. This is in lieu of any other assistance associated with the adoption.

EMPLOYEE SURVIVOR BENEFIT PLAN 4:7-105

This plan will provide a benefit which will be paid to your survivor(s), beneficiary or estate in the event of your death, providing you have been a full-time regular employee. This benefit will be paid to the survivors of your spouse or dependent should he/she also die.

This benefit is also available during the first year you receive retirement benefits provided you go directly into the retirement plan from active denominational service.

The purpose of this benefit is to provide for financial assistance in meeting a share of the expenses of the final illness and funeral, as well as the temporary needs of the survivors. The benefit will be paid to the survivor(s) by the General Conference upon proper certification by the University. The benefits under the plan are as follows:

1. To the surviving spouse/dependent of the employee or to the employee whose spouse is deceased:

Age under 30	27500.00
Age 30 - 34	25000.00
Age 35 - 39	22500.00
Age 40 - 44	20000.00
Age 45 - 49	17500.00
Age 50 - 54	15000.00
Age 55 - 59	12500.00
Age 60 - 64	10000.00
Age over 64	7500.00

2. To the named beneficiary or estate of the employee without surviving spouse/dependent:

Flat Amount	\$7,500.00
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3. To the employee whose dependent has deceased:

Stillborn	\$750.00
Others	\$5,000.00

This benefit is fully paid for by the University and all eligible employees are covered.

Employees who discontinue employment as a result of illness or injury but who do not have enough

years of denominational service to qualify for retirement benefits, and who are not otherwise employed, shall be eligible for the benefit for a period of six months after they go off the payroll. Spouses of such employees, as well as their eligible dependents, are also covered under this plan during the six-month period.

If more than one family member is denominationally employed, only one benefit per death will be paid.

Additional amounts may be purchased on a voluntary basis for a small charge and will become effective when approved by Adventist Risk Management Services at the General Conference. You may apply for these additional benefits in HR.

ACCIDENTAL DEATH AND DISMEMBERMENT 4:7-110

An optional personal accident insurance plan is available to full-time employees. Coverage under this insurance program may include the employee and his/her family. The premium is deducted from the paycheck monthly. If you wish to take advantage of this program, a descriptive brochure is available from Human Resources.

DINING SERVICE 4:7-115

Cafeteria Meals

With your faculty/staff ID card you are entitled to a 25% discount on cafeteria meals. If you have arranged for charge privileges, you may use your ID card to charge at the cafeteria and the amount will be automatically deducted from your paycheck. There is no discount at the Gazebo snack shop.

You may arrange with the food service secretary for special rooms and facilities.

PARKING PERMITS 4:7-120

Parking decals for staff vehicles must be obtained from the Office of Campus Safety located at the end of Garland Avenue. There is no charge for the decal.

PERSONAL PURCHASING 4:7-125

The University will issue a courtesy purchase order to an employee for selected items that we have available provided this is not abused by indiscriminate use. Please check with the purchasing office to see what types of goods are available and procedures to follow. Any purchase made for personal use is subject to the appropriate tax, which will be added to that purchase.

All paper work for any purchase should be presented to the purchasing office for processing. Purchases made under this plan are to be paid in full when the paper work is submitted.

TRAVEL ADVANCES 4:7-130

When you are asked to travel on University business, you may request an advance from the Treasurer's Office against your personal expense account. The expense report, which is submitted to that office upon your return, should offset the advance.

UNIVERSITY HOUSING 4:7-135

The University has very limited housing available for its employees. You may obtain information about the available housing through the office of University Housing.

Your Termination & Appeal Procedures

We hope your employment with Andrews University will be enjoyable and rewarding. If you find it necessary to consider resignation or retirement, we ask that you discuss your plans with your supervisor as early as possible.

PERIOD OF EMPLOYMENT 4:8-100

The University recognizes the right of any employee to terminate employment at any time and for any reason, and the employer retains a similar right. No oral or verbal statements, promises or representations made at any time before, during or after the publication of this handbook may alter your right and that of the employer to terminate your employment at any time and for any reason with or without cause.

RESIGNATION 4:8-105

If you terminate, you are requested to give a two-week written notice with the date of termination to your Department Head. This time is necessary to find and train a replacement for the position. You must follow the termination procedure (see Terminal Interview) and be cleared of all financial obligations to the University. Your accrued vacation time will be included in your final check. Your termination date is the end of any vacation time accrued. Your final paycheck will be sent to you at your forwarding address after the next regular payday.

RETIREMENT 4:8-110

The recommended age for retirement is 65, but this is not a mandatory retirement age.

LAYOFF, REDUCTION IN FORCE AND TERMINATION 4:8-115

The University's Board of Trustees has delegated to the University Administration the authority for hiring, promotion, demotion or removal of all employees covered by this handbook. Class SC, SP, SF, HF, HP employees are hired at will. That means you have the right to terminate your employment at any time and for any reason, or for no reason, and the employer has a similar right.

It is sometimes necessary to discontinue a job for economic reasons, because of reorganization, technological developments or for any other reason. When that is done, the affected employee will be given the courtesy of as much notice as possible. In no case will a salaried Class SF or SP worker be given less than four weeks' notice or four weeks' pay in lieu of notice or a combination of notice and pay to total four weeks. Hourly employees will be given two weeks' notice or two weeks' pay in lieu of notice or a combination of notice and pay to total two weeks.

Human Resources will attempt to place a laid off employee in another available job for which he/she is qualified. To accomplish this, the University retains the right to reassign an employee or change job duties. An effort will be made to match an employee's skill with a position. Failure on the part of an employee to accept the reassignment or change in duties will be considered a resignation.

TERMINATIONS 4:8-120

Andrews University wants to affirm the value of each individual by providing opportunities for growth and development of employees. As an employer, Andrews University seeks to develop the talents and abilities of employees through in-service and on-the-job training. It is the goal of the institution to develop the people who are part of the organization through positive

employee/employer interaction.

Michigan is an "At Will Employment" state and therefore the employee recognizes that an employment at will relationship exists and the employee may terminate employment at any time for any reason subject to the notice requested in the Resignation Policy #4:8-105. The employer has the same rights as the employee for terminating the employment of the employee. The provisions of the Employee Handbook do not constitute a contract of employment nor are they covenants.

The following are broad guidelines that may be applied to circumstances where the termination of employment or discipline of an employee appears necessary.

1. The following are among the reasons for legitimate, impartial and nondiscriminatory termination:
 - A. Misconduct - may include but is not limited to - gross misconduct, stealing, rape, insubordination, dishonesty, unethical or dangerous behavior.
 - B. Job Elimination - reduction in force, economic conditions, retrenchment, merger, shutdown.
 - C. Poor Performance - incompetence, missing key goals, causing problems that have negative influences on total performance of the unit or University. Failure to meet any condition of the Conditions of Employment Policy #4:2-105.
2. The following is the procedure for terminations:
 - A. Opportunity to Resign - If disciplinary or corrective measures have failed to remedy the situation and if termination seems to be necessary, the employee may be given the opportunity to initiate resignation.
 - B. Termination
 1. If the employee feels that written conditions of employment or published regulations, policies, or procedures have been inequitably applied in the impending dismissal, the employee may use the established grievance procedure. If the employee wishes to use this procedure, intent must be stated in writing to HR within five working days of receipt of written notice of dismissal. HR will examine the request and then determine whether a grievance procedure is appropriate. Notice of this decision shall be delivered in person or by registered mail with return receipt requested.
 2. Gross Misconduct - In the case of a serious violation of conditions of employment or major infraction of policies and regulations, such as gross misconduct, the action to terminate the employee's services is final. In such cases an employee may not be given an opportunity to resign. Prior notice and warnings need not be given. Gross misconduct includes, but is not necessarily limited to, the following acts:
 - a. Vandalism
 - b. Act of immorality or indiscretion
 - c. Disorderly conduct and profanity
 - d. Gross neglect of duty
 - e. Dishonesty
 - f. Use, possession, or distribution of tobacco, alcohol, unprescribed drugs, or controlled substances.
 - g. Permitting or requiring hourly employees to work without clocking or otherwise recording all hours worked. (Applies to supervisory employees and requires a written warning before termination.)
 3. Other violations which may result in termination include, but are not limited to:
 - a. Falsification of personnel and/or other records, including the application for employment
 - b. Excessive absences and/or irregular work habits, regardless of the reason
 - c. Insubordination
 - d. Theft of or unauthorized possession or use of property belonging to the University or its employees, students, customers or guests, or willful destruction of same
 - e. Neglect of duty or the care and use of University property
 - f. Disregard of safety regulations

- g. Disorderly or unprofessional conduct, or physical assault upon or harassment of fellow employee, student or guest of the University
 - h. Act of immorality or sexual indiscretion
 - i. Soliciting or accepting gratuity or accepting kickbacks of any kind
 - j. Unauthorized release of confidential information
 - k. Language or conduct unbecoming to a Christian
 - l. Undermining the objectives of the University and/or the Seventh-day Adventist Church.
 - m. Three consecutive absences from work without proper notification or four non-consecutive absences without notification in a rolling 12 month period.
- C. Final Remuneration - Andrews University, at its own discretion, may pay the dismissed employee in lieu of notice. An employee who is dismissed will receive the full remuneration that he or she has earned up to the time of discharge.

Employees who have concerns regarding the termination process may address those concerns through the appeal procedure in section 4:8-140.

TERMINATION INTERVIEW 4:8-125

Upon terminating for any reason, you may arrange for a termination interview with Human Resources. That interview should be on your last day of employment. Prior to the interview you will need to obtain a Termination Procedure form from your department head and follow the steps outlined. Your stop at Human Resources will be the last of those steps. At that time you will need to return your University identification card, telephone credit card, your employee handbook, and keys. During the interview, reasons for terminating and other matters of mutual interest will be discussed. We also want to make certain that any accrued benefits to which you are entitled are provided to you.

REEMPLOYMENT 4:8-130

Consideration for reemployment will be given if you left Andrews University in good standing. If there is no immediate position, you may apply to be considered for openings for which you may be qualified.

OMBUDSPERSON 4:8-135

The ombudsperson is an intervention agent and impartial person available to help students, staff, and faculty resolve any complex problems *which remain unsolved after the student, staff or faculty member has followed normal channels for handling such matters or has encountered an obstacle.*

The ombudsperson will advise the student, staff or faculty member on further steps to take, negotiate a solution, or find out the reasons why the problem is insoluble and help the concerned individual to understand and relate better. No student, staff or faculty member shall suffer any penalty because of seeking assistance from the ombudsperson. All information presented to him/her by persons seeking assistance shall be considered confidential. The ombudsperson is not intended to participate in the employee appeal process.

The ombudsperson is alert to the causes for students and staff and faculty concerns and is expected to make recommendations, consistent with the fundamental purposes of the University, to the president for elimination of these causes.

The basic working principles of the University ombudsperson are independence, impartiality and confidentiality. Ombudspersons are appointed by the President and reports to the Human Resources Director and the President.

EMPLOYEE'S APPEAL PROCEDURE 4:8-140

In any work situation employee complaints and grievances may occur. Employee-supervisor problems can arise in any work environment and grievances that cannot be solved at that level do not automatically cast reflection on the ability of the supervisor. By providing a system for the resolution of grievances, the efficiency and morale of the employee and the success of the organization will be enhanced. Appeals must be filed within 30 days of the incident which is being appealed.

Procedure to Follow

Step 1:

- A. You should discuss the complaint or problem with your immediate supervisor.
- B. If you are not satisfied with the resolution of the issue and wish to appeal further, you should request that your supervisor arrange for an appointment with the department head or supervisor, within three working days, unless due to absence or unusual circumstances requiring additional time.

The supervisor has the responsibility to carry out your request, normally, within twenty-four hours. If you are not satisfied with the resolution of the issue and wish to appeal further, you should request that your supervisor arrange for an appointment with the department head or supervisor, within three working days, unless absence or unusual circumstances requires additional time. Within three working days from the time the department head receives the request he/she should meet with you.

- C. If you are not satisfied with that resolution, you should request that the department head arrange for a convenient time to go to Human Resources as outlined in Step 2.

Step 2:

- As soon as possible, normally within twenty-four hours, if you are not satisfied with the resolution of the issue and wish to appeal further, you should request that your supervisor arrange for an appointment with the department head or supervisor, within three working days, unless absence or unusual circumstances requires additional time. The arrangements should be made for you to contact the Human Resources Director or Associate. The Human Resource Director or Associate will assist you in putting the problem in writing. The written form will be sent to your supervisor, with copies to the department head. The supervisor's answer will be referred to the department head.
- Generally, Step Two should be completed within three working days. If you are not satisfied with the answer received, Human Resources should be informed by the department head and the problem will then be referred to the appropriate vice president.

Step 3:

- Within three working days, unless due to absence or unusual circumstances requiring additional time, the appropriate vice president will call a meeting of those concerned to discuss the problem. You will be present at the meeting with your supervisor along with the Human Resource Director or Associate and the department head. You may also bring one other employee to this meeting to help explain the problem.

Step 4:

- If you still have not received a satisfactory resolution to the problem, you may so notify the Human Resource Director or Associate who will then confer with the President for an appropriate resolution. The decision made by HR and administration in this step will be final.

Naturally, there will be variations in the number of supervisory levels involved in the above procedure. The four steps involved will cover most cases. The procedure will be modified, when necessary, to fit specific situations.

The purpose of the University's appeal procedure is to provide an established method of bringing to the attention of management such injustices as may exist and to allow a prompt redress of grievances. The University will make every effort to comply with the above time frames within reasonable working limits.

DISCRIMINATION AND HARASSMENT 4:8-145

Andrews University is committed to providing a harassment free workplace for its employees. Sexual harassment and harassment on account of age, race, ethnicity or disability are prohibited.

Definitions

SEXUAL HARASSMENT

Sexual harassment by the employer, supervisors, co-workers and, in some instances, non-employees includes, but is not limited to, the following:

1. Unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature which affects an individual's employment status or the terms, conditions or benefits of his or her employment. Such conduct constitutes sexual harassment when:
 - A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - B. Submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting an individual; or
 - C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment; or
 - D. Where threats or suggestions are made that an individual's employment, future promotions, wages, etc., depend on whether or not the individual submits to sexual demands or tolerates harassment.
2. Unwelcome sexually oriented statements (e.g., kidding, teasing, jokes, degrading or offensive sexual comments, sexual tricks, etc.);
3. Requests or pressure for sexual activity;
4. Unnecessary or inappropriate touching of a sexual or abusive nature (e.g., patting, pinching, hugging, repeated brushing against another person's body, etc.);
5. Inappropriate visual conduct which creates embarrassment or suggests an interest in sexual activity; or
6. Suggestions, threats or demands for sexual favors.

OTHER HARASSMENT

Harassment on account of age, race, ethnicity or disability includes, but is not limited to, the following:

1. Subjecting employees to derogatory remarks, insults, slurs, jokes or tricks based on age, race ethnicity or disability;
2. Denying employees' opportunities for promotion, transfer or advancement on account of age, race, ethnicity or disability;
3. Limiting opportunities for promotion, transfer or advancement on account of age, race, ethnicity or disability;
4. Requiring employees to perform physically more difficult tasks or less desirable work assignments in order to force them to retire or resign from employment.

WORKING ENVIRONMENT

Andrews University strives to maintain a working environment free from harassment. It endeavors to achieve this environment through educating employees that harassment violates the law and Christian values upheld by the University, and is expressly prohibited. Andrews endeavors to prevent such harassment by adopting a strong policy against harassment, communicating the policy to all employees, including, but not limited to informing all employees of their right to complain of such harassment, and training the appropriate parties in the proper procedures to follow for handling incidents of harassment, and enforcing the policy through appropriate sanctions for misconduct.

To maintain a work environment free of harassment and to help prevent inappropriate workplace conduct, Andrews University's Harassment Policy includes the following actions:

1. Each employee shall receive a copy of this harassment policy and complaint procedure.
2. Each employee shall acknowledge receipt of this policy and complaint procedure, and the acknowledgment will be maintained in the employee's personnel file.
3. Andrews University has designated the HR Director and Associate HR Director, as well as the Sexual Harassment Compliance Officer (see Working Policy), as the persons to whom complaints of sexual harassment, and other forms of harassment may be made, in addition to supervisory staff.
4. Employees who complain of harassment will not be subjected to retaliation by supervisors or co-workers.
5. Human Resources shall conduct periodic training sessions for employees who are in a supervisory position in order to ensure that the policy against unlawful harassment is implemented.

REPORTING INCIDENTS

Andrews University will not tolerate any kind of unlawful harassment. Employees who believe that they have been harassed by supervisors, fellow employees, clients, or non-employees should immediately take the following steps:

1. Make it clear to the one harassing that such conduct is offensive and should be stopped immediately;

2. Report the incident to one of the following: a) the immediate department director, b) the HR Director, c) Associate Director, d) the sexual harassment officer or e) other supervisory staff. The initial report shall be followed by a written statement describing the incident and identifying potential witnesses.
3. The employee filing a complaint should not discuss the incident and should maintain the harassment complaint in confidence. The person to whom the complaint is made shall keep information received in confidence, except as necessary to investigate or rectify the matter.
4. Any supervisory staff member upon receiving a complaint alleging unlawful harassment shall contact HR immediately.

THIRD-PARTY REPORTS

Employees who are aware of incidents of potential sexual harassment are to report such incidents to their department director or to the HR Director or Associate Director immediately for investigation.

INVESTIGATION

Complaints of any kind of harassment based on gender, age, race, ethnicity or disability should be investigated promptly. The investigation should be a genuine attempt to identify and remedy the problem. The HR Director or Associate Director (or designee) should direct the investigation of all harassment complaints. The investigation conducted by HR should include, at a minimum, confidential interviews with all involved persons and procurement, if possible, of written statements regarding the incident(s). The investigation and results should be documented in writing.

The determination of whether or not a particular action constitutes sexual harassment, or another form of unlawful harassment, shall be made from the facts on a case-by-case basis. In determining whether alleged conduct constitutes unlawful harassment, the investigating body should look at the record as a whole and the totality of the circumstances, including the nature of the conduct and the context in which it occurred. The HR Director or Associate Director should review the results of the investigation with the employee making the complaint and the accused employee and explain any corrective action taken or to be taken. Individuals involved should be cautioned to maintain the investigation results in confidence.

CORRECTIVE ACTION

If the investigation indicates that harassment has not occurred, the complainant and accused employee should be notified of the results and cautioned regarding future compliance with Andrews University's Harassment Policy.

If the investigation indicates that harassment has occurred, Andrews University should take prompt corrective action. Depending on the severity of the conduct, the corrective action may range from a written warning which will be placed in the accused employee's personnel file to immediate dismissal.

NO RETALIATION

Andrews University prohibits supervisors and co-workers from retaliating, intimidating, or harassing employees complaining of any form of unlawful harassment.

REPORTING OF VIOLATIONS OF LAW (WHISTLE BLOWING) 4:8-150

As an employee you have the right, which is protected by state and federal laws, to report a violation or suspected violation of state, local or federal laws to an appropriate authority. You will not be discharged, threatened, or otherwise discriminated against regarding your compensation, terms, conditions, location, or privileges of employment. This protection also extends to you if you participate in a hearing, investigation, legislative inquiry or court action or if someone acts on your behalf in any of the above activities. This protection does not extend to you if you know the charges being made are false.

Appendix

HIRING PROCEDURES UNDER THE AFFIRMATIVE ACTION PROGRAM

Andrews University, by policy, does not discriminate in hiring, placement, promotion, remuneration or benefits on the basis of race, color, national origin, ancestry, physical handicap, age, sex, height, weight, marital status, or prior military service. The University, as a church owned and operated institution, reserves the right to select for the filling of its positions from among candidates who are members in good standing of the Seventh-day Adventist Church.

Andrews University has entered into a voluntary Affirmative Action Program whereby it will use whatever means are available to recruit and hire qualified women, minorities and handicapped.

These procedures are designed to accomplish that goal.

JOB OPENING NOTIFICATION

Job openings will be processed through the following office for approval:

Salaried, Non-Faculty--the appropriate vice-president. Approval to fill vacancies will be reported to Human Resources for the maintaining of job logs, posting of job notices and assisting the department head in advertising the job opening.

JOB POSTING AND ADVERTISING

Upon receipt of the approval to fill the vacancy, Human Resources will post the job opening on the designated bulletin board in the Administration Building. Positions will be advertised for a minimum of 5 days before the job is filled. During this period current employees will be encouraged to apply.

When appropriate, Human Resources will assist in selecting the advertising media, writing the copy, and placing the advertisement. To the extent possible, a record will be kept for a reasonable time of the advertisements placed. Special attention will be given to the placement of advertisements in publications that will attract applicants from among women, minorities and the handicapped.

APPLICANT RECORD-HOURLY EMPLOYEES

Applications for hourly-rated jobs will be directed to Human Resources.

Pertinent information regarding each applicant will be forwarded to Human Resources so that applicant logs may be maintained. At a minimum, the information will include the name of the applicant and whether the applicant is a woman, minority or handicapped.

The purpose of the logs is to give evidence of the effectiveness of the job posting and advertising practices, to demonstrate compliance with this policy, and to allow objective reporting of the compliance.

SELECTION PROCESS

Without illegally discriminating, preference will be given to qualified candidates who are the spouses of students, faculty of staff members.

The names of successful candidates will be given to Human Resources along with the date the job

offer was made and the date employment is to begin.

QUESTIONS REGARDING POLICY AND PROCEDURES

Questions regarding the University's Affirmative Action Policy and its implementation procedures should be directed to Human Resources. The full policy is available from that office.

Student Handbook

PDF copy of the printed 2018-2019 handbook. The new 2019-2020 handbook is online and will be printed soon. There will be a copy in the Documents Room



STUDENT HANDBOOK

2018–2019

MISSION STATEMENT

**Andrews
University,**
a distinctive
Seventh-day
Adventist
Christian
institution,
transforms its
students by
educating them to
Seek Knowledge
and **Affirm Faith**
in order to
Change the World.



Berrien Springs, Michigan 49104
andrews.edu 800-253-2874

This Handbook belongs to:

Name:

Phone:

Email:

Frequently Called Numbers

AUGSA (<i>Andrews University Graduate Student Association</i>)	269-471-3215
AUSA (<i>Andrews University Student Association</i>)	269-471-3215
Alumni Services	269-471-3591
Academic Records	269-471-3375
Architecture & Interior Design, School of	269-471-6003
Athletics	269-471-3965
Bookstore	269-471-3287
Business Administration, School of	269-471-3632
Campus & Student Life	269-471-3215
Campus Ministries	269-471-3211
Campus Safety	269-471-3321
College of Arts & Sciences	269-471-3411
Counseling & Testing Center	269-471-3470
Custodial Services/Lost and Found	269-471-3440
Dining Services	269-471-3161
Distance Education & International Partnerships, School of	269-471-6570
Education, School of	269-471-3464
Explore Andrews Program	269-471-3382
Graduate Studies, School of	269-471-3405
Guest & Convention Services	269-471-3360
Health Professions, School of	269-471-6648
Horn Archaeological Museum	269-471-3273
Howard Performing Arts Center	269-471-3560
International Student Services & Programs	269-471-6395
JN Andrews Honors Program	269-471-3297
Library, James White	269-471-3275
LithoTech (<i>campus print shop</i>)	269-471-6027
Marketing & Enrollment Management	269-471-6049
Medical Center	269-473-2222
Pioneer Memorial Church	269-471-3133
Post Office	269-471-3238
Research & Creative Scholarship	269-471-6361
Residence Halls	
<i>Lamson Hall</i>	269-471-3446
<i>Meier Hall</i>	269-471-3390
<i>University Towers (Burman Hall and Damazo Hall)</i>	269-471-3360
Residence Life	269-471-6601
Seventh-day Adventist Theological Seminary	269-471-3537
Student Activities & Involvement	269-471-3615
Student Financial Services	269-471-3334
Student Success Center	269-471-6096
Switchboard	269-471-7771
Transportation	269-471-3519
Undergraduate Leadership Program	269-471-6636
University Apartments	269-471-6979
University Communication	269-471-3322
WAUS 90.7 FM	269-471-3400



ANDREWS UNIVERSITY STUDENTS WILL:

SEEK KNOWLEDGE as they

- *Engage in intellectual discovery and inquiry*
- *Demonstrate the ability to think clearly and critically*
- *Communicate effectively*
- *Understand life, learning, and civic responsibility from a Christian point of view*
- *Demonstrate competence in their chosen disciplines and professions*

AFFIRM FAITH as they

- *Develop a personal relationship with Jesus Christ*
- *Deepen their faith commitment and practice*
- *Demonstrate personal and moral integrity*
- *Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development*
- *Apply understanding of cultural differences in diverse environments*

CHANGE THE WORLD as they go forth to

- *Engage in creative problem-solving and innovation*
- *Engage in generous service to meet human needs*
- *Apply collaborative leadership to foster growth and promote change*
- *Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church*



Campus & Student Life **Mission Statement**

Campus & Student Life assumes an integral role in the development of Christian character and critical thinking consistent with the philosophy of Seventh-day Adventist education, which is designed to guide students to the Redeemer.

We support the mission of the University by nurturing students for:

- *Continuing growth in Christ*
- *Developing positive and rewarding relationships*
- *Embracing and appreciating diversity and inclusion*
- *Developing personal integrity reflected in a balanced spiritual, mental and physical lifestyle*

Dear Students:

On behalf of dedicated administrators, faculty and staff, it is my pleasure to welcome you to Andrews University. As an amazing child of God, you will greatly enrich our campus community.

By selecting Andrews you have chosen to be part of a campus culture that is shaped by the Christian faith and values of the Seventh-day Adventist Church. Whether or not you share our particular faith perspective, we invite you to live within the values that make Andrews a welcoming and supportive environment for all who seek a faith-based education.

Andrews University is more than brick and mortar—it's a community. Whether you are a graduate student or an undergraduate student, we want Andrews University to feel like home. As a residential university, many students live on campus, housed in one of our residence halls or University apartments.

Students learn not only in the classroom but through a wide

variety of out-of-class faith and learning opportunities—on campus, in the community and around the world. Andrews University offers a transformative educational experience designed to motivate you to reach your God-given potential in all aspects of your life—body, mind and spirit—and to inspire you to serve others.

In this “Handbook,” you will find the Community Values and Code of Student Conduct to which each student agrees. I also personally call you to embrace four great cares. (1) Care for yourself as a unique creation of God. (2) Care for each other, for all are precious in His sight. (3) Care for the University—its mission, values and property. (4) And, most importantly, care for your Creator, in whom we live and have our being.

We are steadfast in our support of you and your journey at Andrews University as together we “Seek Knowledge, Affirm Faith and Change the World.”

Sincerely,



Frances Faehner, PhD
Vice President for Campus & Student Life



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THE FOUR HALLMARKS OF CAMPUS & STUDENT LIFE

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The Four Hallmarks of Campus & Student Life

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

By enrolling in classes on the main campus of Andrews University, students choose to be part of this uniquely Christian atmosphere, set apart by four hallmarks.

- 1. A Faith-Based University.** Andrews is a Seventh-day Adventist university with a unique, global perspective. We welcome students of all faiths and backgrounds, inviting them into a life of hope and wholeness. *See A Faith-Based University.*
- 2. A Healthy Lifestyle.** Faculty, staff and students agree to uphold the community's shared commitment to a healthy lifestyle guided by the principles of honesty, modesty, sexual purity, respect for others, healthful living and safety. *See A Healthy Lifestyle.*
- 3. A Residential Campus.** Graduate and undergraduate students benefit from living and learning together on campus, either in one of our residence halls or the University apartments. Undergraduates under the age of 22 (unless married or staying with an approved family member or Andrews employee) agree to live in a residence hall and participate in a meal plan at the University's vegetarian cafeteria. *See A Residential Campus.*
- 4. A Whole-Person Approach.** Students engage in faith and learning outside the classroom as part of a comprehensive educational experience, developing skills and dispositions that complement their academic degrees. Undergraduate students and Seminary students agree (and all graduate students are encouraged) to participate in a minimum number of co-curricular experiences each semester. *See A Whole-Person Approach.*

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.

Relationship with God

We understand God is present and desires to have a relationship with His creation. Students are encouraged to grow in their relationship with God by communing with Him in daily prayer, meditating on His word, singing His praises and gathering together for worship.

Salvation through Jesus Christ

We believe Jesus Christ is the Son of God, the Savior of all who place their faith in Him. In His life we are offered a holy example, in His death the forgiveness of sin and in His resurrection the hope of a new beginning. In times of temptation, trial and failure students are directed to the grace of Christ as a source of strength, healing and restoration.

The Sabbath: A Day of Rest and Worship

The Bible describes the seventh day as the one day God set aside for focused fellowship with His people. The seventh-day Sabbath (from Friday sunset to Saturday sunset) is a special part of the relationship between God and His creation. To foster this focused fellowship with God, non-essential business operations and activities at Andrews are closed. Students are encouraged to welcome and delight in the Sabbath as a day of special rest, worship and communion with God, ministry to others, and celebration of God's creative and redemptive acts.

Sabbath Observance

As a distinctly Seventh-day Adventist Christian institution, Andrews University promotes the observance of the seventh-day Sabbath, Friday evening at sundown to Saturday evening at sundown. As God rested and made the Sabbath a holy day, the Sabbath is observed as a memorial of creation to the Creator. We withdraw from work and play that can be created during the regular

six days of the week. The Sabbath is a time to be in communion with the Creator, away from the activities, music and reading that are not focused on worshipping the Lord. Andrews University requests that all on our campus—faculty, staff, students and visitors—respect the sacred observance of this day. Our community includes diverse perspectives on Sabbath observance. However, no personal or unregistered group activity should detract from the sacred Sabbath observance for others in the community. This means all our communal spaces, including residence hall lounges and other common areas in our facilities, are reserved for the observance of Sabbath, including worship, meditation and God-centered fellowship. Any faculty, staff or student staff member may request that activities that detract from Sabbath observance cease or be modified to accommodate the right for any member of our community to observe Sabbath freely and without malice. One of the “Andrews Advantages” is for students to study and rest in a Sabbath-affirming environment.

Present and Future Hope in Jesus Christ

Seventh-day Adventists look forward to the imminent second coming of Christ. Until then we are God's stewards, entrusted by Him to use our time, gifts, abilities, resources and opportunities to serve Him and our fellowmen.

Wholesome Lifestyle

Seventh-day Adventists are encouraged to engage in whatever fosters the optimum development of the body, mind and spirit. This includes a healthful diet along with adequate exercise and rest.

Life Purpose

Every human being, created in the image of God, is endowed with a God-given purpose for their life. At the core of an educational journey at Andrews University is our desire to help each student discover their life's calling.

Concern for Others

As Christians, we are called to follow after Christ. In response to witnessing His grace and mercy in our own lives, we are compelled to likewise give ourselves in loving service, locally and globally.



Learn More

To learn more about the fundamental beliefs of Seventh-day Adventists go to adventist.org/beliefs. To read official statements issued by the Seventh-day Adventist Church on important contemporary issues go to adventist.org/information/official-statements.

CAMPUS MINISTRIES

Located in the Campus Center, the Office of Campus Ministries is the hub for faith development of graduate and undergraduate students and offers additional support for faculty and staff. We exist to enrich the spiritual and intellectual life of the campus by providing a variety of ministries appropriate to a spiritually, culturally and socially diverse student and professional body and to collaborate with other faith development leaders of the University community. We wish to ignite the passion of those who have been transformed by or are considering a relationship with Jesus Christ from the unique perspective of the Seventh-day Adventist Church.

The essential connection for us is embraced in the transformative verse of James 4:8, “Draw near to God and He will draw near to you,” NKJV.

It is from this call to “draw near to God” that Campus Ministries receives its vision. God desires to be close to us and asks us to draw close to Him. Our PROXIMITY to God matters to Him and is life-changing for us! We believe and see evidenced in the Word of God that an ever-increasing proximity to our Creator results in clarity received, closeness perceived and cleanliness achieved. As our proximity to God grows our proximity to man also grows, and we experience increased community within the body of Christ.

Campus Ministries seeks to encourage close proximity with God through the following means:

Bible Study & Discipleship—Come by CM and visit with any of the chaplains or student chaplains. We also have trained peer Bible counselors who provide Bible studies.

TRIADS—Groups of three growing deeper with God, closer with each other and further than ourselves.

Chapel—Each Thursday the campus gathers at PMC to explore the values that inform an Adventist education—the harmonious development of body, mind and spirit for service to the world.

Sabbath Worship Services—Andrews University collaborates with our campus church, Pioneer Memorial Church led by Pastor Dwight Nelson, and our two campus fellowships, New Life and One Place, to offer vibrant Sabbath worship services and Sabbath Schools.

University Vespers—Once a week on Friday night we gather as a community to welcome Sabbath and seek to worship God and draw close to Him.

Weeks of Prayer—Weeks of Prayer are the perfect way to start a new semester and actively seek the will of God in our lives.

Training and Teaching—We support a holistic approach to following Jesus and periodically offer workshops and retreats throughout the year. Come by Campus Ministries for more information.

Outreach—Are you ready to let the love of God flow through you to a world in need? We have identified needs which are waiting for you to reach out and fill.

Missions—Whether you want to serve for ten days or ten months we have many options for you to consider. Come by the Campus Ministries office and explore your options.

Prayer Ministry—A ministry that focuses on the power of intercessory prayer. This ministry orchestrates prayer groups across campus; seeks God's protection, direction and revelation prior to all worship services; and organizes prayer initiatives that draw our campus close to God.

Visitation—You are important. We would be honored to intersect with your life story. So come by or set an appointment time for us to come and visit you. Let's increase our PROXIMITY to the King together.

So Much More...

In addition, there are countless departments and clubs on campus that offer multiple worship and training opportunities throughout the year. You will find deans, faculty and staff who are eager to share their own walk with Jesus and are actively engaged in seeking close proximity to God. Stay connected. Let's walk together in pursuing Him.

Contact a Chaplain:

June Price, University chaplain:
juneprice@andrews.edu

José Bourget, associate chaplain:
pastorjose@andrews.edu

Michael Polite, associate chaplain:
politem@andrews.edu

Visit andrews.edu/cm for more information.

Campus Ministries exists to engage you in a transformational relationship with Jesus Christ. This transformation only comes in PROXIMITY to Him.

Phone: 269-471-3211
Email: cm@andrews.edu
Web: andrews.edu/cm



Joseph Mayor and Gabriela Wicaksono, Zambia

A Healthy Lifestyle

CORE CHRISTIAN VALUES

When choosing to attend Andrews University, students agree to adopt a healthy 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 and safety.

Admission to the University is not a right. It is a privilege that entails acceptance of individual responsibility and exercising self-discipline to uphold our academic standards and community values. The University can ask any student to leave whose conduct is in violation of the mission and function of the institution or who persistently violates the University's core values and the Code of Student Conduct.

CODE OF STUDENT CONDUCT

The Code of Student Conduct is detailed in this "Student Handbook" (see Code of Student Conduct) and provides examples of violations that may result in serious consequences. Any expectation adopted and published by the administration in more informal written communication or online requires the same respect and compliance as expectations printed in official publications.

Students may obtain a copy of the "Handbook" at the Student Life office or online at andrews.edu/life.

ACADEMIC INTEGRITY

Academic Integrity

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. It requires all members of the academic community to behave honestly—speaking truthfully to colleagues, co-learners and teachers and completing all homework, tests, papers and projects with integrity. Andrews University

anchors its practices in the teachings of the Bible as well as in widely-established and honorable academic traditions. Much as the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Ephesians 4:23–24, NRSV). As scholars and as Christ's servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.

Integrity Standards

Students promise to:

1. Present assignments, lab reports and research findings that are not falsified in any way
2. Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate
3. Follow the source citation guidelines outlined by the course professor
4. Submit work that is solely created by the person to whom it is assigned
5. Contribute equitably when participating in group work
6. Prepare for quizzes and examinations by study and review without stealing, accepting or using unauthorized quizzes or examination materials
7. Follow the professor's instructions regarding allowable aids during a quiz or examination
8. Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources
9. Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty

Integrity Pledge

Because academic honesty is central to who we are and what we do at Andrews University, the following pledge is required of every student scholar that agrees to join this community:

I promise on my honor as a member of the learning community at Andrews University that I will faithfully adhere to these Integrity Standards in the completion of all coursework requirements and scholarly projects.

Academic Integrity Policy

The following is a synopsis of the University's Academic Integrity Policy for all students. This synopsis is not exhaustive, and students are referred to "Academic Integrity" online at andrews.edu/academics/academic_integrity.html to view the policy in its entirety.

Andrews University has adopted a policy that aims to create an environment in which academic integrity is considered by all members of the community to be the expected norm. Two councils have been established to administrate and lead in this area.

Student Academic Integrity Council (SAIC)

This council consists of 11 students chosen from undergraduate and graduate schools in the spring to be representatives for the following year. Students interested in serving on the SAIC should apply to the chairs of their departments by March 15 to be chosen for the following year.

Among the council's responsibilities are the following:

1. Educating the Andrews campus regarding the Academic Integrity Policy through activities such as:
 1. Educating new students at orientation and new faculty at faculty orientation
 2. Working with ITS to provide web-based resources aimed at enriching academic integrity on campus
 3. Organizing and initiating a yearly chapel focused on academic integrity
2. Provide members to serve on Integrity Panels as required
 1. The panels consist of three students, two faculty and one non-voting faculty moderator
 2. These panels meet to determine whether a student is to be considered responsible for a breach of the Integrity Policy and to determine the appropriate consequence of any breach when:
 1. A student accumulates multiple violations

2. A student disputes a charge of having violated the Integrity Policy
3. Consider requests from students to have records cleared of violations of the Academic Integrity Policy
4. Give annual reports to the University community on all actions taken by the SAIC that year
5. Give an annual report to the provost of the University on any recommended changes to the Integrity Policy they feel are needed

Faculty Academic Integrity Council (FAIC)

This council also consists of 11 members chosen from programs across the University.

Among the council's responsibilities are the following:

1. Provide two members to act as advisors to the SAIC
2. Provide members to serve on Integrity Panels as required
 1. The panels consist of three students, two faculty and one non-voting faculty moderator

While the intent of the policy is to educate the campus in ways to avoid breaches of integrity and to bring us together in a community of honest academic effort, the consequences of intentionally breaking a pledge to the University community are also spelled out and should be considered carefully.

What happens when a student is accused of violating the Academic Integrity Policy?

- A faculty member that believes a student is responsible for violating the Academic Integrity Policy will:
 - » Discuss the matter with the student, asking for a response
 - » Should the faculty member believe there has been a violation, they will determine the level of violation committed and assign a sanction
 - There are five levels of violation described in the Integrity Policy
 - » The faculty member will file a report of the violation electronically
 - The student will have the opportunity to respond to this report, either accepting or rejecting the allegation
 - The student has FIVE DAYS to return the completed document
 - If the student does not return the document in the five-day period, it will be assumed that the student has accepted both the charge and the sanction and they will be applied to the student's record

- The only persons with access to this electronic record are the student, the student's advisor and the chair of the student's department
- An overall record of all a student's reported violations across campus is maintained
- In most situations where the student agrees that they are responsible for the violation and accepts the recommended sanction, no further action is taken
- In cases where the student denies the charges, disputes the recommended sanction, or where the record alerts the SAIC that multiple violations have occurred, an Integrity Panel is formed
 - » The number of violations that will trigger the formation of an Integrity Panel depends on the level of the violations
 - Three level 1 violations (or two level 1 and one level 2)
 - Two level 2 violations
 - A level 3 violation and any violation at any other level
 - One level 4 violation
 - Level 0 violations are considered to be those committed without any intent on the part of the student and are not considered toward the formation of an Integrity Panel
- Integrity Panels consist of three students, two faculty and one non-voting faculty member acting as a moderator
 - » Integrity Panels are responsible for
 - Determining whether a student is responsible for committing a violation
 - And, when responsibility is assigned to the student, determining the appropriate sanction

The "XF" Grade

In cases where an Integrity Panel has determined that a student is responsible for violating the Integrity Policy, they will then determine the sanction to be applied. The Integrity Panel has the authority to apply the sanction recommended by the faculty member or to render a different sanction in cases where the majority feels the original sanction was too harsh or too lenient. Any sanction, from minor ones through expulsion from the University, which is considered appropriate by the Integrity Panel may be applied.

One possible sanction is the application of the "XF" grade to the student's record for the class in question. The "XF" indicates that the student received an "F" in the class for violation of academic integrity policies and is recorded on the student's transcript with the notation "failure due to academic dishonesty."

The following applies to the "XF" grade:

- It is treated in the same way as an "F" for the purposes of grade point average, course repeatability and determination of academic standing
- No student with an "XF" notation on his or her transcript shall be permitted to represent the University in any extracurricular activity or to run for or hold office in any student organization that is allowed to use University facilities or receives University funds

A student may apply to the SAIC to have the "X" portion of the "XF" removed if

- 12 months have passed since the violation was imposed
- The student has not been found in violation of any other academic integrity policies in that 12-month period
- The SAIC makes all decisions regarding removal of the "X." For breaches of integrity committed with significant planning and intent, the "X" will not typically be removed.

A Last Word on Integrity

The SAIC and the FAIC encourage all students to become acquainted with the University Academic Integrity website when it becomes available. There you will find information on the policy itself, ways to avoid plagiarism, correct methods of utilizing media from outside sources, etc.

STUDENT LEADERSHIP

Andrews University values student leaders and is committed to developing the leadership abilities of all students. Holding a formal student leadership position, however, is a responsibility and privilege granted to students who meet minimum qualifications. Formal student leadership positions include officers of the AUGSA, AUSA, presidents of student clubs, and resident advisors.

Candidates for formal student leadership positions must:

- Have a current semester and cumulative grade point average of at least 2.25 (3.00 for AUSA and AUGSA officers). Students who have been on academic probation in the past or current semester to an election or appointment are not eligible to hold leadership positions.

- Have a satisfactory citizenship or student conduct record. Serious citizenship concerns, regardless of when or where they occurred, may impact a student's leadership eligibility. Students who have been suspended and/or are on citizenship probation in the current semester to an election or appointment are not eligible to hold leadership positions. Formal leadership candidates who are part of a current student conduct inquiry may lose their eligibility as well.
- Have a demonstrated commitment to the values and mission of Andrews University.

A formal student leader who is suspended or placed on citizenship probation, or academic probation, or whose current or cumulative grade point average falls below 2.25 (3.00 for AUSA and AUGSA officers) will be required to resign his/her position.

STUDENT ORGANIZATIONS

The Right to Associate

Students have the right to organize and join registered student organizations to promote their common interests consistent with the values, mission and policies of the University and the Seventh-day Adventist Church. The University

reserves the right to determine which pursuits are suited to student-led organizations and which may be carried out only within the context of an institutional department or program.

Student organizations should exist:

- To encourage students to engage in activities which complement classroom instruction
- To broaden and strengthen students' abilities and interests
- To enrich the campus culture and promote an ethic of service
- To offer students opportunities to develop leadership skills

Recognition of Student Organizations

All student groups must be recognized by the University in order to function on- or off-campus or online. Affiliation with an external organization will not of itself guarantee the recognition of a student organization. Recognition is granted solely by the University. In order to be recognized, student organizations must:

- Register annually with the Office of Student Activities & Involvement
- Be overseen by an approved faculty or staff advisor/sponsor



- Have a minimum of ten currently enrolled students as members, including three who serve as officers
- Have a constitution on file in the Office of Student Activities & Involvement
- Be open to all Andrews University students
- Be in conformity with University policies and values
- Send an advisor/sponsor and at least one officer to a student organization orientation session or its equivalent

The failure of a registered student organization to meet the policies and expectations of the University could result in the revoking of University approval.

Unauthorized Student Organizations

Student groups that do not meet the criteria above are not permitted to function, recruit or otherwise have an influence on the Andrews University campus. Students belonging to organizations that exist without the approval of the University will be found in violation of the Code of Student Conduct and will jeopardize their student status. Unauthorized organizations that have attempted to recruit University students in the past include Raw Dogs, Rubies, Fam One and O.M.E.G.A. Students who are uncertain of an organization's legitimacy should call the Office of Student Activities & Involvement for more information.

Protection of Individual Student Rights

The right to associate must be practiced with respect to the individual rights of students who are either a part of the organization or seeking membership within it, as well as those outside of the organization. These rights include, but may not be limited to, the right to learn; the right to be free from discrimination and harassment; the right to discuss, inquire, express and petition; and the right to appeal/grievance. On this basis:

- Admission to organizations must be open to all students without respect to race, color, sex (except residence hall clubs), national origin, religion, age, disability or any protected characteristic.
- Organizations may establish membership requirements as long as these are made public and do not (1) discriminate against any protected characteristic, (2) deny a student's rights as outlined in this "Handbook," or (3) place an undue hardship on a student's ability to maintain academic success and progress.
- Membership is the right of any student who meets an organization's membership requirements and may not be determined by

organizational vote or come solely at the invitation of an organization. Officers, however, may be elected by an organization, as outlined in an organization's constitution and bylaws.

- Membership is to be granted only to currently enrolled students. Former students and alumni may maintain a connection to a student organization (as they would to the University) but may not participate as members or hold voting privileges.
- Students have the right to full disclosure of an organization's existence, purpose, policies and procedures so as to make an informed choice for or against membership. Likewise, organizations must conduct their business and activities in a transparent fashion, with the full knowledge and participation of their advisor/sponsor.
- Students seeking to resolve differences within a student organization should do so through the established channels of the organization. However, a student always has the right to seek assistance from University personnel, especially in cases of misconduct, threatening or harassing behavior, etc. (see Right to Appeal/Grievance).
- Commitment to membership in a student organization is voluntary in nature and may be withdrawn by a student at any time without consequence. Refunds of paid organizational dues, however, are at the discretion of the charging organization.

Advisors/Sponsors

All student organizations are required to have a University-approved faculty or staff advisor/sponsor. Each organization is free to recruit and present a faculty or staff nominee to the Office of Student Activities & Involvement for approval. Large organizations or those with multiple functions may be required to select a second advisor/sponsor.

Members of the Andrews faculty and staff perform an important educational role when they accept the responsibility to advise student organizations. They will guide the student officers and units, but they will not arbitrarily seek to control the policies and decisions of the student organizations.

The advisor/sponsor or the vice president for Campus & Student Life may exercise the right to suspend or reverse a decision by the student officers or organization when that decision is found to be contrary to the values or operational processes of the University. An advisor's/sponsor's decision to suspend or reverse a decision may be appealed to the assistant director of Student Activities & Involvement and eventually to the assistant vice president for Campus & Student Life.

Activity Approval

All student activities must be sponsored by a University department, registered student organization, or student association (AUSA, AUGSA) and be approved by the Office of Student Activities & Involvement. On rare occasions the Office of Student Activities & Involvement may deem it necessary to deny activities when the activities are not in harmony with University values and objectives. All activities and trips must be supervised by the presence of a full-time faculty or staff member for the full duration of the activity or trip, or part-time staff/adjunct faculty as approved by Student Life. Activity Approval Forms are available in the Office of Student Activities & Involvement.

1. On- or Off-Campus Day Activities. Student activities held on- or off-campus without an overnight stay must be approved by the Office of Student Activities & Involvement at least two weeks prior to the activity.
2. Overnight Off-Campus Trips. Student trips to off-campus locations involving at least one overnight stay must be approved by the Office of Student Activities & Involvement and require completion of the Tour Application and Risk Management Approval Process.
3. Fund-raising. Individuals may not solicit funds or fund-raise on-campus. Student organizations may engage in certain fund-raising activities with the approval of the Office of Student Activities & Involvement based on the following stipulations:
 1. Fund-raising promotional materials must clearly identify the recipient(s) of the funds and the purpose for which they will be used.
 2. All funds must be deposited into the student organization's account.
 3. Funds may be disbursed to non-profit organizations holding 501c3 status and whose mission, values and practices do not conflict with those of the University.
 4. Loose cash collections may be taken up on behalf of charities; however, donors wishing to receive a tax deduction must donate directly to the benefiting organization.
 5. Donations made to University student organizations will not be tax deductible.
 6. Student organizations may disburse cash payments to individuals or families in need but only after a disbursement plan has been approved by the Office of Student Activities & Involvement.

7. Student organizations are prohibited from soliciting funds from University departments or entities. University departments are also prohibited from using University funds to support student organizations.

Financial Accountability

The University requires financial accountability of student organization officers, including statements of an organization's income, income sources and expenses.

Dues. Each organization is responsible for the collection and management of its own dues. Club dues may be charged to students' accounts within the first monthly billing cycle of the semester with the submission of the proper charge forms. Yearly dues may not exceed \$50.

Deposits. All student organization funds must be deposited with the University cashier into an organizational account to reduce the loss from misappropriation or the lack of proper custodianship when there is an officer turnover.

Use of funds. Dues or funds collected from the membership may not be used by the executive officers for gifts or activities that are restricted to the executive officers or any other select group within the club.

All club and organization expenditures over \$100 must have prior approval of the advisor/sponsor. Expenditures that do not receive authorization may not be reimbursed by the club/organization. In addition, all contracts/agreements with outside vendors shall only be signed (authorized) for the club by the advisor/sponsor.

Accounts. The advisor/sponsor is responsible for the proper auditing of club accounts. Notices will be sent to the advisor/sponsor or assistant director for Student Activities & Involvement when an organizational account has reached a minimum balance and is in danger of being overspent. Major charges made to an organization's account by a University department may require a balance verification before business can be transacted.

Tax status. The University's tax-exempt status does not extend to student organizations, and therefore purchases made by organizations are not tax-exempt.

STUDENT ASSOCIATIONS

Andrews University Student Association (AUSA)

The AUSA is the hub of undergraduate campus activity. All undergraduate students taking at least five credits are automatically members of the Andrews University Student Association.

The purposes of the AUSA are to:

- Serve the University community and contribute to the fuller unfolding of the Adventist program of education
- Serve as a channel for organizing student activities
- Provide a vehicle for the expression of student opinion
- Provide opportunity for leadership experience and the development of skills in organization and administration

The AUSA source of authority is provided through the policies voted by the University faculty and the Board of Trustees as interpreted by the president through the vice president for Campus & Student Life and the AUSA advisors.

The AUSA may vote its own constitution, bylaws and working policies, and elect officers. The constitution, bylaws and working policies shall be consistent with the University policies. The AUSA constitution and bylaws shall provide that all legislation be processed through standing committees, comprised of Student Senate members with the right to vote.

AUSA Elections

Candidates for Student Association offices, appointees for offices and editors of the Student Association communications media shall be approved by the vice president for Campus & Student Life. This is done after consultation with the Student Life Council, taking into consideration the standards published in the "Student Handbook" and the qualifications included in the Student Association constitution, bylaws and working policies.

The Student Life Council may elect to advise the vice president by secret ballot. The vice president's decisions are final and reasons will not be made public. Candidate names will not be announced publicly nor will the candidates campaign until they have been approved by the vice president for Campus & Student Life.

- Candidates for AUSA elections will be members of the AUSA.
- Candidates must meet the formal student leadership requirements with the increased expectation that in order to be eligible to run for AUSA office, candidates must have a current semester and cumulative grade point average of at least 3.00. A 3.00 current or cumulative grade point average must be maintained in order for an AUSA officer to continue holding office. Students who have been on academic probation in the 12 months prior to an election or appointment are not eligible to hold leadership positions.



- Candidates must have a demonstrated commitment to the values and mission of Andrews University and a respect for the beliefs of the Seventh-day Adventist Church.
- Candidates must have a satisfactory citizenship record. Serious citizenship concerns, regardless of when or where they occurred, may impact a student's leadership eligibility. Students who have been suspended and/or on citizenship probation in the current semester to an election or appointment are not eligible to hold leadership positions. Formal leadership candidates who are part of a current citizenship inquiry may lose their eligibility as well.
- Those who wish to run for office should submit an application to the Office of Student Activities & Involvement.
- Candidates will have presented a platform to the vice president for Campus & Student Life for approval. Platforms will be in harmony with the standards and objectives of the University.
- All posters for campaigns will conform to the regular University policy regarding posters. In the Campus Center during elections, exceptions to the policy may be authorized by the vice president for Campus & Student Life.

A student who is suspended or placed on citizenship probation, or academic probation or whose current or cumulative grade point average falls below 3.00 will be required to resign his/her office.

Andrews University Graduate Student Association (AUGSA)

All graduate students registered in regular or provisional status in all the schools and colleges of the Berrien Springs campus of the University shall be voting members of the AUGSA.

The purposes of the AUGSA are:

1. To work together more diligently for the common good within the University's working policies
2. To maintain and uphold the objectives and purposes of the University and its sponsoring denomination
3. To promote awareness of the skills, capabilities and services available to graduate students in all disciplines
4. To maintain academic integrity, research, responsibility and privileges
5. To promote a clear understanding of the peculiar needs, challenges and responsibilities of graduate students
6. To provide a means of training for leadership and service to God and humanity

The AUGSA source of authority is provided through the policies voted by the University faculty and the Board of Trustees as interpreted by the president through the vice president for Campus & Student Life and the AUGSA advisors.

The AUGSA may vote its own constitution, bylaws and working policies. The constitution, bylaws and working policies shall be consistent with the University policies. The AUGSA constitution and bylaws shall provide that all legislation be processed through standing committees and processes including membership votes.

AUGSA Officer Selection

All AUGSA candidates must maintain a 3.00 cumulative GPA to be eligible for and to hold office. Candidates must exemplify good citizenship and receive endorsement from a faculty advisor and the dean of the school they represent.

- Candidates must have a demonstrated commitment to the values and mission of Andrews University and a respect for the beliefs of the Seventh-day Adventist Church.
- Candidates must have a satisfactory citizenship record. Serious citizenship concerns, regardless of when or where they occurred, may impact a student's leadership eligibility. Students who have been on citizenship probation or suspended in the 12 months prior to an election or appointment are not eligible to hold leadership positions. Leadership candidates who are part of a current citizenship inquiry may lose their eligibility as well.
- Those who wish to nominate themselves as a candidate for office should submit an application to the AUGSA within the time period announced each spring semester.

STUDENT ACTIVITIES & INVOLVEMENT

The Office of Student Activities & Involvement exists to create and maintain a Christian environment of social and recreational activities that foster healthy and rewarding relationships within a diverse student body.

Student Activities coordinates social events such as Almost Anything Goes, Splash for Cash and the Dodgeball Tournament. Student Activities often plans events in collaboration with the Andrews University Student Association (AUSA), Andrews University Graduate Student Association (AUGSA) and other clubs and organizations. In addition, Student Activities facilitates the creation and renewal of campus clubs and organizations.

Campus Center

The Campus Center is a gathering place where students can both socialize and study. In order to provide a welcoming environment for all students, please adhere to the following guidelines:

- Each student is responsible for throwing away his/her trash in the receptacles provided.
- Furnishings should be left clean and in order. Tables and chairs, if moved, must be returned to their proper place.
- Use of personal equipment for playing music or for viewing videos, etc., is permitted only with the use of headphones. Material viewed must be in harmony with Christian values.
- Appropriate decorum is expected and should not include public displays of affection such as kissing, sitting on laps, etc. Please also be aware that stairwells and stairs are unoccupied areas—students found in these areas will be asked to vacate.
- Groups wishing to rehearse or practice must first reserve space with the Student Life office.
- Meat and caffeinated beverages may not be served or sold on campus.

Students wishing to set up a booth in the Campus Center hallway should reserve a table with the Student Life office manager. The Student Life & Leadership Lab may be reserved through the Student Life office.

William Mutch Recreation Center

The William Mutch Recreation Center, located on the lower level of the Campus Center, is a meeting place for students to socialize, study and gather. Various games and recreation equipment are available to check out and use. Student workers are on duty to facilitate and help to maintain the facilities. The recreation center is open during evenings and weekends and for special events.

ATHLETICS

The Office of Athletics supports the Cardinal athletic program that consists of men's and women's soccer teams, men's and women's basketball teams, and a club ice hockey team. The Cardinal athletic program (soccer and basketball) is a Division II member of the United States Collegiate Athletic Association.

The Gymnastics program is also part of the Office of Athletics. The Gymnastics, a dynamic acrosport gymnastics team, share positive lifestyle messages as they showcase their skills.

Students participating as active members of intercollegiate teams must meet eligibility expectations for the USCAA. Additionally, to be eligible for participation intercollegiate and gymnastic athletes cannot be on academic probation or citizenship probation.

In addition, the Office of Athletics offers a wide variety of intramural sports and open recreation activities. For more information or to register online, visit andrews.edu/intramurals.



PHILOSOPHY AND PRINCIPLES OF DRESS

Andrews University's philosophy of dress is grounded in biblical ideals and the professional standards expected of a university. As members of a Christian community, we aspire to glorify our Creator and to show respect for self and others in our dress.

The specifics of the "Andrews Look" illustrate the fundamental principles of modesty, simplicity and appropriateness.

- **Modesty**—Appropriately covering the body, avoiding styles that are revealing or suggestive.
- **Simplicity**—Accentuating God-given grace and natural beauty rather than the ostentation encouraged by the fashion industry.
- **Appropriateness**—Wearing clothing that is clean, neat and suitable to occasion, activity and place.

As a Seventh-day Adventist university, we interpret these principles in accordance with our faith tradition. While respecting individuals who may view them differently, we ask all who study, work or play on our campus to abide by our dress code while here.

Specifics of the Andrews Look:

- **Men's Attire**—Pants or jeans with shirts or sweaters are the most appropriate dress for everyday campus wear. Examples of inappropriate attire are tank tops, bare midriffs and unbuttoned shirts. Modest shorts are acceptable; however, athletic shorts are appropriate only for sporting activities.
- **Women's Attire**—Dresses, skirts, pants or jeans with shirts, blouses, sweaters and/or jackets are appropriate for most occasions. Examples of inappropriate attire are sheer blouses, tube tops, low necklines, bare midriffs, spaghetti straps or no straps, tank tops, short skirts and two-piece bathing suits. Modest shorts are acceptable; however, athletic shorts are appropriate only for sporting activities.
- **Accessories**—These should be minimal and carefully chosen after considering the principle of simplicity above. Examples of jewelry and accessories that are not appropriate at Andrews University are ornamental rings and bracelets, necklaces and chains, earrings and piercings of all kinds. Modest symbols of a marital commitment, such as wedding and engagement rings, are acceptable.

Students not conforming to these standards of dress should anticipate being asked to come into compliance. This is especially true in the workplace, in leadership positions and when taking a role in activities representing Andrews University.

ROMANTIC AND MARRIAGE RELATIONSHIPS

As a Christian institution of higher learning, Andrews University believes that healthy romantic, marriage and sexual relationships must be built on biblical principles. Therefore, we expect students to refrain from all premarital and extramarital sexual relationships and inappropriate displays of affection.

While relationships and appropriate demonstrations of intimacy are an important part of college student development, couples should respect the rights and interests of their companions and others by limiting displays of affection in public. In the interest of safety and propriety, couples should avoid lingering in parked vehicles, vacant rooms and secluded campus locations. Likewise, unmarried or unrelated students of the opposite sex or students who are in a romantic relationship may not live or stay overnight in the same shared dwelling.

For a detailed statement on the University's position, policies and protections regarding differences in sexual orientation, please refer to Appendix 1 (see Appendix 1: A Seventh-day Adventist Framework for Relating to Sexual Orientation Differences on the Campus of Andrews University).

SUBSTANCE ABUSE

Andrews University is committed to providing a drug-free environment for learning and working. Such a commitment led the University to establish a Drug-Free Policy, which outlines clearly the University's zero-tolerance position and strives to educate the student body on the advantages of a drug-free lifestyle. The University also helps chemically dependent students find resources to aid in their recovery.

Students are expected to remain drug-free. Drug-free means abstaining from the use of alcohol, tobacco and other mind-altering drugs. It also means refraining from the misuse and/or abuse of prescription drugs. The University also upholds all laws which prohibit the possession, use, manufacturing or distribution of controlled substances. The possession of drug paraphernalia and use of

“look alike” or designer drugs including any or all parts of e-cigarettes, hookahs, vapor and hookah pens, etc., regardless of the substance delivered, are also prohibited and considered an offense of the Drug-Free Policy.

A K-9 handler team is authorized by the University to conduct searches of campus facilities (see Campus Safety Services and Information). Prohibited substances, materials and equipment will be confiscated.

Students who have reportedly used alcohol, tobacco or illegal substances or who were found to be in close proximity to alcohol, tobacco or illegal substances or drug paraphernalia may be required to participate in random, on-demand alcohol, tobacco and drug screenings as well as to engage in an educational course. In cases where there is not confirmed usage, costs related to tests required for students will be covered by the University if the results are negative and will be the responsibility of the student if the results are positive.

Voluntary Referral

All students can choose to voluntarily seek assistance in remaining drug- and alcohol-free. Faculty members, Counseling & Testing or Student Life professionals are available for consultations. No disciplinary action will typically be taken if the student initiates (without the information being already reported to or known by a University or law enforcement official) a voluntary effort to seek assistance. To be considered as a voluntary referral, the student must provide, from the Counseling & Testing Center or a healthcare provider, current documentation of having taken the voluntary initiative as well as evidence of faithfully following the established plan for attendance, treatment, removal of triggers and personal growth.

Substance use/abuse counseling is available from the Counseling & Testing Center. Limited services include the following:

- Professional substance abuse assessment
- Individual counseling
- Support groups for chemical dependency

Mandatory Referral

If students are found in violation of the policy, the University will activate the following response.

Non-illegal Substance Violations

A first violation for a non-illegal substance use or possession will result in a suspension from the University. To be eligible to regain and/or continue student status, the student must fulfill the following protocol:

1. Review and reaffirm commitment to a re-entry contract with a Student Life professional
2. Sign a release of information consent form with a Student Life professional
3. Serve an on-campus suspension, (a) a two-week, in-class (required class attendance) or (b) an out-of-class suspension from classes and work for a minimum of three class days as determined by the Student Life Deans Council that includes:
 - » Remaining in current residence
 - » Suspension from all organized campus activities
 - » Supervised academic success or voluntary service (15 hours)
 - » Citizenship Probation (15 weeks)
 - » Mentoring with a Student Life dean for a minimum of six weekly sessions
 - » Other restorative and educational interventions
 - » Making an appointment with the Counseling & Testing Center within three days to obtain a Substance Abuse Assessment
 - » Accept responsibility for a minimum \$100 fee
 - » Requesting that the Counseling & Testing counselor submit to referring entity a verification of compliance with assessment appointments and a summary report of the assessment with recommendations for ongoing care
 - » A psychoeducational course which includes attendance of six sessions and related assignments and an exit interview as outlined with the course counselor
 - » Requesting that the Counseling & Testing counselor submit verification to referring entity of the completion of the six psychoeducational sessions

Illegal Substances and Other Serious Substance-Related Violations

Violations that will result in a more major suspension of a minimum of one semester include conduct related to:

- Use of illegal substances
- Possession of illegal substances and paraphernalia in campus residence halls
- Planning and/or hosting events where alcohol and/or illegal substances are served and/or consumed
- Selling or supplying alcohol or illegal substances
- Attempting to solicit or facilitate the purchase or presence of alcohol or illegal substances
- Underage use of alcohol or providing alcohol and/or illegal substances to underage individuals

A report will be made to the appropriate legal authorities if the student has violated laws regarding illegal drugs and controlled substances.

To be eligible to regain and/or continue student status the student must:

- Serve an off-campus suspension which will be a minimum of one semester, during which time the student will be separated from the campus (under the terms of a campus ban) and all campus activities and services.

Prior to returning to classes the student must:

- Obtain an assessment with a licensed community Substance Abuse Counselor
- Sign a release of information consent form with the community Substance Abuse Counselor
- Request that the Substance Abuse Counselor submit a summary report of the assessment, with recommendations for ongoing care, to the vice president for Campus & Student Life
- Submit documentation of the completion of other restorative and educational interventions or voluntary service

Upon returning and registering for a future semester the student must:

- Review and reaffirm commitment to a re-entry contract with a Student Life professional
- Sign a release of information consent form with a Student Life professional
- Complete a psychoeducational course with the Counseling & Testing Center which includes attendance of six sessions, related assignments and an exit interview as outlined with the course counselor
- Participate in random, on-demand drug testing and accept responsibility for related fees (regardless of positive or negative results)
- Serve a minimum 15-week Citizenship Probation that includes the removal of privileges (see Student Conduct Intervention (Disciplinary) Processes)

A second substance use or possession offense will result in, at minimum, a suspension from the University for the current semester and the ensuing semester during which time the student will be separated from the campus and all campus activities. A request for reinstatement will first require reapplication to the University.

Health Risks and Resources

There are many health risks associated with the use of alcohol and drugs—many of these risks are noted in the following comprehensive overview. For a comprehensive list of health risks, please see bulletin.andrews.edu.> **Student Handbook > Substance Abuse.**

Legal Ramifications

Violations of local, state and federal laws related to alcohol abuse or to the illegal use, possession, manufacture or delivery of controlled substances may result in misdemeanor or felony convictions accompanied by the legal imposition of sanctions. For details, please see bulletin.andrews.edu.> **Student Handbook > Substance Abuse.**

Medical Marijuana

Michigan state law permits the use of medical marijuana, i.e., use by persons possessing lawfully issued medical marijuana cards. However, marijuana use, possession and/or cultivation is prohibited at educational institutions, which are recipients of federal funds and must be compliant with federal laws (including the Controlled Substances Act and the Drug-Free Schools and Communities Act). The use, possession or cultivation of marijuana for medical purposes is therefore not allowed on the property of Andrews University nor is it allowed at any University-sponsored event or activity off-campus.

Community Resources

For a comprehensive list of community resources, please see bulletin.andrews.edu.> **Student Handbook > Substance Abuse.**

HEALTH, WELLNESS AND SAFETY

At Andrews University the health and wellbeing of students and of our campus community is of primary importance. The University remains committed to assuring that all students have the opportunity to achieve optimal success and receive the best and most appropriate care. The University Student Intervention Team (USIT) has been established to evaluate concerns and to intervene as deemed necessary to help protect the educational environment or the health and safety of the campus.

Observations of behaviors and reports of activities or conduct that appear to disrupt, jeopardize or threaten the educational environment or the health or safety of a student or others should be

shared via the online Andrews University CARE Report form. Reports may also be shared with the vice president for Campus & Student Life and/or members of USIT. If there is a direct or imminent threat the observation should be directed immediately to Emergency Services (911) and to the Office of Campus Safety (269-471-3321).

Such observations may include disruptive, erratic or dysfunctional behaviors, a suicidal ideation or gesture, self-injurious actions, aberrant actions, threatening statements or behaviors, or other symptoms or conduct that may compromise the educational environment or the health and safety of the student or others.

USIT Member	Phone
Frances Faehner, <i>vice president for Campus & Student Life</i>	269-471-2679
Jennifer Burrill, <i>director, residence life</i>	269-471-6601
Nancy Carbonell, <i>faculty, Graduate Psychology & Counseling</i>	269-471-3472
Judith Fisher, <i>director, Counseling & Testing Center</i>	269-471-3470
Ben Panigot, <i>director, Campus Safety</i>	269-471-3321
Carletta Witzel, <i>student intervention coordinator and disability services coordinator</i>	269-471-3227

General Processes

The University will facilitate standard due processes, in which the student will have the opportunity to explore with a member of the USIT or a Student Life dean the nature of the reported concern, the Health, Wellness and Safety policy, as well as engage in an appeal process. When deemed necessary, the University may take interim measures or initiate a plan to provide protective care for the student and/or take steps to ensure the safety of the campus community until an evaluation can take place. University Medical Specialties and/or the Counseling & Testing Center may be consulted. (In some cases, students may be transported by ambulance directly to a local emergency facility following a 911 call.)

Evaluation and/or Investigative Processes

To facilitate the success of the student as well as to assess the level of risk or disruption to the campus or educational environment, a comprehensive investigation may be activated.

- The student may be asked to obtain a comprehensive individualized medical and/or psychological assessment from a licensed physician or psychologist and sign a release of information (ROI) to the vice president for Campus & Student Life and the USIT. Information requested may include a written report of the findings of the assessment and recommended intervention plan.
- The student may be asked by the licensed physician or psychologist to provide pertinent reports and corroborative information from former educational entities or healthcare professionals.
- In cases of potential harm to self, residence hall students may not be able to reside in the residence hall during the assessment and stabilization processes due to the potential disruption to other students and the inability of residence hall staff to provide monitored care. Parents of the student may be asked to provide a plan of monitored care until the assessment process determines that the student is able to function in an independent living environment.
- In the case of threats or potential harm to others, an investigation will be conducted that may include a background check and the student may be asked to provide additional information.
- In the case of serious threats of harm self or others Parents, legal guardians, spouse or family designee (as reflected in the student's emergency contact records) generally are notified and encouraged to share relevant information.
- The student is responsible for all fees related to medical or psychological assessment.
- The vice president for Campus & Student Life and/or the USIT will review all corroborative information, professional assessments and recommendations to determine the appropriate University response.

Following the evaluation and investigative processes, the USIT or vice president for Campus & Student Life may request the student to engage in an intervention plan that may include a change in residential setting, a voluntary medical leave, or an involuntary leave.

Involuntary Leave Process

In extraordinary circumstances the vice president for Campus & Student Life may ask a student to take an involuntary leave from the University for reasons of personal or community safety that include:

- **Medical circumstances:** (a) The student may pose a direct threat to the health or safety of the student or others or has seriously disrupted others in the student's residential community or academic environment; and (b) the student's behavior or threatening state is determined to be the result of a medical condition, or the student refuses to cooperate with efforts deemed necessary by the University Student Intervention Team to obtain an individualized assessment to evaluate the cause of the student's behavior or threatening state. In some circumstances, the level of care and accommodation may exceed the resources or appropriate staffing capabilities of a residential campus or may be beyond the standard of care that campus health care and support services can be expected to provide or monitor, in which case continued enrollment may constitute a serious disruption of the residential community or the academic environment, justifying an involuntary leave of absence. Placement on involuntary leave of absence for these situations is not disciplinary, and a student who wishes to take a voluntary leave of absence will ordinarily be allowed to do so.
- **Alleged criminal behavior or risk to the community:** The student has been arrested on allegations or charged with serious criminal behavior or has allegedly violated the Code of Student Conduct and may pose a significant risk to the safety or educational environment of the community. Incidents such as these that initially give rise to an involuntary leave may subsequently result in a disciplinary action.

Voluntary Leave Policy

In certain life circumstances, it may be necessary or desirable for a student to take a leave of absence. Requests for leave are handled in accordance with the Voluntary Leave Policy. A leave of absence may occur within a semester while remaining enrolled in classes (in-semester leave) or it may entail withdrawing from all classes and leaving for the remainder of the semester or longer (semester leave). Leaves may be granted for family, military, medical or personal reasons, as specified below.

Alternatives to a Leave

Before taking a semester leave, students are advised to consult with their professors, academic advisors or the Student Success office about any accommodations that might be made. In some cases, it may be best for students to remain enrolled under a revised academic plan. Such a plan could include reduced coursework, extended deadlines or incompletes with a plan for completion. A revised academic plan will vary depending upon course load, course requirements and current academic standing within courses.

In-Semester Leaves

An in-semester leave involves a short absence from all classes. The student will remain enrolled and be responsible for working with professors, academic advisors or the Student Success office on a plan to make up missed coursework. While emergencies may take a student away from campus without warning, in all other situations students are required to notify professors and the Student Success or Student Life office before taking an in-semester leave. Such leaves may total no more than two weeks in a given semester, and students who exceed this limit must consult with the Student Success office about taking a semester leave.

Semester Leaves—Benefits

Semester leaves are designed to temporarily withdraw students from enrollment in all classes, without a loss of general admission status, in order to help them meet significant life challenges or important obligations. Related reinstatement processes ensure that students return fully equipped for the rigors of campus and academic life. An approved semester leave, in certain circumstances, may help students:

- To protect their academic record
- To maintain their visa status (if applicable)
- To avoid adverse effects to their student loans, grants and scholarships

Types of Leave

The University offers in-semester and semester leaves for the following reasons:

- A **family semester leave** may be granted for cases in which a student or student's spouse has given birth or adopted a child or in which a student is caring for a spouse, son, daughter or parent who has a serious health condition. A letter of request should be submitted as documentation.



- A **military semester leave** will be granted to a student who must interrupt study temporarily to fulfill a compulsory military obligation. The student must provide written documentation from the appropriate military authorities, including dates of the period of obligation.
- A **medical semester leave** may be granted for documented physical or psychological health reasons. Documentation must be obtained from a licensed physician or psychologist.
- A **personal semester leave** may be granted to a student who must interrupt study temporarily for reasons other than those described above. Reasons may include, but are not limited to, financial status, bereavement or changes in one's outside employment. A letter of request should be submitted as documentation.

Requesting a Semester Leave

- To initiate a semester leave, students must submit a Student Exit Procedure Form along with appropriate supporting documentation to the vice president for Campus & Student Life or the Student Success office.
- Students should expect that the established tuition adjustment schedule will be followed based on the number of calendar days they have been enrolled. Additional considerations may be made based on each student's request, in consultation with their academic dean and the Student Financial Services office.
- Before taking a semester leave, students are strongly encouraged to consult with their academic advisor and student financial advisor. International students should seek

counsel from the Office of International Student Services & Programs to insure compliance with visa regulations.

While on a Semester Leave

While on a semester leave of absence, students have limited access to University services:

- Students on leave may not be allowed to register for main campus or distance degree courses or to participate in academic tours.
- The ID cards of students on leave will be deactivated and will not function on campus (at the Andrews University Bookstore, Dining Services, James White Library, residence halls, etc.). However, access to a student's personal Andrews email account will remain.
- Students on leave who have purchased health insurance coverage through the University's student insurance provider will remain covered for the remainder of their policy term.
- Counseling & Testing Center services will not be available while a student is on leave.
- Residential students who plan to live in the local community during their leave may wish to re-register their vehicles with the Office of Campus Safety (for a minimal fee) in order to receive community parking privileges.
- Students who work on-campus should not expect to retain their student employment during the period of their leave.
- Students on leave may not live in the residence halls. Since leases in student housing are contingent upon enrollment, students on leave will not be allowed to remain in University apartments or houses beyond the end of the semester in which they take a leave. However, students with an approved leave may break their lease without penalty.

Duration and Number of Semester Leaves

The duration of a semester leave depends upon the type of leave taken. Military leaves are determined by the length of compulsory service specified by military authorities. Family, personal and medical leaves may be anywhere from the remainder of a semester to no more than one additional semester in length. Students on an approved medical leave may request a second additional semester of leave when appropriate documentation is obtained from a healthcare professional.

Some degree programs have annual academic sequences that may require students to re-enter their program at a particular point in the academic year. In such cases, a longer leave may be necessary and will be considered.

Reinstatement from Leaves

Reinstatement from military, family, medical and personal semester or involuntary leaves requires that students complete one or more of the following:

- Contact the Student Life office to have the medical leave hold removed
- Notify their academic and financial advisors before the end of a leave of their intention to return
- Take the appropriate steps to academically and financially register for the following semester

In addition, reinstatement from a semester medically-related leave addresses the University's need to be confident, in consultation with the student and healthcare providers, that the student can function safely and independently in an unsupervised environment. The vice president for Campus & Student Life and/or the USIT may require current documentation from a licensed physician or psychologist regarding the following:

- A student's readiness to return to the rigor inherent in academic and campus life expectations
- A student's ability to adequately monitor his or her health
- Any recommendations for follow-up or after-care intervention and support

Failure to return in the semester following the end of a leave will result in a student having to re-apply to the University.

Participation in academic tours immediately following a semester medical leave must be supported by a statement from a student's medical or psychological provider that he/she is prepared to participate in the demands of that particular tour and can be in circumstances where there may be limited access to medical services.

A Residential Campus

RESIDENTIAL LIVING POLICY

Policy

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

Therefore, all single undergraduate students under 22 years of age who are (1) pursuing an on-campus degree and taking seven or more credits (including distance learning courses) or (2) enrolled in full-time language study must live in one of the University residence halls and participate in a meal plan at the University's cafeteria. Single undergraduate students must be 22 years of age by the first day of a semester in order to be approved to live in the community for that semester.

**Special consideration may be granted for those who turn 22 by September 30 (for fall) and January 31 (for spring).*

**Special consideration may be granted for those who are fifth-year seniors (attended four full years—eight fall/spring semesters—at a college/university and have 120+ earned academic credit hours). Students who have served one or two registered semesters as a student missionary or taskforce worker through Andrews University or another Adventist institution may be granted equivalent academic semesters toward fifth-year senior status (with 15 hours of earned academic credit hours per semester) pending recommendation letters from the site Campus Ministries office as well as the site supervisor.*

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 to the Residential Living Policy on the basis of financial need.

The ONLY alternatives to residence hall living are as follows and are at the discretion of the Student Life office:

1. Students may live full-time within the household of a parent, grandparent, aunt/uncle or sibling age 22+ within a 45-mile radius of the University under the terms of an approved Community Residential Application.
2. Students may live full-time with a current, full-time Andrews University faculty or staff member (generally a Seventh-day Adventist in good and regular standing) within a 45-mile radius of the University under the terms of an approved Community Residential Application.

A Community Residential Application may be obtained online or in the Student Life office (Campus Center, main floor). The parent, grandparent, aunt/uncle, sibling age 22+ or current, full-time faculty/staff member must sign the application in person in the Student Life office and is required to present their current Michigan or Indiana driver's license to be photocopied as proof of local residency.

**If applying to live with an aunt/uncle, a student must submit written documentation from a parent to verify that the aunt/uncle is the biological sister/brother of the parent.*

Returning residential students under age 22 who meet the criteria for community living must submit applications to the Student Life office for approval prior to the semester of their expected move. Submitting an application before the deadline does not mean it is approved. The assistant to the vice president for Campus & Student Life will respond to all applications within two weeks of submission or according to the designated timeline (see below).

Semester expected to move	Application deadline	Response by
Spring 2019	November 1	November 15
Fall 2019	June 1	June 15

Please note the additional conditions of this policy:

1. A "parent" is a student's biological parent or legal step-parent. A "grandparent" is a biological parent of a student's parent. An "aunt" or "uncle" is a biological sister or brother

- of a student's parent. While the University understands the custom of addressing a close family friend as "aunt," "uncle," etc., the University, as it relates to the Residential Living Policy, only honors biological family relationships.
2. In keeping with the older student community environment, a student under age 22 will not be approved to live with their age 22+ sibling in University Towers.
 3. 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.
 4. Students living in the community or University Apartments are expected to abide by the standards and codes of conduct outlined in the "Student Handbook."
 5. Under the terms of the Community Residential Application, the parent, grandparent, aunt/uncle, sibling age 22+ or faculty/staff member must agree to live on a daily basis in the same household as the student (students must not live in a separate apartment or basement apartment with a different entrance) and to notify Student Life of any changes of address, conduct concerns, irregularities or any concern that impacts the welfare of the student.
 6. A parent, grandparent, aunt/uncle, sibling age 22+ or faculty/staff member who owns or rents more than one residence may not divide their time between residences during the school year.
 7. Application for living in the community must be made each academic year.
 8. Students are strongly advised not to make contractual agreements or financial commitments in the community before receiving full approval from Student Life for community living. Student Life is not responsible for these choices or consequences.
 9. Students who make false statements to the University on a Community Residential Application jeopardize their student status and ability to reside in the community—additional consequences and/or fines may apply.
 10. Students who wish to request alternate housing arrangements due to a disability or to a chronic health condition should contact the disability services coordinator, Carletta Witzel, at Student Success (269-471-3227). All requests for housing accommodations should be made no later than July 1 (for fall semester), November 15 (for spring semester),

and March 15 (for summer semester). After these dates, housing accommodations will be granted as space allows or for a future semester. Andrews University will make every attempt to provide reasonable accommodations within on-campus housing facilities for students with documented disabilities or chronic health conditions.

Residence Halls

The University maintains three residence halls: Lamson Hall (for undergraduate women), Meier Hall (for undergraduate men), and University Towers. University Towers (for single, undergraduate age 22+ and graduate students. Double-occupancy rooms are standard. Single occupancy is permitted by special request, if space allows, for an additional fee. Residents are not permitted to sublet their rooms to other individuals.

The University reserves the right of residence hall deans, authorized representatives or an administrative officer of the University to enter and inspect a student's room whenever deemed necessary. This includes, but is not limited to, the right to inspect the contents of any locked containers and inspection for illegal substances, firearms, alcohol, tobacco, fire and safety hazards, cleanliness and orderliness. The student, by accepting a room in one of the residence halls, acknowledges and authorizes this procedure. Materials and decorations, such as pictures or posters not in harmony with the ethical and moral standards of the University, may result in the student being asked to remove them from the campus or may ultimately be moved by University personnel.

University Apartments (and Houses)

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

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



Full-time students living with children and/or spouse, single graduate students or undergraduate students (22 years of age and older) may qualify for a University apartment. Apartments offered are as follows:

- Beechwood: 1-, 2- and (limited) 3-bedroom furnished or unfurnished; and a very limited number of 4-bedroom unfurnished
- Garland: 1-, 2- or (limited) 3-bedroom furnished or unfurnished; and efficiency furnished apartments for singles
- Maplewood: 1-, 2- or (limited) 3-bedroom furnished with air conditioning; 2-bedroom unfurnished with or without air conditioning; and a limited number of 3-bedroom unfurnished with air conditioning
- A limited number of houses

For floor plans and more information, please visit andrews.edu/apartments.

Other Accommodations

There are other accommodations in the area. You may obtain a list of area landlords at the Office of University Apartments or request a copy via email to universityapartments@andrews.edu.

COMMUNITY HOUSING

Non-Residence Hall Housing

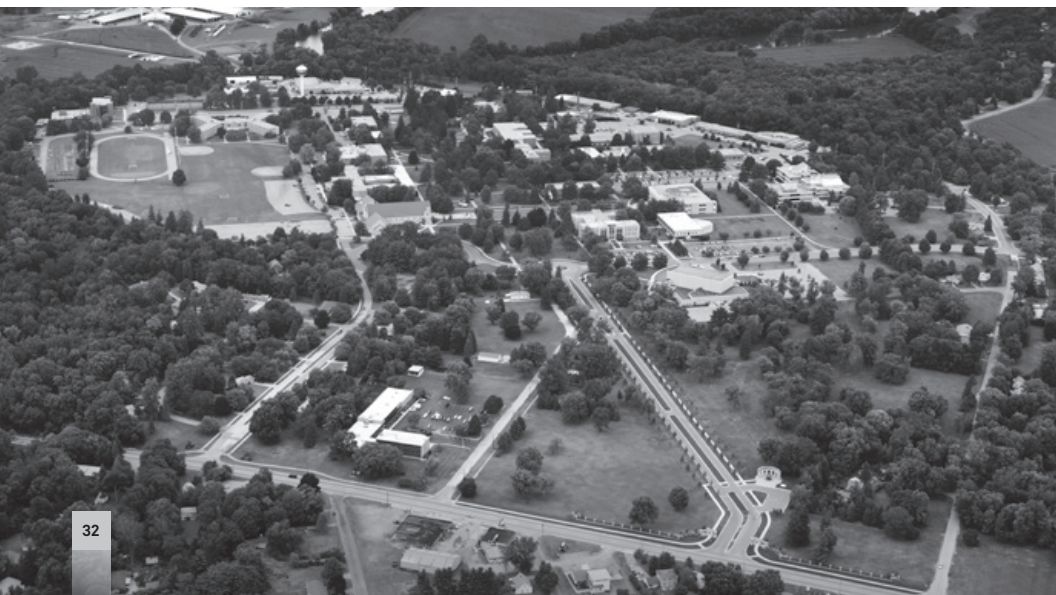
Students 22 or older may choose to live in University apartments or in non-University housing in the community. All students in non-University housing are advised to obtain a valid lease or contract from their landlords.

Students living in non-residence hall housing must abide by the Code of Student Conduct and the Residential Living Policy. All students living off-campus must maintain high moral standards in their choice of guests and entertainment; otherwise, they could be subject to discipline. Unmarried or unrelated students of the opposite sex or students who are in a romantic relationship may not live or visit overnight in the same shared dwelling.

CAMPUS CURFEW AND BUILDING CLOSURES

The University roadways are closed to general access from off-campus starting at 11 p.m. every night except for Saturday which begins at midnight. Residence hall students are expected to abide by the curfew established for their student status. Vehicles entering or departing the campus while the campus is closed are required to enter through the Campus Safety Gatehouse located on J.N. Andrews Blvd. At that time the operator of the vehicle will be required to present either their Andrews University Identification Card or a valid driver's license. Campus Safety reserves the right to refuse entry to the campus due to safety-related concerns.

University buildings and facilities are also closed to general access at various times. For more information regarding building schedules and closures, please contact Campus Safety at 269-471-3321 or visit andrews.edu/safety.



A Whole-Person Approach

FAITH AND LEARNING OUTSIDE THE CLASSROOM

As part of earning an Andrews University degree, graduate and undergraduate students have many opportunities to engage in faith and learning opportunities outside the classroom. These complement academic courses and allow students to document valuable skills and dispositions desired by employers. Undergraduate students and Seminary students agree to participate in a minimum number of co-curricular opportunities each semester as part of their educational experience. However, we encourage all students to be involved in out-of-class learning experiences offered by the University—on campus, in the community and around the world.

SEMINARY WORSHIP POLICY

Seminary students are required to attend a minimum number of Seminary worship and assembly programs each semester. Full details can be found in the “Seminary Worship Attendance Policy” at andrews.edu/sem/resources/pdf/worship-attendance-policy-03-15-16.pdf.

UNDERGRADUATE CO-CURRICULAR POLICY

Learning Outcomes. Co-curricular education targets learning outcomes in four areas.

- A *Healthy U* focuses on physical fitness, balanced nutrition and personal wellbeing.
- A *Successful U* focuses on academic skills, creative capacities and career readiness.
- A *Committed U* focuses on faith development, spiritual support and life purpose.
- A *Better U* focuses on cultural competence, service orientation and leadership development.

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

Co-Curricular Programs Offered. Four types of co-curricular programs are offered:

1. **Chapels and Forums** meet every Thursday from 11:30 a.m. to 12:20 p.m. in the Pioneer Memorial Church or the Howard Performing Arts Center. These programs allow students to interact with a wide range of inspiring pastors, community leaders, authors, faculty, students and alumni.
2. **Co-Curricular Short Courses** take place in five-week blocks on every Tuesdays from 11:30 a.m. to 12:20 p.m. in a variety of locations. These series are focused on personal, academic and professional development. Interspersed between the blocks are Academic Assemblies, which meet three times per semester in various academic departments.
3. **Living Learning Programs** occur throughout the week in the residence halls. These programs are designed to promote life-wide learning within the context of Christian community.
4. **Service Learning Forms** offer co-curricular credit to students who document and reflect on their involvement in voluntary service in a campus, church or community context. . One credit is given for every two hours of service, up to a maximum of 10 credits per semester.

Other opportunities to receive co-curricular credit include Friday vespers; student concerts and recitals; student gallery openings; and approved educational programs planned by student organizations and campus departments.

Co-Curricular Fee. A co-curricular fee is assessed at the end of each semester. This fee accumulates based on nonattendance. There will be a fee of \$25 for the first credit short of the required number and \$15 for every credit short thereafter. A maximum of \$460 may be charged to traditional students and \$160 to non-traditional students per semester. Most importantly, as an incentive for participation, this fee can be minimized or completely eliminated by fulfilling the requirement.

Attendance Requirement. Engaging in out-of-class learning is part of earning an Andrews degree. Co-curricular appointments should be treated just like classes when planning work schedules and overall academic load.



1. **Traditional Undergraduates.** Undergraduates under the age of 25 years who do not have a child in their care are identified as traditional. All traditional undergraduates are required to attend 30 co-curricular programs a semester, meeting one or two minimums (below) as part of the total requirement.
 - » Thursday minimum. Traditional undergraduates must attend a minimum of 12 programs offered on Thursdays during the 11:30 a.m. to 12:20 p.m. co-curricular period.
 - » Living Learning minimum. Traditional undergraduates living in residence hall (Lamson, Meier, or University Towers) must attend a minimum of 6 living learning programs offered in the residence hall system.
 - » The remaining credits can be invested in ways that best support your life and career goals. A maximum of 10 credits may be earned through the service learning forum.
2. **Non-Traditional Undergraduates.** Undergraduates 25 years and older or who are parents with a child in their care are identified as non-traditional. Non-traditional undergraduates are required to accrue 10 credits a semester, drawn from any of the available programs. They also have the option of viewing programs online and submitting a report in lieu of physical attendance. Parents under the age of 25 must present a copy of their child's birth certificate to the Student Life office in order to receive non-traditional status.
3. **Exempted Undergraduates.** Marital status or work conflicts do not exempt students from attendance. However, if an undergraduate student is registered for 7 or fewer credits, pursuing a second bachelor's degree or has 120

earned academic credit hours or more by the beginning of the semester, the student is welcome but not required to attend programs. Earned credit hours can be viewed using the University Academic Record link on the iVue page. Do not use the CAPP program to figure earned credit hours.

Pass/Fail and Co-Curricular Probation. Traditional undergraduates must complete at least 75 percent of the co-curricular requirement (23 out of 30 credits) in order to pass for the semester. Students who fall below of the pass level will be placed on co-curricular probation.

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

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

Co-Curricular Information. Information about upcoming co-curricular programs and the co-curricular requirement can be found by clicking on the "Co-Curricular Education" link under the "My Courses" tab in the Learning Hub.

Co-Curricular Requirement At-a-Glance

	Traditional Residence Hall Students	Traditional Community Students	Non-Traditional Students
Tuesday/Thursday Minimum	12 credits	12 credits	No minimum
Living Learning Minimum	6 credits	No minimum	No minimum
Services Learning Maximum	Up to 10 credits (20 hours of service)	Up to 10 credits (20 hours of service)	No maximum
TOTAL REQUIRED	30 credits	30 credits	10 credits



Our Commitment to You

Andrews University is committed to creating an environment in which each student's rights and privileges are supported and protected. Unless circumstances or obligations dictate otherwise, the following are some of the rights afforded to all Andrews University students.

TO SERVE:

University Services

TO PROTECT:

Student Rights

TO HOLD ACCOUNTABLE:

Student Responsibilities

TO SERVE: University Services

ADMISSION SERVICES

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 faith, social and cultural atmosphere may be admitted. The University does not discriminate on the grounds of race, color, ethnicity, national origin, citizenship, sex, religion, age, disability, veteran status, or any other legally protected characteristic.

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.

ACADEMIC INFORMATION AND STUDENT SUCCESS CENTER

Andrews University degree programs are offered through the following academic units:

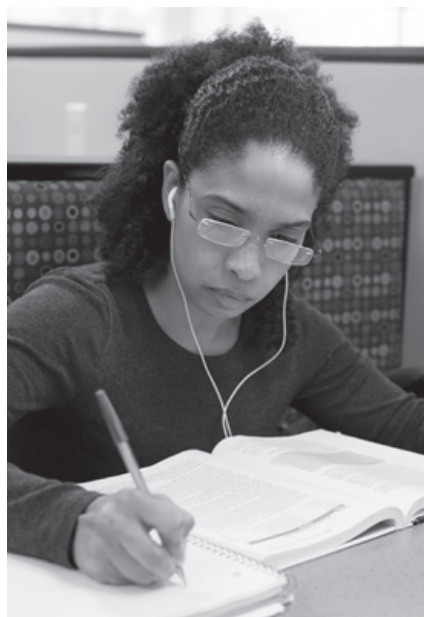
- College of Arts & Sciences
- School of Architecture & Interior Design
- School of Business Administration
- School of Distance Education & International Partnerships
- School of Education
- School of Health Professions
- Seventh-day Adventist Theological Seminary

Additionally, the School of Graduate Studies operates as the unit responsible for quality assurance of graduate degrees offered by the University in its various academic units.

Course Load

The course load is expressed in semester credits. One semester credit represents one 50-minute class per week or its equivalent for one semester. For a complete and detailed Credit Hour Definition at Andrews University, please see the “Andrews University Bulletin” at bulletin.andrews.edu.

For undergraduate students the normal class load is 12 to 16 credits per semester. The normal course load for graduate students is 8 to 12 credits per semester. International undergraduate students must take a minimum of 12 credits per semester to maintain their visa. International graduate students must take a minimum of 8 credits per semester, and international MDiv students must take a minimum of 9 credits per semester to maintain their visa. Undergraduate students must maintain a minimum of 6 credits to be eligible for federal financial aid. Graduate students must maintain a minimum of 4 credits, and MDiv students must maintain a minimum of 4.5 credits for federal financial aid.



Class Status	Full-time (Credit Hours)	Financial Aid Status (Credit Hours)	Maintain Visa Status (Credit Hours)
Undergraduate (Non-International)	12–16	6	n/a
Undergraduate (International)	12–16	n/a	12
Graduate (Non-International)	8–12	4	n/a
Graduate (International)	8–12	n/a	8
MDiv (Non-International)	9–16	4.5	n/a
MDiv (International)	9–16	n/a	9

Class Standing

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

Freshman	0–24 credits
Sophomore	25–56 credits
Junior	57–86 credits
Senior	87 or more credits
Graduate	Completion of baccalaureate degree

Exit Procedure

For a complete withdrawal from all current classes, students must follow a specified course of action. Andrews University Student Exit Procedure forms may be obtained from the Student Life office located in the Campus Center, the Office of Academic Records in the Administration Building or the office of the appropriate academic dean.

Various checkpoints have been designated in an effort to provide the student with an opportunity for counsel. To complete the exit process, the student must obtain several signatures in order to ensure that the necessary information has been given both to the student and to the departments listed on the form.

In order to qualify to receive a “W” for classes rather than the grades earned, the withdrawal form must be completed by the date established in the University calendar as the last day to withdraw from a class with a W. (To review the tuition refund policy, see the “Andrews University Bulletin” at bulletin.andrews.edu).

In addition, students occupying University housing, apartments and residence halls must

check out of those facilities according to established procedures.

Academic Probation (Undergraduate)

A student is classified on Academic Probation/ At-Risk status when he/she has a cumulative Andrews University GPA lower than 2.00 and/or a semester GPA of 1.75 or below, or a combination, in a semester, of three or more Withdrawals (W), Incompletes (I) or grades lower than a C.

Students on academic probation are removed from probation when they successfully complete the requirements of their academic probation plan as prescribed by their dean.

Students on academic probation:

1. Are restricted to taking no more than 12 credits per semester
2. Are expected to limit extracurricular activities and part-time employment
3. Are not eligible to apply or participate in formal leadership positions, intercollegiate or gymnastic teams
4. May be required to take special courses
5. May be required to attend sessions for academic support or personal counseling

This program ensures students will have ample time to concentrate on their courses and develop personal habits for greater success in future terms. Students on academic probation for two consecutive, or three total, semesters may be at risk for academic dismissal.

Academic Policies and Procedures

See the “Andrews University Bulletin” at bulletin.andrews.edu.

Student Success Center

Nethery Hall, Room 210

Phone: 269-471-6096

Hours: *Monday–Thursday, 9 a.m.–12 p.m. and 1–5 p.m.; Friday, 9 a.m.–12 p.m.*

Student Success adds to classroom instruction by providing academic guidance, support and developmental instruction. The Student Success Center serves as a learning center for all students in all schools of the University.

Individual peer tutoring services are available for undergraduate students through the class GNST091—Academic Tutorial Support. Resources on aspects of student success such as note taking, time management, memory techniques, and test preparation are also available by appointment. These general academic support services are complemented by the Mathematics and Writing Centers.

Student Success also offers:

- Advisor assignment for new students (for undergraduate students)
- Advisor/Major/Minor changes (for undergraduate students)
- Disabilities accommodation (for graduate and undergraduate students)
- Academic intervention (for graduate and undergraduate students)

Questions/concerns: email success@andrews.edu.

Services for Students with Disabilities

Andrews University accepts and appreciates diversity in its students inclusive of those with disabilities and will provide reasonable accommodations on an individualized basis to the greatest extent possible without compromising the integrity of the student's degree. It is the responsibility of the student with a disability to seek assistance from the disability support officer in the Student Success Center and to provide detailed documentation of the disability from an appropriate, licensed official to certify the student as having a disability. The cost of obtaining documentation must be borne by the student. Students should request accommodations as early as possible. Although efforts will be made to provide accommodations quickly, Andrews University cannot guarantee certain accommodations (i.e. alternate texts or interpreters) earlier than six weeks after the receipt of acceptable documentation. For more information please contact the Student Success Center at 269-471-3227 or email disabilities@andrews.edu.

Students who wish to request alternate housing arrangements due to a disability or to a chronic health condition should contact the disability services coordinator, Carletta Witzel, at the Student Success Center (269-471-3227). Andrews University will make every attempt to provide reasonable accommodations within on-campus housing facilities for students with documented disabilities or chronic health conditions.

Mathematics Center

Haughey Hall (Science Complex), Room 112

Hours: *Monday–Thursday, 4–7 p.m. (or as posted); closed during the summer and holidays*

The Mathematics Center provides free assistance with no need for an appointment for students enrolled in Andrews University mathematics courses. The Center is equipped with eight computers that can be used for ALEKS and other Web-based math assignments. For more information and the current schedule, see the Math Department website or call 269-471-3423.

University Center for Reading,

Learning & Assessment

Bell Hall, Suite 200

Phone: 269-471-3480

Reading skills that are enhanced in the Center include speed-reading; study reading; vocabulary; word recognition or decoding skills; spelling; and handwriting. Average to excellent readers, as well as those having difficulty with reading, are served. The Center also offers a class that covers memory, learning styles, time management, temperament, mind style and emotional condition(s). It also serves students and the surrounding communities through psychoeducational and academic assessments as well as Orton-Gillingham based multisensory intervention for those who have dyslexia.

Writing Center

Nethery Hall, Room 134

Phone: 269-471-3358

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



ANDREWS UNIVERSITY BOOKSTORE

Phone: 269-471-3287, 800-385-2001

Fax: 269-471-3289

Web: andrews.edu/bookstore

Email: sm8131@bncollege.com,
swansonc@andrews.edu

Hours: Monday–Thursday, 9 a.m.–5 p.m.;
Friday, 9 a.m.–12 p.m.

The Andrews University Bookstore offers the following services: Textbooks—new, used and rental; price match Amazon; also offer trade books; school and office supplies; some electronics; AU school spirit clothing; snacks and drinks; health and beauty aids; greeting cards; gift items; and much more.

IMPORTANT INFORMATION: If you are graduating in May or August, please go to the Andrews University Bookstore website to order your regalia and announcements at andrews.edu/bookstore. Choose “Main Campus Courses,” then click on “Regular Regalia” or “FINE/Doctoral Regalia” (at the bottom of the page on the left) and follow the prompts.

There is no deadline to order. However, extra shipping charges may occur if expedited mailing is needed.

Textbook Return Policy

- A full refund will be given in your original form of payment if textbooks are returned in the first week of classes with original receipt.
- With proof of a schedule change (Drop/Add slip) and original receipt, a full refund will be given in your original form of payment during the Drop/Add time established by the University.
- No refunds on unwrapped loose-leaf books or shrink-wrapped titles which do not have the wrapping intact.
- No refunds on Digital Content once accessed.
- Textbooks must be in original condition.
- NO refunds or exchanges without original receipt.

Trade Book Return Policy

Special order books must be prepaid. Special order books and sale books are not returnable. Trade books can be returned within 30 days only with original receipt. The trade book must be in original condition.

Used Book Buyback Schedule

Buyback is always Finals Week (Monday–Friday) of spring and fall semesters.

CAMPUS SAFETY SERVICES AND INFORMATION

Office of Campus Safety

4355 International Ct

Berrien Springs MI 49104-0940

24-Hour Dispatch: 269-471-3321

Business Hours: Monday–Friday, 7 a.m.–3 p.m.; Saturday and Sunday, CLOSED

The Office of Campus Safety is available 24 hours a day, seven days a week, including holidays, to ensure the safety of the campus community and carry out security-related duties on University properties. Campus Safety is located in the one-story red brick building on International Court between Garland Avenue and Grove Street. If you have a life-threatening situation, please remember to call 911 directly, and Campus Safety will respond as well.

Campus Safety is also responsible for the enforcement of University policies adopted by the Risk Management Committee. These policies address a range of items, including the operation of vehicles on campus, fire safety, and the access of animals to University property and facilities. To view these and other adopted policies, please visit the “University Safety Policies” page of the Campus Safety website.

Parking Permit Required

Every vehicle on Andrews University property must have a valid parking permit. Whether it is your vehicle or you are borrowing a vehicle for the day, a week, or the school year, stop by the Office of Campus Safety and get your parking permit before you park. A fee of \$10 per vehicle will be charged for each new annual registration.

Registering Your Vehicle

To register your vehicle you must visit the Office of Campus Safety and present the following required registration documents: valid driver's license, current proof of insurance, and state registration.

Precautionary Measures

All persons leaving or entering University property may be checked. Any person on University property may be required to show identification to a Campus Safety officer or a University official. Lack of cooperation with a Campus Safety officer or University official, at any time, will result in disciplinary action. Contact Campus Safety for information concerning Vehicle Codes.

Campus Safety provides the following services:

- Medical assistance
- Training opportunities
- Protection of property
- Opening locked vehicles
- Security escort service (during the hours of darkness)
- Assistance in contacting the local police, if needed
- Assistance in answering questions on University rules and regulations
- Fire safety

Safety Tips

Security policies are created out of concern for your welfare. Security is, however, everyone's responsibility. You can help maintain your own safety by following all campus safety guidelines and by using common sense safety practices. Advance planning can help keep you and your belongings secure.

Safety at night:

- Walk or ride with someone
- Stay away from isolated areas
- Try to stay/walk/park near street lights
- Hold your purse tightly, close to your body
- Respect campus curfew (Sunday–Friday, 11 p.m.; Saturday, 12 a.m.)

If you are being followed:

- Cross the street, change directions or seek a busier street
- Keep looking back so the person knows you cannot be surprised
- Go to a well-lit area, such as a store, restaurant, house, residence hall, classroom—anywhere there are people
- Notice as much as possible about the person so you can later give a description

If you are held up:

- Do not resist—no amount of money is worth risking your life
- Notify the police immediately
- Give a description that includes approximate height, weight and details on hair, clothing, jewelry, scars or tattoos—anything that is noticeable

Wherever you live:

- Keep track of your keys
- Do not let strangers in

- Do not leave doors unlocked, even for short periods
- Keep blinds/shades pulled at night
- Do not identify yourself on your answering machine

Protect personal and University property:

- Lock the door if you are the last person out of a room
- Engrave valuables
- Never leave belongings unattended
- Lock bikes securely on the bike rack
- Do not keep large amounts of money
- Keep personal papers and valuables locked in a security drawer
- Do not leave money or wallets out in plain sight

In a car:

- Keep doors locked while driving
- Do not hitchhike or pick up hitchhikers
- Lock valuables in the trunk
- If your car is disabled, remain in the locked car and open the door only for the police
- Park in well-lit areas
- Before vacations, do not pack your car until you are ready to go
- Always lock your car and take the keys
- Have your keys in hand as you approach the car/parking lot
- Notice the area around (and in) the car before you get in
- If you are with someone who is not treating you with respect, you do not have to put up with it—find a phone and call for help
- Never go out without a credit card/cash and a means to make an emergency call

Crime/Accident Reporting

In caring communities, members keep an eye out for each other. If you notice vandalism, something suspicious or a potential safety hazard or have been the victim of any kind of crime, bring it to the immediate attention of Campus Safety (269-471-3321), a residence hall dean, Student Life or 911. For more information, visit andrews.edu/safety. If you would like to submit an anonymous report, visit Campus Safety's anonymous email tip website at andrews.edu/safety or call the Anonymous Tip Line at 269-471-3338.

Advocate

In order to foster a collaborative approach to a safe environment at Andrews University, Campus Safety, in conjunction with Campus & Student

Life, Counseling & Testing, and Student Success, utilizes an online reporting tool called Advocate. Any student who has a safety concern can submit a report online which will be reviewed and assigned to the appropriate office. Safety concerns can include any incidents that create concern, arouse suspicion or violate University policies (Incident Report) or any concern for the wellbeing of others (CARE Report). To submit an online report (either Incident or CARE), please go to andrews.edu/students/resources/public-reporting.html. Please note that to report a safety concern requiring an immediate response, contact Campus Safety directly via phone. If you are reporting a concern that may require assistance from law enforcement, emergency medical services, or the fire department, please call 911.

AU Alert

In order to ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus. During emergencies, this system will send text messages, emails and voice calls to registered recipients. The system will also post alerts or emergency information to the Andrews University Facebook account and/or the Andrews University Twitter accounts. AU Alert notices are intended only for situations involving imminent danger to health or human safety. These may include severe weather alerts, winter weather class cancellations, hostile threats, utility failure, major road closings or fire, among others. To sign up for AU Alert, log in with your Andrews username and password at <https://www.getrave.com/login/andrews>.

Reporting a Missing Person

Any individual who has information that a campus residential student may be a "missing person" (having been missing for a minimum of 24 hours) must notify the Office of Campus Safety (269-471-3321) as soon as possible.

Andrews University Crime Stoppers Program

Campus Safety, in partnership with Student Life, is now operating an Andrews University Crime Stoppers Program. Students can call in anonymously to Campus Safety at 269-471-3338 to report crimes committed on campus. The operator will take your tip and give you a tip identification number.

1. Your tip will be investigated by Campus Safety.

2. If your tip leads to the capture of a suspect wanted for crimes committed on our campus, a posting will be made about the case on the Campus Safety website at andrews.edu/safety.
3. When you see the posting, call Campus Safety back to make a claim. Provide your tip number and a telephone number where you can be reached.
4. Once your information is validated, you will be contacted and given instructions to receive your reward. Valid tips will be eligible for rewards of up to \$250 in cash.

Non-Criminal Trespassing

Andrews University desires to foster an environment where all members of our community are welcome to utilize all that the campus has to offer. There are times, however, when our facilities or recreational areas may be closed. Once a building or recreational area has been either closed or locked, or the outdoor area is posted as closed or off limits, no one should re-enter this area. Students who are found in these areas may be subject to a fine, and they can be referred to the Student Life Deans Council for a violation of the Code of Student Conduct.

Narcotics K-9

The University intends to maintain a drug-free campus in harmony with the laws of the State of Michigan. The unlawful manufacture, possession, distribution or use of controlled substances is prohibited.

At times Campus Safety coordinates with local law enforcement to bring a narcotics K-9 dog and handler team to conduct searches of residential areas, residence halls, buildings, classrooms, facilities, parking lots and/or any other location on the property of Andrews University. All discovered illegal narcotics will be turned over to local law enforcement agencies.

Video and Photo Enforcement of Speed Limits and Parking Violations

The Office of Campus Safety has been authorized by Andrews University to conduct enforcement activities for both speeding and parking violations on-campus. Violations will be documented and records kept for review by the Citation Appeals Committee. Videos, photographs and radar readings are available for review only by the Citation Appeals Committee.

Tampering with, circumventing, accessing without authority or for reasons other than intended is defined as any process, steps or action taken

to limit, reduce and/or remove a level of security provided by the presence of the security device, or when someone without authorization accesses an area or security system; which includes video files, access control systems, or any other security-related information or equipment for a purpose other than intended or by persons without specific authority. Anyone violating this policy is subject to fines of up to \$500 per violation and disciplinary action by Student Life for violations of the Code of Student Conduct.

Off-Road Driving or Four-Wheeling is Prohibited.

COUNSELING & TESTING SERVICES

Bell Hall, Suite 123

Phone: 269-471-3470

Office Hours: *Monday–Friday, 8:30 a.m.–12:30 p.m.; Monday–Thursday, 1:30–5 p.m.*

The Counseling & Testing Center (CTC) is designed to assist students and spouses in reaching their maximum potential when confronted by social, intellectual or emotional challenges. Psychologists, professional counselors and graduate clinical interns in counseling are available by appointment or immediately if necessary. The CTC uses a brief model of treatment and offers up to eight (8) counseling sessions per semester as part of the student's General Fee. Additional counseling sessions are considered on an individualized basis. The Center also provides referrals to community psychiatrists and other mental health professionals. There are fees associated with various assessments and testing processes.

The Center maintains strict confidentiality to protect each client's records. The Counseling & Testing Center is accredited by the International Association of Counseling Services. Following are examples of services rendered for registered students or students (and spouses) who are in good and regular standing:

- Career counseling—involving the discovery of one's interests, needs, values, aptitudes, abilities and goals; relating these to the world of work; and exploring appropriate major subjects and career fields. Specific, selected tests may also be given to aid in decision-making. There is a small fee for testing which covers the materials only
- Limited career development services beyond career counseling, including resume building, mock interviewing, professional etiquette skills

building, job/internship search skills, and networking skills building

- Personal/emotional counseling—dealing with feelings of loneliness, inadequacy, guilt, anxiety and depression; interpersonal relationships with family, dating partners and roommates; and personality development, identity, self-image and self-esteem
- Educational counseling—relating to educational goals, motivation, attitudes, abilities and study skills
- Personality testing—to aid in the discovery of personal strengths and personality traits. Tests include the MBTI, 16PF, TJTA and Strengths Finder
- Psychological evaluations—to aid in treatment planning for mental health issues/challenges
- Marital/premarital counseling—marriage is a major life change. The decision to marry requires time, planning and deep commitment
- Psychoeducational classes, including Anger Management and Effective Decision Making
- Substance abuse—limited services include:
 - » Professional substance abuse assessment
 - » Individual counseling
 - » Support groups for substance use
 - » Psychoeducational insight group
- Prevention Programming—promoting wellness through social connectedness and resilience building activities including presentations, workshops, awareness-raising events such as National mental health awareness events, health fairs, peer group support, assessment and screening, partnership with internal and external resources, and consultation
- Consultation and outreach—the CTC staff is available for consultation regarding psychological issues that impact students. The Center offers a variety of workshops on-campus and in the community. Call the Center for workshop information.
- National standardized testing—including the ACT, SAT, GRE Subject, LSAT, PRAXIS, MELAB, TOEFL, CLEP and other academic tests needed at both the undergraduate and graduate levels

CRAYON BOX

Children's Learning Center
First Floor, Marsh Hall
Phone: 269-471-3350

The Crayon Box is an early childhood learning center where your child will be cared for and nurtured while building a foundation for academic

learning. Whether you are a student, working in the community, or just interested in a morning/afternoon enrichment program, you will find the Andrews University Children's Learning Center a good place for your child to spend his or her day.

- Children may be enrolled any time during the year
- Seven attendance plans provide for flexible scheduling of even the most complicated schedules
- Please call ahead to set up a tour and enrollment appointment or visit our website at andrews.edu/services/crayonbox/index.html for more information.

DINING SERVICES

Office of Dining Services
First Floor, Campus Center
Phone: 269-471-3161

Office Hours: *Monday–Thursday, 9 a.m.–5:30 p.m.; Friday, 9 a.m.–12 p.m. (when school is in session)*

Terrace Café

The Terrace Café is a healthy, vegetarian All-You-Care-to-Eat food court offering an array of classic comfort foods; a nutritious and delicious salad bar featuring a large selection of fresh vegetables and house-made dressings; a deli and Panini station allowing you to create your own hot or cold sandwich; a healthy choices station; scratch-made soups; fresh bean options and brown rice; a selection of house-made desserts; and several beverage choices. Our World Market features scratch-made pizzas including vegan and made-without-gluten options. Stir fry is available daily and is completely made without gluten containing ingredients. You will also find a variety of vegan and gluten-free options available throughout the balance of the Café. If you have special dietary needs, be sure to contact the executive chef to discuss the options available to you.

Prices for Breakfast are \$7.75 dine-in, \$8.75 carryout; Brunch, Lunch and Dinner are \$9.25 dine-in, \$10.25 carryout. Carryout containers may not be used for dining in the Café, and dine-in guests may not remove food from the Café. Cash, credit card, faculty/staff charge, meal plan or Café accounts may be used for payment. For those guests choosing to dine with us on Sabbath, please arrange for payment through our main office before the end of business on Friday. We do accept credit and debit cards on Sabbath but prefer that you make other arrangements.



Regular Semester Hours of Operation:

Monday–Friday

Breakfast, 7–10 a.m.

Lunch/Dinner, 11 a.m.–2:30 p.m.

Supper, 5–7 p.m.

Saturday

Lunch, 12:30–2 p.m.

Sunday

Brunch, 10 a.m.–2 p.m.

Supper, 5–7 p.m.

Check our website for break, holiday and summer hours.

Gazebo

The Gazebo is a quick, casual restaurant with a grab-and-go concept and convenience store located in the Campus Center next to the lobby. The ever-changing menu includes a variety of made-to-order hot and cold sandwiches, house-made salads, delicious grilled entrées, nutritious smoothies blended with fresh fruit, and a variety of baked delicacies sure to please your taste buds. Convenience snacks, foods, drinks and personal items are also available for purchase. Sales are by cash, faculty/staff charge, meal plan or Café account. Meal plan participants may use the Gazebo as often as desired.

Regular Semester Hours of Operation:

Sunday, 11 a.m.–9 p.m.

Monday–Thursday, 8 a.m.–9 p.m.

Friday, 8 a.m.–5 p.m.

Saturday, 6–9 p.m.

Check our website for break, holiday and summer hours.

Residence Hall Meal Plan Information

All undergraduate students under age 22 who reside in the residence halls are required to participate in the Declining Balance Meal Plan. Students that receive residence hall-rate tuition assistance from Andrews University must be on a meal plan regardless of age. The cost of the residence hall meal plan is \$1,800 per semester, which will provide approximately two meals and one snack per day for most students.

Meal plan participants may use their ID cards for purchasing meals at the Terrace Café, Gazebo and vending machines in the residence halls and other locations on campus.

If a student's meal plan balance runs low during the semester, funds may be added to the meal plan by request at the Office of Dining Services. For those students who withdraw from school during the academic term, the Declining Balance Meal Plan refund is pro-rated per day.

Café Accounts

Community students, residence hall students age 22+, and graduate students may open a Café account at

Registration Central or by coming to the Office of Dining Services. Individuals who choose to open a Café account may take advantage of a cash bonus; if the initial balance purchased is greater than \$400, there will be a five percent non-refundable bonus added to the account. In addition, the Café account plan comes with a loyalty program that rewards the user with a free meal after the purchase of 10 meals. Pick up your loyalty card at the Dining Services office after you open your account.

Transfer of Fund Balances

Students who need to transfer funds between the bookstore, ITS store and Café account need to come to the Office of Dining Services. Changes are posted to the student's statement at the end of each week.

HEALTH SERVICES

Health is a student's most precious possession. Good health means self-awareness and self-control, self-satisfaction, loving relationships and a stable sense of wellbeing even in the most trying times.

A healthy and successful college student will:

- Have daily personal devotions
- Get a minimum of seven hours sleep nightly
- Exercise regularly
- Eat well-balanced meals at regular times
- Avoid foods and beverages high in sugar
- Drink 6–8 glasses of water daily between meals
- Dress appropriately for Michigan weather
- Be helpful

Student Health Services

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

The University expects all students to have personal medical insurance that is valid and billable. Residence hall students may be eligible for limited health care with University Medical Specialties as part of their residence hall package (see the “Andrews University Bulletin” at bulletin.andrews.edu).

Physician or nurse practitioner appointments and most short-term medications are available to residence hall students. These services are included in the residence hall rent/health plan (for Lamson, Meier and University Towers) and are not charged separately to the student unless the student's personal insurance plan is not able to be billed (such

as out-of-state Medicaid, international insurance plans, etc.). Additional charges are made for lab work, X-rays and accident cases involving third-party liability. University Medical Specialties (UMS) charges the insurance company for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMS services. When the student has personal insurance which can be billed, UMS waives any copay or deductible (for the student/family) for the limited health-care provided. Students who do not have personal insurance that can be billed will be charged at 80% of the costs of general office visits.

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

If an emergency arises outside of regularly scheduled office hours, students may contact a physician by calling the answering service at University Medical Specialties at 269-473-2222.

The University's Response to AIDS

The primary response of the University to AIDS is education. University personnel will seek ways to provide detailed information on how the virus is transmitted and how to prevent it. The primary educational objective is to discourage sexual activity except within a mutually monogamous, heterosexual marriage relationship.

So that the University can balance the rights of individuals with AIDS or a positive HIV test with the public health needs of those they contact, the following guidelines have been established:

1. In general, HIV antibody testing will not be a prerequisite to acceptance or registration.
2. In general, the student with AIDS or laboratory evidence of HIV infection will not be denied acceptance, registration, class attendance or housing.
3. It is the responsibility of the student known to have AIDS, or a positive HIV test, to:
 - I. Seek regular medical treatment as required by a personal physician
 - II. Abstain from or prevent any action that may potentially transmit the AIDS virus to another individual

Confidentiality concerning a student's health will be maintained unless it is determined that others must be informed because of their risk of exposure to the AIDS virus. If such notification is deemed necessary, the student in question will be notified in writing of that decision. Specific problems related to the interpretation and/or application of these health guidelines will be decided on a case-by-case basis.

Emotional Health

The heavy study/work/social program at a university sometimes causes excessive emotional stress. Students who need help in coping with stress or stressful situations should contact the Counseling & Testing Center at 269-471-3470, a residence hall dean, or Student Life at 269-471-3215, or seek a referral for an off-campus health care provider.

HOWARD PERFORMING ARTS CENTER

The Howard Performing Arts Center is a world-class concert hall designed for the performance of music and is Southwest Michigan's home for AN EXCEPTIONAL CONCERT EXPERIENCE. The Howard Center is beginning its 14th season! For over a decade, the Howard Center has hosted several prominent performers from the international classical circuit, such as the Soweto Gospel Choir from South Africa, jazz vocalist Sophie Milman, David Benoit, Canadian Brass, Bobby McFerrin and the Vienna Boys Choir. An annual Christian Artists Series has featured guests including Laura Story, Israel Houghton and New Breed, Gungor, Sandi Patty, Brandon Heath, Avalon, Francesca Battistelli, Take 6 and many more. The 2018–2019 season will feature Charlie Albright, Joyous String Ensemble, Callisto Quartet, Presidio Brass, Chi Yong Yun, Jasmine Murray, David Phelps

and many more. Visit howard.andrews.edu for more information.

The Howard Center was made possible by John and Dede Howard, originally of St. Joseph, Michigan. The Howards are a model of philanthropy at work and have given generously to the community, including a municipal band shell, a paved recreation path along Lake Michigan, an addition to the St. Joseph Public Library, and a covered ice rink. The Howards envisioned a world-class performing arts center for fine arts presentations, a state-of-the-art resource devoted to music, and a cultural center to be shared and enjoyed by the entire community.

The Howard Center is the performance home for the Andrews University Department of Music ensembles: the Symphony Orchestra, Wind Symphony, University Singers and University Chorale. The Howard Center also hosts a monthly chamber music series—the Sunday Music Series, hosted by the Andrews University Department of Music.

The spacious, well-lit foyer is available for wedding receptions, award ceremonies and other special occasions.

Don't miss your chance to experience the ambiance of a Howard Center event—your home for AN EXCEPTIONAL CONCERT EXPERIENCE!



Utlim Photograph

INTERNATIONAL STUDENT SERVICES & PROGRAMS

Administration Building, Room 307

Phone: 269-471-6395

Hours: *Monday–Thursday, 9 a.m.–12:30 p.m.
and 1:30–5 p.m.; Friday, 9 a.m.–12 p.m.*

Personnel in the Office of International Student Services & Programs (ISSP) are available to serve graduate and undergraduate international students in various matters, particularly in matters of maintaining legal status while attending Andrews University. In addition to the regular office activities, ISSP also organizes International Orientation programs, International Worship service, Thanksgiving celebration, Christmas Banquet, Birthday celebration, South Bend Airport pick up when arrangement is made by the student, International Student Week activities (Food Fair, International Student Sabbath) and other club activities.

MEDIA AND INFORMATION SERVICES

Publications

“Student Movement”—A weekly news publication
“The Cardinal”—The annual undergraduate student yearbook
“The Cast”—Annual student/faculty/staff pictorial directory
AUTV—Short film production and news

The Student Communications Board is comprised of student staff and faculty/staff sponsors of the “Student Movement,” “Cardinal,” “Cast” and other media that are part of the Andrews student association structure. The Board serves in multiple capacities, such as screening of candidates, providing advice and support, etc.

“Andrews Agenda”—Electronic newsletter for campus news and announcements
“FOCUS”—The University magazine

WAUS 90.7 FM

Southwestern Michigan’s fine arts radio station broadcasts 24 hours a day from studios located in the Howard Performing Arts Center.

Campus Communication

1. **Bulletin Boards, Posters and Other Promotional Pieces:** Posters, table cards, signs and flyers must be approved at the Office of Student Activities & Involvement, located in

Student Life, before posting or distributing on-campus. All pieces, except those advertising upcoming academic courses or tours, will be given a maximum of 30 days approval. Each piece must have an original stamp from the Office of Student Activities & Involvement. Photocopies of stamped pieces will be removed by building custodians as will any materials without a stamp. Some buildings require additional approval. Promotional materials to be distributed in the residence halls must have the approval of the residence hall deans.

Designs for promotional pieces should be approved before printing. This can be done by bringing a sample in person or by emailing your design to slife@andrews.edu (using .pdf or .jpg format). All posters submitted for approval will require a 24-hour processing period. Posters submitted before 5 p.m. may be picked up for posting at noon the following day. Printing can be done on-campus by LithoTech (269-471-6027).

In order to receive approval, promotional materials:

- » Must be no more than 11 x 17 inches in size
- » Must include the name of the event and sponsoring campus organization or department (Student Activities & Involvement approval is required before posting)
- » Must conform to all “Student Handbook” standards with regard to dress code, condoned activities, acceptable language, etc.
- » Must include your first and last name and contact information if you are selling, renting or offering your personal services

Also note that:

- » Due to limited display space, classified ads for individuals with items for rent or for sale may be approved for posting, but advertisements for businesses or business opportunities will not be approved for posting
- » Materials using the Andrews University name or logo must first receive approval from the Office of University Communication
- » In the interest of full disclosure, external materials will be affixed with a label identifying the event or organization as not associated with the University
- » Handwritten pieces are discouraged

The Office of Student Activities & Involvement reserves the right to refuse posting rights to any person, group or activity when it deems it wise to do so.

Bulletin boards are located in many University buildings. Posters must be placed in these designated areas only and within the numeric limits set by each building manager. Please do not attach posters to any painted or glass surfaces or post on top of, or in the place of, other posters. Tent cards placed in the Dining Center require the additional approval of Dining Services. Flyers must be handed personally to students and may not be placed on cars. Your courtesy is appreciated.

2. **Websites and Social Media:** The University provides each student organization with a page that includes the organization's officers, advisor and a list of past and current activities, as well as a link to the organization's website (if provided). Student organizations that use the Internet or social media to promote their organization or events are held responsible in written and visual work for upholding University standards with regard to dress code, condoned activities, acceptable language, etc.
3. **"Student Movement":** Those interested in advertising in the student newspaper should contact the "Student Movement" editor at smeditor@andrews.edu for options and pricing.
4. **Andrews Agenda:** The Andrews Agenda is a campus-wide electronic newsletter produced by the Office of University Communication (UC). Twice a week during the academic year, a reminder email with links to the newest campus news and announcements is sent to all students, faculty, staff and a list of off-campus subscribers. The Agenda web page, andrews.edu/agenda, is updated daily. Sections include: Campus News, Calendar of Events, Campus Announcements, Community Announcements, Andrews in the News, Classifieds, Life Stories, and Week in Pictures. All students, staff and faculty are invited to contribute content to the Agenda. Note: All submissions go through an approval process.
5. **Online Events Calendar:** Post your own events! Visit andrews.edu/agenda and use your Andrews login and password to submit your event to the events calendar in the Andrews Agenda. (See #4 above for details about Agenda.) Any and all Andrews University related/sponsored events are welcome. Upcoming events will be promoted in the

twice-weekly Agenda reminder email and via the Andrews University homepage, andrews.edu. Note: All submissions go through an approval process.

6. **External Media Announcements:** The Office of University Communication submits press releases to both local and church media on a regular basis. In general, a press release is 300–500 words in length and is written by a UC staff or student writer. However, if you would prefer to write your own release, you may do so and submit it to UC (pr@andrews.edu) for distribution. Please note that UC reserves the right to edit press releases as they see fit before releasing to the media. All news tips should be submitted to pr@andrews.edu.
7. **Church Bulletins:** UC is responsible for regularly notifying area church bulletin editors of upcoming events at Andrews University. Email your information to pr@andrews.edu.
8. **Campus-wide Email:** Campus-wide, or broadcast, emails are not used for routine event announcements or promotions. Broadcast emails are reserved for campus-wide emergencies, campus-wide scheduling changes and death announcements of current Andrews University faculty, staff and students only.
9. **Campus-wide Voicemail:** Voicemail announcements are for administrative and emergency purposes only, such as from the offices of the president, provost, vice presidents and treasurer.

RESEARCH RESOURCES

Library

The James White Library houses books, bound periodicals and multimedia materials totaling more than 1.6 million items. Access to other libraries' resources is provided through MeLCat and the Interlibrary Loan Service. The Library's 100,000-plus periodical titles provide articles in print and electronic format. Over 150 databases can be accessed on-campus or off-campus by Andrews students, faculty and staff.

The Information Commons provides more than 60 computers within the main library and the two branch libraries for searching the library catalog and databases, accessing the Internet, reading and sending email, and doing applications such as word processing, spreadsheets, PowerPoint presentations, statistics, citation management, etc. Printing and photocopying are available on each floor of the main library in color or black and



white. Scanning is available on the main floor and in the Media Center. All machines use cash only.

The Seminary Library, the Center for Adventist Research, and the Mary Jane Mitchell Multimedia Center are located in the main library. The Architecture Resource Center and the Music Materials Center are located in their respective buildings on campus. Service to the worldwide church is available through the Digital Commons @ Andrews where PDF copies of Andrews dissertations and other resources are freely available.

Center for Adventist Research

The Center for Adventist Research (CAR) is a leading documentary collection for the study of the Seventh-day Adventist Church, its predecessors, and related groups, from the Millerite movement of the mid-nineteenth century to the present. The Center houses more than 50,000 books; 40,000 non-book print items; over 3,000 Seventh-day Adventist periodical titles, often from the first issue published to the current issue; over 12,000 audiovisual titles; 30,000 photographs; and more than 300 distinct manuscript collections, along with artifacts and other historical materials. Functioning also as a branch office of the White Estate, the Center has a complete collection of

Ellen G. White's letters and manuscripts, many of which come from the original typing; some contain White's own handwritten corrections and additions. The Center also has thousands of "document file" materials covering a wide range of topics related to Ellen G. White and the history of the Church, a question and answer file, a variety of indexes, hundreds of books by and about Ellen G. White, and a nearly complete set of books replicating her personal library. The Center for Adventist Research boasts the largest collection of non-English Seventh-day Adventist periodicals anywhere in the Seventh-day Adventist Church. The Center combines the resources of the Adventist Heritage Center, the Ellen G. White Estate branch office, the Andrews University Archives, the James White Library Rare Materials Collection, and the Seventh-day Adventist Periodical Index. The Center seeks to promote an understanding and appreciation of the heritage and mission of the Seventh-day Adventist Church through educational events such as symposiums, conferences and tours; through publications; and by participating in the academic program of Andrews University through teaching particularly at the Seventh-day Adventist Theological Seminary.

Museums

The Natural History Museum, located in the Science Complex, houses the most complete mammoth skeleton ever discovered in Michigan and an extensive collection of shells, insects, birds and mammals.

The Siegfried H. Horn Archaeological Museum is located at 9047 Old U.S. 31. The museum features Palestinian, Trans-Jordanian, Mesopotamian and Egyptian exhibits that are open to the public. One of several exhibits features artistic murals depicting biblical scenes from the history of Abraham to the early Christian era making the Bible come alive. The Museum has a collection of more than 8,500 artifacts from the Bible lands. A significant number of these were obtained in archaeological excavations sponsored by Andrews University. In addition, the museum houses some 3,000 cuneiform tablets, placing it among the top 10 cuneiform collections in the country.

STUDENT INFORMATION TECHNOLOGY USAGE POLICY

Andrews University provides various information technology services to its students including email, personal Web space, Internet access, computer labs, wireless networking and network connections in the residence halls and apartments.

At Andrews University, information technology resources must only be used in ways that support the mission of Andrews University. The opportunity to use the resources is a privilege which may be removed if the resources are misused.

ITS is responsible for maintaining these systems and assisting students in utilizing the resources. For assistance, please contact the ITS help desk at 269-471-6016 or via email at help-desk@andrews.edu.

Requirements to Utilize Information Technology Resources

Personal devices, such as computers, smartphones, tablets, etc, must have the following in place:

- The operating system must be up-to-date with all critical patches released by the vendor installed
- Personal computers must have an anti-malware product installed, that is current and up-to-date

Computers connected to the network must be registered to a person who will be responsible for any activity on or from that computer. A computer

found to contain viruses or other software causing damage to any other computer network or system or excessively using resources will be immediately disconnected from the network until the problem is remedied.

User Accounts and Passwords

All students must have an Andrews University account with a username and password.

Passwords for Andrews University accounts must be carefully guarded, changed frequently, treated as a signature and never shared with anyone else including friends or family members. Great care must be taken to avoid providing University usernames and passwords to any websites or servers that are not University systems, or in response to telephone or email requests.

The password chosen for use with the Andrews University account must be different from passwords used for other websites or organizations. Using the same password presents a significant security risk as there are frequent instances of security breaches where usernames and passwords are stolen.

Compromised user accounts will be disabled immediately. Attempts will be made to notify the individual responsible for the account. To reactivate the account, the password must be changed to a new password.

Andrews Email Used for Official Communication

Official Andrews University communication will come to the student's Andrews University email address, and students are responsible for having read the content of these messages. Students may forward their email to another email address but will remain responsible for what was sent to the Andrews University-provided email address.

Prohibited Activities

Prohibited activities on Andrews University computers and networks, some of which may constitute criminal activity, include but are not limited to the following:

1. Unauthorized access to or use of other users' accounts or data, system software, university data, network equipment, or other computer systems
2. Disclosing an individual's password to another person or allowing another person access through one's user account (logging in and allowing another person to use your access)
3. Unauthorized decryption of coded information such as passwords

4. Participation in a denial of service attack against any computers or networks
5. Retrieval, storage or transmission of copyrighted materials without the owner's permission (for more information on peer-to-peer file sharing see <https://www.andrews.edu/services/its/peer-to-peer-file-sharing-policy.html>)
6. Intentional introduction of malware or hardware or software used for unapproved collection of information
7. Attempts to evade or bypass system administration policies, such as resource quotas, firewall and web filtering
8. Forgery or attempted forgery of documents or email
9. Excessive use of resources, such as network bandwidth or disk storage
10. Unauthorized and/or unsolicited broadcasting of email
11. Harassment or intimidation of other users, including sexual harassment
12. Accessing, transmitting or storing documents, images or video that fail to meet content standards
13. Installation of servers, routers, switches or wireless access points (unless approved by the CIO) or in any location that disrupt ITS provided services
14. Using University resources for personal gain or to support a personal business

Content Standards

Information transmitted over the network or made available to others (e.g. through Web applications, email, or other methods) shall be representative of a Christian university and must not include: profanity or obscene language; defamation of any individual or group; materials promoting hatred of cultural, ethnic, or religious groups; advocacy of lifestyles contrary to University policy; pornography and other sexually-oriented material. Illegal materials such as child pornography should not be accessed by or stored on any computer while connected with the University, whether personal or University owned.

Andrews University provides content filtering to minimize the exposure to inappropriate material on University computers and networks, however it is not possible to completely prevent it.

Privacy and Confidentiality

ITS staff will make reasonable attempts to maintain the confidentiality and security of email and other documents stored on ITS managed and controlled servers. However, Andrews University

cannot guarantee the confidentiality or privacy of email messages and other documents stored on ITS managed and controlled servers, and the university makes no promises regarding their security. The following items relate to confidentiality:

1. Andrews University reserves the right to conduct routine maintenance, track problems, and maintain the integrity of its systems. As is the case with all data kept on university managed systems, the content of email and other documents may be revealed by such activities.
2. ITS staff do not routinely monitor the contents of email or other documents. However, such monitoring may be conducted when required to protect the integrity of the systems or to comply with legal obligations. Additionally, automated systems may filter emails, documents and web sites for the purpose of protection from malware and inappropriate content.
3. Andrews University reserves the right to inspect the contents of email and all documents in the course of an investigation into alleged impropriety or as necessary to locate substantive information not readily available by other means.
4. Authorization to investigate the contents of user files must be given by the CIO on the basis of instructions from the university's cabinet level administration.

Resource Limits

A number of specific networking protocols which cause security risks, enable illegal activity, allow access to objectionable material or utilize excessive resources are restricted on university networks and computer systems. The current specific limit set on disk storage space for websites is 90 MB per person (subject to change as needed).

Results of Non-Compliance with this Policy

In the event that a student fails to comply with this policy, restrictions will immediately be placed on their access to information technology resources. Generally, this will occur by restricting or disabling the person's ability to connect to the network by either limiting network access to the quarantine zone or deactivating their username/password. When access has been limited to the quarantine zone, any attempt to access Web resources will be directed to a quarantine zone page. This page contains information regarding why the student's access has been restricted and suggested changes to correct the problem. After making the

necessary corrections, a release button may be selected to be released from the quarantine zone. If the problem continues to persist, the student's access will again be limited to the quarantine zone. Up to three attempts in five days are allowed to clear up the problem and be released from the quarantine zone. If these steps do not resolve the access problem or if your username/password has been deactivated, contact the ITS help desk (269-471-6016) to check your account status or for troubleshooting assistance.

In the case of more serious policy violations (such as actions that cause others to lose IT services and/or illegal activities), ITS staff will discuss the problem with the student, assist in correcting the cause of the problem and reinstate the access once the cooperation and understanding of the student is gained (generally as quickly as possible). In cases of reoccurring issues, or lack of cooperation from the student, the deactivation may continue for a longer period of time. In the case of actions that violate policies regarding student behavior, including accessing inappropriate content, the case will be referred to Student Life. Some policy violations may involve legal issues and be required to be transferred to Campus Safety or the appropriate legal agencies such as Berrien Springs-Oronoko Police Department, Michigan State Police or the Federal Bureau of Investigation. These situations may result in the impounding of computer equipment, fines or imprisonment depending on the issues involved.

Appeal Process

Appeals related to decisions made regarding this policy or to restrictions placed on a student's access to resources may be made through the appropriate managerial levels in ITS up through the Chief Information Officer.

For information on appeals in matters relating to Student Life issues, refer to the Student Handbook section titled "Right to Appeal/Grievance" on page 74.

Safety Tips for Using Information Technology Resources

The online environment made possible by the Internet provides many advantages but also brings a number of serious risks. It is essential that each person be aware of these risks to make sure that their online actions do not result in damage or loss.

- Identity theft is a very real risk when doing business online. You are responsible for any use of your Andrews University username

and password. Beware of anyone asking for usernames and passwords, social security numbers, credit card or bank account numbers. This includes email messages that appear to be from a bank, the administrator of a computer system or other organizations that do business online. These organizations (including Andrews University) never request you to verify this type of information via an email message. Some messages that refer to a webpage that looks authentic may be set up to collect your information. Once a person obtains these pieces of information, they can transfer funds out of your bank account, get credit in your name, ruin your credit rating and participate in other unfortunate activities that may cause serious disruption to you and may require several months of effort for you to get resolved. Even in face-to-face or telephone conversations, it is not advisable to share your username and password as the bearer of that information can subsequently "be you" online.

- Spyware (software that is installed on your computer automatically as a result of going to a website—often without a person's knowledge) can run on a computer and collect and send back personal information used for identity theft.
- Web filtering systems are in effect at Andrews to attempt to minimize the exposure to inappropriate material. Specifically, websites that are known to contain pornographic material are blocked. While Andrews strives to prevent contact to this type of material, it is not possible to do this completely. If you observe that University systems allow access to inappropriate material found on the web, please report it by sending email to filteradmin@andrews.edu.
- Viruses transmitted through email attachments are screened via systems that attempt to remove email attachments that contain viruses. This blocks the vast majority of email-borne viruses, but some virus attachments may get through. It is very important that you not click on an attachment unless the person sending it is known to you, the attachment is mentioned in the body of the message and the combination matches your experience (for example, looking at beach pictures of you and someone with whom you have never been to the beach would be very risky).
- Viruses transmitted directly between computers can occur in spite of filtering at the system firewalls. Keeping operating systems and antivirus software up-to-date are essential to protect your computer. In addition, a personal firewall is recommended.

- Social networking sites such as Instagram or Facebook, while popular for sharing among friends, are also available to the general public. You should use caution in determining what information you post on any public website as this information can be used by predators, as well as potential employers. In addition, you will be held accountable for content that violates the Code of Student Conduct.

Information Technology Services will continue to work to reduce these risks but will not be able to completely eliminate them. It is the responsibility of each student to be alert and vigilant in their actions in the online environment in order to avoid these hazards.

Television Services

ITS/Telecommunications provides basic TV service (which includes the local off-the-air channels) to every room or apartment in University Towers, Lamson Hall, Meier Hall, and the Garland, Maplewood and Beechwood apartments for no additional fee. Contact Telecommunications for more information: 269-471-3455, telecom@andrews.edu, andrews.edu/go/telecom.

Telecommunications

Telecommunications provides basic phone service to every residence hall room and apartment for no additional fee. Basic service includes campus calls, unlimited local calls and CallerID. You are responsible for supplying the telephone. Long distance calls may be made by using a calling

card. Contact Telecommunications for more information: 471-3455, telecom@andrews.edu, www.andrews.edu/go/telecom.

Computer Labs

ITS provides one general-purpose computing laboratory on campus available for use by all students, faculty and staff. This lab contains Windows-based computers with a variety of software. Laser printing is available for a fee.

- Bell Hall 182—Schedule posted at lab entrance

Additional computer labs exist in various schools or departments and residence halls including:

- Chan Shun Hall 225/226—269-471-3422
- Harrigan Hall 205—269-471-6148 (Mac Lab)
- Haughey Hall 316—269-471-6554
- Library Lab—269-471-3283

SEVERE WINTER WEATHER PROCEDURES

Because Andrews University is a residential campus, the University does not close essential operations due to severe winter weather. However, the Office of Campus Safety keeps informed about severe weather conditions and advises the University Administration about area road conditions and campus conditions, which could interrupt campus activities.



Where to Get Information when Classes are Cancelled

Normal class schedules will be maintained during a weather alert unless otherwise directed. Please do NOT call the Office of Campus Safety for information—their lines need to be open for emergencies. If weather conditions cause an interruption to class schedules or office hours, the campus will be informed via:

- Text alerts
- Broadcast email
- The University's weather hotline—269-471-7660
- Posts on the University's website
- Local TV and radio stations

To receive text alerts, it is the personal responsibility of all Andrews University employees and students to visit andrews.edu/safety, click the "AU Alert" icon, and configure their AU Alert personal notification information.

The safety of our employees and students is of foremost concern. Because this is a residential campus, many essential workers may feel compelled to come in to campus. Winter weather conditions can change quickly and road conditions can be dangerous. Please take personal responsibility for your safety during winter weather conditions. Use sound judgment and extreme caution. For more information, the following website may be helpful: andrews.edu/services/safety/procedures/winter-procedures.

AU ALERT EMERGENCY NOTIFICATION

AU Alert

To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus.

During emergencies this system will send text messages, emails and voice calls to registered recipients. The system will also post alerts to the Andrews University Facebook account and/or the Andrews University Twitter account with the emergency information.

To receive emergency alert text messages, emails or voice calls, register with AU Alert by visiting andrews.edu/safety and clicking on the "AU Alert" icon.

On the Rave Mobile Safety website enter your Andrews University username and password to sign in and update your contact information.

Alert Messages

While AU Alert can be used to send out any emergency alert, some alerts are pre-defined and require a specific response from campus. These alerts are listed and defined on the Campus Safety AU Alert webpage, andrews.edu/services/safety/aualert/.

In addition to English, all pre-defined alert messages are currently available in the following languages: Chinese (simplified), Chinese (traditional), French, Korean, Portuguese and Spanish. Language preferences are available under the user profile on the Rave Mobile Safety website.

STUDENT FINANCIAL SERVICES

Administration Building, First Floor
4150 Administration Drive
Berrien Springs MI 49104-0750

Phone: 269-471-3334

Fax: 269-471-3228

Email: sfs@andrews.edu

Web: andrews.edu/sfs

Office Hours: Monday–Thursday, 9 a.m.–5 p.m. (limited staffing from 12–1 p.m.); Friday, 9 a.m.–12 p.m.

Financial Aid

Financial aid is processed and posted through the Office of Student Financial Services (SFS) located on the first floor of the Administration Building. Student Financial Services also advises students and parents as to the financing options available to them. Our financial advisors can help explain the application process and set up payment plans.

The aid process can be broken down into three easy steps and three important financial aid deadlines:

STEP 1: By March 1: Have turned in all necessary financial aid documents and filed your FAFSA online. Please go to our website to review the changes for the FAFSA this year. If you have questions in filing your FAFSA do not hesitate to contact your financial advisor.

STEP 2: Starting week of July 1: First register for classes, then click through the Financial Plan step at Registration Central and finalize your payment plan. You must register for your classes first in order to see what amount is due in the financial plan section.

STEP 3: By August 15: Have made your first payment and confirm that your Financial Plan

First two letters of your last name	Financial Advisor	Email	Direct Phone Line
A–B, Assistant Financial Advisor	Bonnie Steele	sfadvisor1@andrews.edu	269-471-3334 269-471-3369
C–D, Financial Advisor, GIA Student Account Manager	Juan Alvarez	sfadvisor1@andrews.edu	269-471-3365
E–L, Financial Advisor	Mersha Rowley	sfadvisor2@andrews.edu	269-471-6597
M–Q, Financial Advisor	Shelley Bolin	sfadvisor3@andrews.edu	269-471-6385
R–Z, Senior Financial Advisor	Qaisar Ayaz	sfadvisor4@andrews.edu	269-471-6387
Veterans, Assistant Director, Student Accounts, Veterans	Fares Magesa	magesaf@andrews.edu veterans@andrews.edu	269-471-3428 269-471-3486

box is checked off; otherwise classes reserved will be dropped on August 20. Financial clearance is required to move into the residence halls and to activate your ID cards for Bookstore and Dining Services usage.

The biggest piece of advice we can give you is to know what is going on with your account. Read all the information that is sent to you from our office and the federal government. It is all very important, whether it is an email from the Office of Student Financial Services, a statement of accounts from the University or a loan disclosure statement from the government. Our website has all the information you will need. Visit us at andrews.edu/sfs, then click on self-serve for helpful links, online forms and financial aid information. FinVue is a financial tool at Andrews University. Log on to VAULT at vault.andrews.edu and it is all there on one convenient page: see your financial aid requirements, review your financial aid award and link to our online forms. At finVue you can also pay online, view messages from Student Financial Services, check out your account balance, report inaccurate information and access Registration Central directly. We can also be reached by phone at 269-471-3334, by email at sfs@andrews.edu or by fax at 269-471-3228. Financial advisors are seen by appointment. We also take walk-ins.

International Student Financial Application: Please address any financial questions related to the I-20 to the International Student Financial Services Specialist (phone: 269-471-6380, email: ISFS@andrews.edu). Make your payments through FlyWire —the website is flywire.com/pay/andrews. Once international students are enrolled, any financial questions will be answered by the assigned financial advisor as listed above.

EMPLOYEE SERVICES

Administration Building, Second Floor

Phone: 269-471-3570

Employee Services, a section of the Office of Human Resources, assists students in meeting some of their expenses through employment on campus. They also provide an orderly process through which students are hired on campus, while promoting a positive correlation between learning and work.

Working encourages students to manage time and resources effectively. It also provides opportunities to develop competence, workplace skills and a solid work ethic and to test possible career choices.

Employee Services posts open job positions, administers office tests and assists in the completion of employment forms. Students may find work opportunities more readily if they are available to work 2–3 hour blocks of time each day. The number of hours recommended is 10–12 hours per week. Students working on campus need to limit the number of hours to 20 or less when school is in session. To be eligible for work, undergraduates must register for and maintain at least 12 credits of classwork; graduates must enroll in at least 8 credits; and MDiv students must enroll in at least 9 credits.

For additional information see the employment handbook online at andrews.edu/hr.

Work Expectations

Students should be responsible in their study as well as at work. Punctuality, dependability and honesty are essential lessons often learned at work. Any discipline connected with a student's assigned work or labor shall be dealt with by the

work supervisor in counsel with the Employment/Benefits Manager. Work supervisors should report to the vice president for Campus & Student Life and the coordinator of Student Labor on any violation of University regulations, moral principles or any serious breach of contract. The student may receive a disciplinary letter from the work supervisor or coordinator of Student Labor and the Student Life Deans Council.

VETERANS SERVICES

Veterans' Education Benefits & Services. The University is approved for certification of students eligible to receive educational assistance from the U.S. Department of Veterans Affairs (DVA). The DVA determines eligibility for Veterans (VA) educational assistance. Their regional office is located in St. Louis, Missouri. University services for students who receive educational assistance through the DVA are located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning VA educational assistance may be obtained by phone 269-471-3286, email veterans@andrews.edu or a visit to the Office of Veterans Services. VA forms used for making application for educational assistance are available at the GI Bill webpage: VETS.gov; a printed copy of an approved application submitted online to the VA will be required by the University's Office of Veterans Services.

It is the responsibility of the student to complete a Veterans Registration form every term to continue receiving educational benefits. The form is available in the Office of Veterans Services. Each term the required Certification of Enrollment (VA Form 22-1999) will be electronically submitted by the University's Veterans School Certifying Official (SCO) 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/her schedule will not be changed.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration or withdrawal from school must be reported immediately to the SCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the DVA. If the student does not make satisfactory academic progress and is academically dismissed from the University, the DVA is notified and all veterans' benefits are ended by the DVA. 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

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations. Student Success can be contacted at 100 Nethery Hall, success@andrews.edu or 269-471-6096.

Vocational Rehabilitation & Employment. The University is approved for enrollment certification of veterans with service-connected disabilities who are eligible to receive Chapter 31, Title 38, U.S.C. educational assistance from the U.S. Department of Veterans Affairs. University services for veterans are coordinated through the Veterans Certifying Official in the Office of Veterans Services which is located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning educational assistance and campus procedures may be obtained by phone 269-471-3286, email veterans@andrews.edu, website andrews.edu/sf or by visiting the Office of Veterans Services.

The veteran should make contact with the Vocational Rehabilitation & Employment Office (28), Detroit Regional Office at 313-471-3800. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at VETS.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 Certifying Official in the Office of Veterans Services.

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 100 Nethery Hall, success@andrews.edu or 269-471-6096.



TO PROTECT: Student Rights

RIGHT TO LEARN

As members of the academic community, Andrews University students are granted certain rights within the learning environment and process. These include the right to be informed of the professor's expectations for learners, the grading procedure and the schedule by which the course will be conducted. Students also have the right to reasonable assistance from the professor or course tutor under specified conditions of availability. Within the limitations of the academic freedom afforded to professors, students should expect that they will not be unreasonably penalized by changes in course expectations or grading policy from the course syllabus.

A student should be evaluated academically on the basis of scholastic performance and other criteria relevant to the course being taught. Bias, or conduct in matters unrelated to the academic standards of the course, must not play a role in a professor's academic evaluation. Certain programs, of course, do require evaluations of a student's personality, character and conduct. Unless clearly indicated by a professor, however, these matters should not influence grades in individual courses.

Because professors are responsible for creating an environment in which each student has an opportunity to learn, a professor may suspend—temporarily or long-term—a student who fails to meet reasonable class expectations, disrupts the classroom or otherwise interferes with the educational environment. The professor should report any such class suspension to the relevant department chair, dean, vice president for Campus & Student Life and/or the University Student Intervention Team.

RIGHT TO BE FREE FROM BIAS, DISCRIMINATION OR HARASSMENT

Andrews University affirms that every human being is valuable in the sight of God and seeks to be an inclusive community that welcomes all people.

Members of the University community are expected to treat each other and the wider community with respect and dignity. Acts of bias, discrimination or harassment are an affront to the core values of the University and will be appropriately addressed. All students have the right to supportive academic, work and residential settings that are free from conduct that could create a hostile, intimidating, offensive or unfair environment. Students and employees should report discriminatory, harassing, inappropriate, threatening or violent behavior, no matter how mild or severe, that may jeopardize the rights, health or safety of an individual or group or that disrupts the mission and/or normal processes of the University.

Bias and Bias Incidents

In social terms, a **bias** is *an inclination or preference—either for or against an individual or group—that interferes with impartial judgment*. Social biases are often based on one or more actual or perceived personal characteristics such as race, color, ethnicity, national origin, sex, gender, sexual orientation, religion, age or disability.

Such biases can be sorted into three categories: stereotypes (mental bias), prejudices (emotional bias) and discrimination or harassment (behavioral bias).

- Stereotypes are standardized beliefs and mental associations about the characteristics of social groups. They rely on oversimplified opinion and uncritical judgment and can distort reality.
- Prejudices are unjustifiable negative attitudes toward another social group or its members. Prejudice can take the form of disliking, anger, fear, disgust, discomfort, and even hatred.
- These biased ways of thinking and feeling are problematic because they can lead to discrimination or harassment (see definitions below), which are unjustifiable negative behaviors toward individuals based on their actual or perceived membership in a particular group.

Some biases are **conscious** and **blatant**, explicitly disparaging an outside group while favoring

one's own group. Other biases are **unconscious** and **subtle**, occurring at an implicit—though no less powerful—level. These more complex forms of bias are often mixed or masked with good intentions, making them more difficult to identify and acknowledge.

As a human condition, bias cannot be completely eradicated; nonetheless it must be engaged thoughtfully, honestly and respectfully. We are all shaped by our distinct experiences, and come to perceive ourselves and others in relation to those experiences. Bias is often unintentional and may not be perceived as aggressive or disrespectful by the responsible party. Yet when bias is not conscientiously named and addressed, it can compound to create negative environments for those affected and/or can escalate into overt acts of discrimination or harassment and even criminal behaviors (see “hate crime” below).

A bias incident occurs when conduct, speech, images or expression is motivated, in whole or in part, by conscious or unconscious bias, which targets and/or negatively impacts individuals or groups based on one or more of the actual or perceived characteristics listed above.

Not all bias incidents involve conduct that violates law or policy. Some incidents, however, may involve conduct that violates federal, state, or local laws or University policies, and these will be subject to applicable student conduct, human resources and/or legal processes.

If an act of bias involves criminal behavior, it may be considered a **hate crime**. In the State of Michigan, a hate crime is a *criminal offense* committed against a person or property (such as arson, invasion of privacy, vandalism, etc.) which is motivated in whole or in part, by the offender's bias against a race or national origin, religion, sexual orientation, mental/physical disability or ethnicity. *It is important to understand that while all hate crimes are bias incidents, not all bias incidents are hate crimes.*

Please note: the above definitions of bias and bias incident, as well as the following definitions of discrimination and harassment, should not be construed to infringe on the right of faculty, staff and students to discuss, inquire, express and petition within the limits described in this Handbook (see Right to Discuss, Inquire, Express and Petition).

Discrimination

Andrews University prohibits unlawful discrimination against any member of its community on the basis of race, color, ethnicity, national origin, citizenship, sex, religion, age, disability, veteran

status, or any other legally protected characteristic in matters of admissions, employment, housing or any aspect of its educational programs and activities.

Discrimination occurs when a person unfairly deprives another of a right, benefit or privilege and/or unfairly treats another differently because of one of the actual or perceived characteristics outlined above.

As a religious institution, the University retains its constitutional and statutory rights to make employment, admission and educational decisions in a manner that is consistent with the University's Code of Student Conduct (see Code of Student Conduct, “Working Policy,” “Employee Handbook”) and with the tenets of the Seventh-day Adventist Church. Such rights are conferred upon religious institutions by various laws, including but not limited to 42 U.S.C. 2000e-1, 2000e-2; 6-15 of Federal Executive Order 11246; 41 CFR 60-1.5(5); 34 CFR 86.21, 86.31, 86.40, and 86.57, 106.12(a)(b); 20 U.S.C. § 1681(a)(3); and *Porth v. Roman Catholic Diocese of Kalamazoo*, 209 Mich. App. 630 (1995). The University further claims the right to disregard the provisions of Title IX set forth in 34 CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with the teachings and practices of the Seventh-day Adventist Church.

Sexual orientation is regarded by the University in a manner consistent with the position of the Seventh-day Adventist Church, which makes a distinction between orientation and behavior. On the basis of sexual orientation, in itself, the University does not discriminate in academic, work, residential or other campus environment matters except as the University may deem it appropriate in response to housing and residential concerns. All faculty and staff are required to comply with the University's “Working Policy” and “Employee Handbook,” as applicable. All students are required to comply with the University's Code of Student Conduct, which prohibits certain behaviors that are inconsistent with the University's commitment to moral propriety as understood by the Seventh-day Adventist Church. For a detailed statement on the University's position, policies and protections regarding differences in sexual orientation, please refer to Appendix 1 (see Appendix 1: A Seventh-day Adventist Framework for Relating to Sexual Orientation Differences on the Campus of Andrews University).

This non-discrimination policy is in compliance with Titles VI and VII of the Civil Rights Acts of 1964 (as amended), Title IX of the Education Amendments of 1972 (45 CFR 86 et seq., Sections 503

and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, Section 402 of the Veterans Era Veterans Adjustment Act of 1974 and the Elliott-Larsen Civil Rights Act.

Harassment

Andrews University prohibits harassment of any kind whether it takes place on-campus, off-campus or in online communications.

Harassment is often based upon an intolerance or disparagement of perceived or actual personal characteristics such as race, color, ethnicity, national origin, sex, gender, sexual orientation, religion, age, disability or any legally protected characteristic.

Harassment *occurs when a person or group engages in unwelcome speech or conduct that is so objectively offensive and sufficiently severe, or persistent or pervasive, that*

1. it unreasonably interferes with or limits an individual's ability to participate in or benefit from academics, work or other services and activities or
2. it creates an environment (academic, work, or residential) that a reasonable person would find hostile, offensive or intimidating (an isolated incident, unless sufficiently severe, may not amount to hostile environment harassment).

When harassment is not directed at a specific individual, harassment may still occur.

Harassing behaviors prohibited by this policy include, but are not limited to, the following: sufficiently **severe, persistent or pervasive** use of derogatory words, jokes, slurs, epithets, statements or gestures; stereotyping activities; use of graffiti or other forms of pictorial or written messages of intimidation; threats about unwelcome physical contact; unwelcome physical contact; stalking; and bullying (repeated and/or aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person).

What to do about Acts of Bias, Discrimination or Harassment

Discrimination and harassment can flourish in a culture of silence. Therefore, every member of the community is asked to be an active participant in creating a culture of civility and respect for all persons.

If you witness or experience misconduct based on sex or gender, which includes non-consensual sexual penetration, non-consensual sexual contact, sexual exploitation, sexual harassment,

relationship violence (which includes domestic violence and dating violence), stalking, or discrimination based on sex, please refer to the **Sexual Misconduct, Relationship violence, Stalking, and Discrimination Based on Sex/Gender** policy outlined below.

If you witness or experience acts of bias, discrimination or harassment based on any other of the protected characteristics outlined above you should do something about it. You are encouraged to consider taking the following informal or formal steps.

Informal Steps:

- If you feel able, assertively tell the person(s) involved that such conduct is offensive and unwelcome and should be stopped immediately.
- Seek an informal consultation to consider what type of University responses are available by sharing the concern with one or more of the following: academic advisor, department chair, or academic dean; director of Human Resources, vice president for Diversity and Inclusion, Student Life dean or vice president for Campus & Student Life.
- Consider an informal resolution process which is generally a mutually agreed upon plan that may provide a variety of supportive, educational, restorative, protective or corrective measures to address the concern.

Formal Steps:

Andrews University takes seriously all good faith reports it receives of bias, discrimination or harassment in any form and will seek to provide a prompt and careful investigation and response plan. In cases where a student has a concern regarding alleged discriminatory harassment by another student, the concerned student is encouraged to make a formal report in order to allow the University to address the behavioral concerns in a timely and specific manner. The response plan generally includes the following steps:

- The reporting student will prepare a written statement of the incident that includes relevant details, date, time and location, identification of the other person(s) and witness involved, a description of the incident, etc., Submit the written report to one or more of following: the Student Life office (associate dean for Student Life or the vice president for Campus & Student Life) and the vice president for Diversity & Inclusion.
- Student reports regarding bias, discrimination or harassment by another student will be reviewed by a centralized campus response

team including representation from the offices of Student Life and Diversity & Inclusion.

- The centralized campus response team will determine next steps which may include designating a Student Life dean to meet with the reporting party to review their formal statement as well as to identify and provide appropriate support systems, interim measures or accommodations.
- An investigative process will be activated that includes meeting with all relevant persons and providing each with the opportunity to give their own account of events and to determine the facts of the case..
- A summary of the investigative report will be provided to the Student Life Deans Council which will make a determination of responsibility, if there is a “preponderance of evidence” that discrimination or harassment occurred.
- The Council reserves the right to assign what type of educational and/or disciplinary response is appropriate for the level of violation as well as to broaden or lessen the response relative to the severity, persistence or pervasiveness of the behavior.
- Report to Student Life or to Human Resources (if work or classroom-related) any alleged retaliation. **Retaliation** is any adverse action taken against a person participating in an investigation of discrimination or harassment. Adverse actions may include name-calling, taunting or other intimidating behavior. Retaliation against an individual for alleging bias, discrimination or harassment, supporting a party bringing a complaint, or assisting in providing information relevant to a claim of discrimination or harassment is a serious violation of University policy and will be treated as another possible instance of discrimination or harassment. Any student, faculty or staff member who makes, in good faith, a report of bias, discrimination or harassment will suffer no adverse action from the University because of that complaint/report.

In cases where a student has a concern regarding alleged discriminatory harassment by a faculty or staff member, the concerned student is encouraged to make a formal report to one or more of the following: academic dean, vice president for Campus & Student Life, vice president for Diversity & Inclusion, director of Human Resources or the provost.

SEXUAL MISCONDUCT, RELATIONSHIP VIOLENCE, STALKING, AND DISCRIMINATION BASED ON SEX/GENDER

Introduction

Andrews University is committed to maintaining a respectful learning and living environment that is free from sexual misconduct, relationship violence, stalking, and discrimination based on sex (collectively, “Misconduct”). Misconduct in any form, regardless of the length of the relationship or gender of the individuals, is inconsistent with this commitment, strictly prohibited and intolerable in the Andrews community. All members of the Andrews University community share a responsibility for upholding this policy.

Any student who is found responsible for committing Misconduct is in violation of the Code of Student Conduct. Any faculty or staff who is found responsible for committing Misconduct is in violation of the University’s “Working Policy” and Employee Handbook,” as applicable.

This policy complies with Andrews University’s responsibilities regarding Title IX and the Violence Against Women Reauthorization Act of 2013: Sec 304. Title IX of the Educational Amendments of 1972 prohibits discrimination from educational programs and activities on the basis of sex (gender) in educational programs and activities that receive federal assistance. The Violence Against Women Reauthorization Act expects that universities have procedures in place to respond to matters of sexual misconduct, relationship violence, and stalking.

Jurisdiction

This policy governs Misconduct directed at a student, faculty or staff by another University student, faculty or staff; non-employee client; vendor; or visitor, regardless of whether the alleged Misconduct occurred on- or off-campus or in online communications. The University will generally respond to Misconduct involving faculty and/or staff according to these processes, understanding that cases involving only faculty and/or staff also fall under Title VII and, as such, are handled primarily by the Office of Human Resources.

On-Campus: All on-campus violations are deemed to pose a disruption or threat to the educational environment. The campus includes the geographic confines of the University, including its land, roads, buildings, Andrews Academy, Ruth Murdoch Elementary School and University housing.

Off-Campus: Off-campus violations may pose a disruption or threat to the educational environment. Examples of Misconduct that may fall within the University's clear and distinct interest include conduct that:

- Occurs in a private home or location
- Occurs during a University-sponsored event (e.g., field trips, social or educational functions, University-related travel, student recruitment activities, internships and service learning experiences)
- Occurs during a Study Abroad Program
- Involves students enrolled in the University's School of Distance Education & International Partnerships or other off-campus educational programs.

Online: Misconduct on the Internet can occur in a variety of forums. Some of these mediums include, but are not limited to, chat rooms, forums/message boards, social networking sites, instant messaging, email, avatars, advertising, redirected/automatic linking, spam and pop-ups.

In instances where Misconduct is found to have occurred, the Title IX Coordinator, Deputy Coordinator(s) and other University personnel will take appropriate action, up to and including separation from the University with the goal to end such Misconduct, prevent its recurrence and remedy its effects. Third parties who engage in Misconduct may have their relationship with the University terminated and/or their privileges of being on University premises withdrawn.

Descriptions of Misconduct

Sexual Misconduct

Sexual misconduct is any sexual penetration, sexual contact, sexual exploitation or sexual harassment that occurs without the effective consent of all individuals involved.

Non-Consensual Sexual Penetration

Non-consensual sexual penetration is any sexual penetration (vaginal, anal or oral), however slight, with any object or part of the body, with another person without that person's effective consent.

Non-Consensual Sexual Contact

Non-consensual sexual contact is any intentional sexually related touching, however slight, with any object or part of the body, with another person without that person's effective consent. (This can include unwanted kissing or frontal hugging that is sexual in nature).

Sexual Exploitation

Sexual exploitation is taking advantage of another person without effective consent. It includes, but is not limited to, the following: causing the prostitution of another person; electronically recording, photographing or transmitting intimate or sexual utterances, acts, sounds or images of another person; allowing third parties to observe sexual acts; engaging in voyeurism; distributing intimate or sexual information about another person; conduct that intentionally exposes a person's private body parts to others; or knowingly having a sexually transmitted infection (including HIV) and failing to inform a sexual partner prior to engaging in sexual activity.

Sexual or Gender-based Harassment

Sexual or gender-based harassment is harassment based on sex, gender or sexual orientation expressed in the form of acts of aggression, intimidation or hostility, whether verbal or nonverbal, graphic, physical or otherwise. Gender-based harassment may occur even if the acts or words do not involve conduct of a sexual nature when the considerations outlined in 1 or 2 below exist.

Unlawful harassment may take one of three forms: (1) quid pro quo harassment, (2) hostile environment harassment or (3) retaliatory harassment.

Quid pro quo harassment typically involves an exchange of sexual favors for some benefit, and it most often occurs where there is a power differential (e.g., professor and student or boss and employee).

Hostile environment harassment can occur when conduct is so objectively offensive and sufficiently severe, or persistent or pervasive, that it unreasonably interferes with or limits an individual's ability to participate in or benefit from the educational environment. An isolated incident, unless sufficiently severe, may not amount to hostile environment harassment.

Retaliatory harassment is any adverse action taken against a person participating in an investigation of Misconduct. Adverse actions may include name-calling, taunting or other threatening behavior. Retaliation against an individual for alleging Misconduct, supporting a party bringing a complaint, or assisting in providing information relevant to a claim of Misconduct is a serious violation of University policy and will be treated as a serious separate instance of Misconduct.

The following is a non-exhaustive set of behaviors which may constitute sexual harassment:

- Unwelcome sexual advances, propositions or requests for sexual favors
- Unwelcome or inappropriate exposure, display, touching or physical contact
- Showing/displaying sexually suggestive, demeaning or objectifying objects, pictures, words or gestures
- Unwelcome or inappropriate comments, questions or sexually suggestive jokes

Other unwanted verbal, written, visual, online or physical contact of a sexual nature may constitute sexual harassment when:

- Submission to or rejection of such conduct is made either explicitly or implicitly as a term or condition of an individual's education or employment progress, development or performance
- Such conduct has the purpose or effect of unreasonably interfering with an individual's ability to carry out his or her responsibilities in the University environment

Stalking

Stalking is engaging in a course of conduct directed at a specific person(s) that is unwelcome and would cause a reasonable person to

- (a) fear for his or her safety or the safety of others or
- (b) suffer substantial emotional distress.

Stalking behaviors include, but are not limited to, the following:

- Non-consensual or unwelcomed communication, including face-to-face, phone calls, voice messages, electronic mail, online communication, written letters, etc.
- Excessive calling or texting
- Threatening, intrusive, frightening or obscene gestures
- Following or pursuing
- Surveillance or other types of observation
- Trespassing
- Vandalism or destruction of victim's property
- Unwelcomed gifts, flowers, etc.

Stalking is an insidious form of harassment that may initially be dismissed as harmless yet can dramatically impact the life of the person stalked and pose both physical and psychological risks.

All concerns about stalking should be taken seriously, whether or not there appears to be a level of threat and whether or not the stalker is known by the victim.

Relationship Violence

Relationship violence is a pattern of unwelcomed, abusive, coercive behaviors used to exert power and control over a current or former partner. These behaviors often increase in severity and frequency over time and may be cyclical. For the purposes of this policy, relationship violence includes domestic violence and dating violence.

Domestic Violence

Violence or abusive acts committed by a current or former spouse or intimate partner to the victim by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, or by a person similarly situated to the victim as defined by the laws of Michigan.

Dating Violence

Violence or abusive acts committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship may be based on a consideration of the length of the relationship, the type of the relationship and the frequency of interaction between the persons involved in the relationship.

Domestic or dating violence includes, but is not limited to, the following:

- Physical abuse
- Pushing, shoving, slapping, punching, kicking or strangling
- Restraining, holding, tying down
- Leaving the victim in a dangerous place
- Emotional/psychological abuse
- Threats of harm and/or intimidation
- Physical or social isolation
- Sexual abuse or Misconduct

Definitions

Reporting Party

A reporting party is anyone who is alleged to be the victim of Misconduct as defined by this policy. (Anyone who shares a report about alleged Misconduct impacting another person is considered a third-party reporter).

Respondent

The respondent is anyone who is reported and alleged to have engaged in Misconduct covered by this policy.

Effective Consent

It is important not to make assumptions about whether a potential partner is consenting. The burden to obtain effective mutually-understood consent is on the initiator of the sexual act.

Effective consent is informed, voluntary, and freely and actively given.

- Effective consent cannot be obtained from force, threat, intimidation, coercion or incapacitation.
- Effective consent cannot be given by minors, mentally disabled individuals, or individuals who are mentally or physically incapacitated (such as by alcohol or other drug use, etc.)—see below.
- Consent can be communicated by word or action and must be mutually understandable.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent at one time does not imply consent to another time.
- Silence or passivity alone, does not imply consent
- Consent can be withdrawn at any time.

Incapacitation

When incapacitated, an individual lacks the physical and/or mental ability to make informed, rational judgments (e.g., to understand the “who, what, when, where, why or how” of their sexual interactions) and thus cannot give effective consent to sexual activity. Incapacitation may be temporary or permanent and result from mental disability as well as states including, but not limited to, sleep, unconsciousness, black-outs resulting in memory loss, etc. Incapacitation may also occur in persons who, as a result of alcohol or drug use, **appear to be functional or coherent but still may not be able to make a rational decision or give effective consent.** Individuals who consent to sex must be able to understand what they are doing. Keep in mind that under this policy, **“no” always means “no,” but “yes” may not always mean “yes.”**

The impact of consuming alcohol or drugs will vary from person to person. Evaluating incapacitation due to the use of substances requires an assessment of each individual. Warning signs that a person may be approaching incapacitation may include slurred speech, vomiting, unsteady

gait, odor of alcohol, combativeness, emotional volatility, etc.

Because incapacitation may be difficult to discern, especially where alcohol and drugs are involved, persons are strongly encouraged to err on the side of caution; when in doubt, assume the other person is incapacitated and therefore unable to give effective consent. **Being intoxicated or impaired by drugs or alcohol is not a defense to a violation of Misconduct.**

In evaluating effective consent in cases of alleged incapacitation, the University asks two questions: (1) *did the respondent know that the other party was incapacitated?* and (2) *if not, would a sober, reasonable person in the same situation have known that the other party was incapacitated?* If the answer to either of these questions is “YES,” effective consent was absent and the conduct by the respondent is likely a violation of this policy.

Reminders and Resources

Preservation of Evidence and Medical Assistance

A person reporting sexual misconduct is reminded of the importance of taking every precaution to preserve all evidence and to abstain from tampering with any items at the scene, changing clothes or washing any area of their body. Under some circumstances, the reporting party should seek immediate medical attention before washing themselves or clothing. If clothes have been removed, place each item separately in paper bags. The reporting party should preserve all phone call logs, emails, text messages, online communication and other evidence that is relevant to the specific complaint.

Medical assistance can be sought from any emergency room, such as the one located at Lakeland Medical Center, St. Joseph, Michigan. Financial assistance for hospital exam costs may be available—contact Michigan Crime Victim Services Commission for more information (517-333-SAFE).

In addition to the collection of evidence, hospital staff is able to check for other potential injuries and respond to the potential of pregnancy and sexually transmitted diseases.

Confidentiality, Counseling and Support

The University will seek to be sensitive, supportive and respectful to all involved individuals. The University will also seek to take reasonable steps to maintain appropriate levels of confidentiality and will refrain from including in public available records the identity of the reporting party.

Although the University will attempt to limit the number of individuals who may learn about an allegation of Misconduct, the University cannot guarantee confidentiality in all matters. The University will attempt to balance the reporting party's request with the moral responsibility and federal guidelines to create a safe and nondiscriminatory environment. Ultimately, and especially in cases that involve pattern, predation, threats or violence, the University reserves the right to proceed in whatever manner it deems appropriate.

To comply with certain federal laws, the University is required to report statistics regarding Misconduct on its campus. Recordkeeping for this statistical report will be accomplished without the inclusion of identifying information about the reporting party or witnesses to the extent permissible by law.

Counselors and chaplains (hired or appointed by the University for a specific job description to provide counseling and pastoral care) have confidentiality obligations that prohibit them from reporting and activating established University processes. Therefore, while these individuals are able to provide confidentiality and important support, they are not the designated individuals to whom formal or informal reports should be given (see below).

A person reporting sexual misconduct, relationship violence, stalking, and discrimination based on sex are encouraged to seek the assistance of trained professional support systems.

On-campus services for students (at no charge) include:

- Andrews University's Counseling & Testing Center (located in Bell Hall, 269-471-3470)
- Chaplains (located in the Campus Center, 269-471-3211)

Off-campus community services for students (for self-pay), faculty and staff include:

- Samaritan Counseling Center, 1850 Colfax, Benton Harbor, Michigan (269-926-6199)
- Berrien County Child & Family Services/Safe Shelter (for women and children), PO Box 8820, Benton Harbor, Michigan 49023-8820 (phone: 269-925-1725/269-925-9500, crisis: 888-983-4275/269-925-9500), cfsswmi.org/our-programs/safe-shelter.html
- Michigan Crime Victim Services Commission, 201 S. Townsend, PO Box 30195, Lansing, Michigan 48933 (877-251-7373 for victims only or 517-373-7373)

- Rape, Abuse and Incest National Network (1-800-656-4673)
- Cass/St. Joseph County Domestic & Sexual Abuse Services, PO Box 402, Three Rivers, Michigan 49093 (phone: 269-279-5122, crisis: 800-828-2023), dasasmi.org
- S-O-S of the Family Justice Center, 533 North Niles Avenue, South Bend, Indiana 46617 (574-234-6900), Info@fjcsjc.org
- The National Domestic Violence Hotline (1-800-799-SAFE)

The University's Processes and Response to Misconduct

- The University will take seriously all good faith reports of alleged Misconduct. University proceedings will seek to provide a prompt, fair and impartial consultation, investigation and response by officials who receive annual training.
- Because the University recognizes that such Misconduct includes an attack on an individual's dignity and self-determination rights, the University will attempt to let reporting parties select the process for addressing their allegations.
- In general, there are two main paths for addressing sexual misconduct:
 - (1) an informal resolution process pertaining to possible Misconduct **and**
 - (2) a formal report process of alleged Misconduct.
- Ultimately, and especially in cases that involve pattern, predation, threats or violence, the University reserves the right to proceed in whatever manner it deems appropriate.

Initiating a Report

The University encourages a reporting party and witnesses to report any violations of this policy to an appropriate University official. Reports are what give the University the opportunity to investigate and address any violations; they also provide the University with an opportunity to ensure that appropriate care and resources are provided for both the reporting party and the respondent. At the same time, before a reporting party reveals information (name of the respondent, details, etc.), they should understand that **only professional counselors, pastors and chaplains (hired or appointed by the University for a specific job description to provide counseling and pastoral care) are able to retain confidentiality.**

Mandatory Reporters

Except as described above, all other faculty and staff are required to notify a designated University official below of all allegations or reports of **Misconduct (which includes non-consensual sexual penetration, non-consensual sexual contact, sexual exploitation, sexual or gender-based harassment), relationship violence (which includes domestic violence and dating violence), stalking, or discrimination based on sex.**

Designated University Officials

Title IX Compliance Officer
Title IX Coordinator, Frances Faehner , vice president for Campus & Student Life (269-471-2679), frances@andrews.edu, Campus Center, Student Life office

Inquiries and complaints regarding **sexual misconduct (which includes non-consensual sexual penetration, non-consensual sexual contact, sexual exploitation, sexual harassment), relationship violence (which includes domestic violence and dating violence), stalking, or discrimination based on sex** should be referred to designated University officials as in the table below:

Concerns about the University’s application of Title IX or VAWA may be addressed to the Title IX Coordinator; the United States Department of Education, Office Civil Rights at OCR@ed.gov or 800-421-3481.

Local Law Enforcement

Misconduct, relationship violence, and stalking may also be criminal. In keeping with the goal to stop the harassment, prevent its re-occurrence and remedy its effects, the University encourages the reporting party to seriously consider reporting the Misconduct to local law enforcement. Upon a request from the reporting party,

Reporter	Reporting	Should Report To
Student, faculty or staff	Alleged misconduct by a student toward another student	Title IX Senior Deputy Coordinator and Deputy Coordinator for Students, Alyssa Palmer , associate dean for Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Student Life
Student, faculty or staff	Alleged misconduct by a student toward a faculty or staff member	Title IX Senior Deputy Coordinator and Deputy Coordinator for Students, Alyssa Palmer , associate dean for Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Student Life
Student, faculty or staff	Alleged misconduct by a faculty or staff member toward a student	Title IX Senior Deputy Coordinator and Deputy Coordinator for Students, Alyssa Palmer , associate dean for Student Life, 269-471-6684, alyssap@andrews.edu, Campus Center, Student Life or Title IX Deputy Coordinator, Darcy de Leon , Human Resources director, 269-471-3302, darcy@andrews.edu, Administration Building, Room 215
Student, faculty or staff	Alleged misconduct by a faculty or staff toward another faculty or staff	Title IX Deputy Coordinator, Darcy de Leon , Human Resources director, 269-471-3302, darcy@andrews.edu, Administration Building, Room 215
Student, faculty or staff	Alleged misconduct by a student, faculty or staff toward a student, faculty or staff	Title IX Investigator, Ben Panigot , director of Campus Safety, 269-471-3321, panigot@andrews.edu, Office of Campus Safety

the University will assist in making the connection between a reporting party and an appropriate law enforcement agency. In Berrien Springs, the local police department can be reached at 269-471-2813. In an emergency, call 911. The reporting party also has the right to decline to make a formal report to law enforcement and campus authorities.

Informal Processes and Resolutions

- If the reporting party desires an informal consultation, he/she should consult with one the appropriate designated Title IX Deputy Coordinators listed above for the purpose of exploring whether or not to submit a formal complaint.
- The reporting party may be reluctant to identify the respondent; however, this will limit the University's ability to investigate and respond.
- Both parties may be given the opportunity to reach a mutually agreed-upon informal resolution that may include acknowledgements and commitments to remedy the situation.
- Informal resolutions are not typically recorded in a respondent's record as a conduct violation. However, the University reserves the right to record such resolutions in a student's conduct record depending on the nature and severity of the conduct involved.
- An informal resolution agreement that is signed by both parties is final.
- The appropriate Title IX Deputy Coordinator will identify potential support systems for both parties.
- The reporting party may request the University to address the situation through various interim measures, informal meetings or resolutions for the purpose of providing information or support or to create separation of proximity, etc.
- The University will seriously consider requests such as confidentiality but reserves the right to proceed in whatever way it deems necessary.

Formal Report Process

- If a reporting party desires to make a formal report of alleged Misconduct, the report should be submitted to the appropriate designated University official as listed above.
- The formal complaint should contain, at a minimum, a concise written statement of the alleged violation and a detailed statement of the facts supporting the allegation as well as the names of any witnesses. In general, witnesses must have observed the conduct in question or have information relevant to the incident and will not be interviewed solely to speak about an individual's character.

- The Title IX Coordinator and Title IX Deputy Coordinator will review the report to assess whether the allegation(s), if true, would rise to the level of Misconduct triggering a formal Title IX investigation.
- If it is determined that a Title IX investigation is not warranted both parties will be notified. Even when a Title IX investigation is not warranted the Title IX Coordinator may, nevertheless, refer the case directly to the Student Life Deans Council to be reviewed for a general violation of the Code of Student Conduct. In cases where the respondent is a faculty or staff the case may be referred to Human Resources for a general violation of the working policy.
- If a Title IX investigation is warranted, the appropriate Title IX Deputy Coordinator will meet separately with the reporting party and the respondent to provide a notice of charges, and review University policy and processes utilizing the Title IX Case Awareness Form.
- The appropriate Title IX Deputy Coordinator will obtain the formal statements and the names of any witnesses from both parties.
- The appropriate Title IX Deputy Coordinator will identify potential support systems for both parties.

Investigation and Review

- The director of Campus Safety is generally appointed to lead the investigation and is usually assisted by the appropriate Title IX Deputy Coordinator for students (if the respondent is a student) or the Title IX Deputy Coordinator for faculty/staff (if the respondent is a faculty or staff).
- According to established practices, the investigation is a neutral fact-gathering process and will follow the trail of evidence to determine if there is a "preponderance of evidence" that the alleged Misconduct (more likely than not) occurred.
- The investigator(s) will meet in separate settings with the reporting party and the respondent, as well as with other witnesses, and review texts, emails, communications and other documentary evidence to gather facts.
- Both the reporting party and the respondent have the right to the same opportunities to present their account of events and to identify witnesses who may have relevant information.
- An investigative summary will be provided both to the reporting party and to the respondent.

- Both parties will have the opportunity to review the summary and to provide a written response including questions they would like to be addressed to the other party before a final determination is made. The parties will not be simultaneously present in any proceeding and thus any such questions would be posed by a third party.
- The investigative report is provided to the Title IX Coordinator who will review the report and direct the report to the appropriate Conduct Panel.
- If the respondent accepts responsibility for the specific charges, he/she may provide the conduct panel body with a written acceptance of the facts of the allegation. In such cases the Title IX Coordinator may direct the conduct panel to convene solely to determine appropriate sanctions.
- A determination by the conduct panel that the respondent is “not responsible” does not necessarily mean the alleged Misconduct did not happen. Rather, it may mean that there was insufficient evidence to reach a determination of responsibility.
- If and after there has been a determination of responsibility and before imposing disciplinary action the conduct panel may consider any impact statement submitted by the reporting party and mitigation statement submitted by the respondent.
- Any student, faculty, or staff member who is found responsible for Misconduct defined in this policy will be subject to disciplinary action that includes, but is not limited to, verbal counsel, written warning, probation, suspension, dismissal, mandatory education and other remedies the University deems appropriate.
- The conduct panel reserves the right to determine what type of disciplinary response is appropriate for the level of Misconduct as well as to broaden or lessen the responses relative to the severity, persistence or pervasiveness of the behavior. Mitigating or aggravating circumstances, if they exist, may be considered, such as any previous Misconduct or other violations of the Code of Student Conduct, “Working Policy” or Employee Handbook.”
- The general range of recommended responses for students is as follows:

University Determination and Outcomes

- The appropriate conduct panel convenes to review the evidence developed during the investigation and to meet with the investigators as needed.
- The Student Life Deans Council handles the deliberative processes for students facing allegations. Title IX Misconduct cases are chaired by the assistant vice president for Campus & Student Life.
- A Title IX administrative panel handles the processes for faculty or staff facing Title IX Misconduct allegations. The Panel is chaired by the director of Human Resources. The panel includes the University provost, one senior administrator, a tenured faculty and a staff member with a minimum of 10 years of experience. Both the reporting party and the respondent will have the same opportunity to have formal and separate hearings as part of the investigative process and/or before the conduct panel. Note: Although neither party is required to appear for a hearing, to ensure fundamental fairness parties are expected to respond to questions posed by the other party.
- The conduct panel will deliberate using the “preponderance of evidence” standard of proof to determine by majority vote whether “more likely than not” the respondent is responsible or not responsible for committing Misconduct as outlined in this policy. Note: This is a lesser standard of proof than the “beyond a reasonable doubt” standard used in the criminal justice system.

Non-Consensual Sexual Penetration

The disciplinary response will likely range from suspension to dismissal depending on the severity of the incident.

Non-Consensual Sexual Contact

The disciplinary response will likely range from probation to dismissal, depending on the severity of the incident.

Sexual Exploitation or Harassment

The disciplinary response will likely range from warning to dismissal, depending on the severity of the incident.

Domestic Violence, Dating Violence or Stalking

The disciplinary response will likely range from warning to dismissal, depending on the severity of the incident.

- The conduct panel chair will issue a written outcome letter to both parties and arrange that both parties receive the outcome in a simultaneous manner.

Release of Documents

Under federal privacy laws the investigative summary, written statements from both parties, and any documents prepared by the University, constitute education records which may not be disclosed outside of University processes except as may be authorized by law. As such, both parties are instructed not to re-disclose written documents they receive from the University. However, the University does not impose any restrictions on the parties regarding verbal re-disclosure of the incident, their participation, or the final outcome letter.

Appeal Process

Both the reporting party and the respondent have the same opportunity to request consideration to appeal the outcome or findings of the allegation of Misconduct and of any disciplinary actions. The limited grounds on which the University will consider granting a request for an appeal are one or more of the following:

- *New Information of a Substantive Nature:* New and relevant information that was unknown or unavailable at the time the decision was made that could have significantly impacted the original findings or the outcome. A summary of such new information should be included in the request.
- *Substantive Procedure Error:* The original processes had a significant or relevant procedural error that may have impacted fundamental fairness
- *Substantive Disproportionate Response:* The University response was clearly disproportionate to the established range of consequences for the violation

A formal request for an appeal should be directed to the Title IX Coordinator within three business days of receiving notice of the decision. The request for an appeal must consist of a concise written statement outlining the grounds for the appeal as described above. The Title IX Coordinator will review the request and will notify the person of the University response to the request as well as provide information regarding the appeal process if the appeal process is granted. The University typically implements the original University response or sanction during the appeal process.

Student requests for an appeal will generally be directed to a sub-committee of the Conduct

Appeals Committee, which will be comprised of faculty/staff. The assistant vice president for Campus & Student Life serves as the ex-officio secretary and non-voting member.

Faculty or staff requests for an appeal will generally be directed to a subcommittee of the Conduct Appeals Committee, which will be comprised of faculty and staff. The director Human Resources serves as the ex-officio secretary and non-voting member.

Given that in most cases the respondent has already had a face-to-face hearing with the investigative processes and/or the judicial body, the appeal process does not provide a second opportunity for a face-to-face hearing nor does it provide a rehearing of the facts or a repeat of the investigative processes. The appeal is generally limited to review of a written appeal or other relevant documents.

The scope of the authority of the Conduct Appeals Committee is to determine (1) if the Conduct Panel determinations were reasonable in light of the evidence, (2) if the procedures afforded fundamental fairness, and (3) if the disciplinary response was within the established range and consistent with University protocols. The role of the Appeals Committee is not to substitute judgment for the original decision—the Committee will remain focused on the specified grounds for the appeal.

In cases where there is new or relevant information of a substantive nature, the appeal request may be returned to the original Conduct Panel for review.

The Conduct Appeals Committee can uphold the original decision, alter the original decision, and/or alter the University response.

The decision of the Conduct Appeals Committee will be final (except that, in cases of (a) dismissal or (b) termination, the respondent may request an additional review with the Office of the Provost and the responding faculty or staff may request an additional review with the Office of the President).

Amnesty, Bystander Engagement and Good Faith Reports

The welfare of every member of our community is of paramount importance. The University wants to facilitate a safe and caring campus climate for all good faith reports of sexual misconduct, relationship violence, stalking, and discrimination based on sex. The University believes that bystanders (others nearby) can play a key role in the prevention of Misconduct. Thus, the University encourages members of our community to offer help to others in need.

In an effort to remove fears and obstacles to reporting, the University does not apply disciplinary action to student victims or student witnesses of Misconduct who, in the process of making a good-faith report, voluntarily report their own violation(s) of the Code of Student Conduct (such as alcohol consumption, curfew violations, etc.) related to the specific reported incident. To foster healing and growth, the reporting party and any witnesses making good faith reports may be asked to engage in educational opportunities.

False Complaints

The University also prohibits members of the community from knowingly filing a false complaint or making misrepresentations of sexual misconduct, relationship violence, stalking, and discrimination based on sex. However, a complaint made in good faith is not considered false merely because the evidence does not ultimately support the allegation of Misconduct. Acts of knowingly filing false complaints are, by themselves, cause for disciplinary action.

Additional Information

- **Account of Events**—Both the reporting party and the respondent have the right to the same opportunities to present their account of events.
- If the reporting party or alleged victim is deceased as a result of such offense, the next of kin of such victim shall be treated as the accuser or alleged victim to receive information regarding the outcome or disciplinary disposition.
- **Resources**—Both the reporting party and the respondent have the right to be notified of available resources.
- **Professional Counseling and Support Resources**—Students are encouraged to seek professional support from on-campus resources that include Campus Ministries chaplains and counselors at the Counseling & Testing Center in Bell Hall or from a community provider listed above. Faculty and staff are encouraged to seek professional support from a community provider listed above. Note: see section on “Confidentiality, Counseling and Support.”
- **Accommodations**—A reporting party who reports allegations of Misconduct may request accommodations in academic or work settings, changes in living situations, “No Contact” orders or other responses and support systems designed to help the reporting party cope with

the situation and meet their responsibilities. Requests are not “guaranteed,” but the University will consider carefully any such requests.

- **Interim Measures**—After considering all available information, the University may also consider other appropriate interim protective measures including, but not limited to, academic, class, work, committee, or housing reassignments; “No Contact” orders; restrictions on academic or co-curricular activities; campus bans; etc., to facilitate the emotional and physical wellbeing of the parties involved, the broader community and/or the integrity of the investigative and resolution process. Interim measures are for a provisional period of time pending the outcome of an investigation or until a specified condition is met. Interim actions do not assume the respondent has been found responsible for the alleged Misconduct.
- **“No Contact” Order**—Once a “No Contact” order has been granted and issued, neither party should attempt in any way to contact or send any type of message, directly or via a third party to the other party.
- **Support Person**—Both the reporting party and the respondent have the right to have a single designated support person of their choice to support them and be present with them throughout the process. Support persons may accompany the reporting party or the respondent to any University proceedings. Support persons are not permitted to speak, direct questions, or otherwise participate in any University proceedings. Due to the potential conflict of interest, witnesses participating in the investigation will not be permitted to serve as support persons.
- **Notification of Outcome**—Both the reporting party and the respondent have the right to be informed of the outcome, in writing, without undue delay between the notifications to the parties and usually within two business days of the end of the process.
- **Educational Resources**—The Counseling & Testing Center and the Division of Campus & Student Life provide educational materials and information as well as prevention and risk reduction programs dealing with sexual misconduct, relationship violence, stalking and discrimination based on sex. On an annual basis education is provided to new students and employees, and ongoing programs are provided periodically for the wider body of students and University employees.

Duration of University Processes

- If a criminal complaint has been lodged with local law enforcement by the reporting party, the University's investigation may be delayed temporarily, as requested by the criminal investigators. The University, however, may not wait on the outcome of the criminal processes and has a responsibility to begin its own investigation in a timely manner and to take any necessary interim protective measures.
- A typical investigation and response from the University usually takes up to 60 calendar days after the University has received formal notice of the Misconduct. The timeframe may take longer and be extended for good cause such as the complexities of a case, the scope of the investigation, to account for University breaks, or to accommodate the availability of participants or witnesses, etc.

Registered Sex Offender Policy Statement

In accordance with the Campus Sex Crimes Prevention Act of 2000, information regarding registered sex offenders is provided by the State of Michigan to the public as well as the campus community. All sex offenders are required to register in the state of Michigan and to provide notice to each institution of higher education in Michigan at which the person is employed, carries a vocation, or is a student. The Michigan Public Sexual Offender Registry can be reviewed at http://www.michigan.gov/msp/0,4643,7-123-1878_24961---,00.html.

All sex offenders are required to deliver written notice of their status as a sex offender to Andrews University no later than sixty (60) calendar days prior to their enrollment in, employment with, volunteering at, attending public programs at, or residence at Andrews University.

RIGHT TO DISCUSS, INQUIRE, EXPRESS AND PETITION

Students are free to express their views, individually or collectively, on matters of significance to them within the parameters described in this section. They may exchange views privately with others or publicly in classrooms, discussion groups and meetings. They may also use established campus channels of printed, online or audio-visual communication. Unsolicited broadcasting of email ("spamming") is not allowed.

In the Classroom

In class as well as online, students' questions and commentary should be respectful of the professor and fellow students and not detract from the professor's course objectives or teaching methods. Students are expected to express themselves with civility by refraining from personal attacks or ad hominem argumentation, listening respectfully to others, and taking care not to monopolize discussion. When appropriate, students may ask questions or express views that are at variance with the beliefs and values of the University or other class members. However, dissenting remarks ought to offer an alternative point of view, rather than attack, disparage or demean views held by others or the University. In return, each student has the right to be treated respectfully by the professor and his or her classmates. Students with concerns related to inappropriate communication in the classroom should follow the procedures outlined in the section titled "Right to Appeal/Grievance" (see Right to Appeal/Grievance).

With University Officers

Students have the right to engage in constructive dialogue about the policies and procedures of the University. Students or student groups who have concerns or points of view they wish to share, or who desire to achieve constructive changes within the University, may present their thoughts directly to University officers. They may also circulate and submit to University officers' petitions for action. Furthermore, the undergraduate and graduate student associations (AUSA and AUGSA) are good vehicles for addressing student-related matters with the University administration. Students seeking to resolve personal or group differences with the University are encouraged to make use of the University's appeal and grievance procedures. Those who turn to public forums (such as social media, media outlets, etc.) to air their concerns rather than working with the University's established means of resolution will not be acting in good faith with the University and may be subject to disciplinary action.

By Means of Assembly

Students have a constitutional right to assemble and publicly express their views on matters of local, national or global importance. Peaceful, law-abiding demonstrations, such as rallies, marches and vigils, may be organized by students on campus or in the community, provided that these events are in harmony with the values of the University and the Seventh-day Adventist Church. As with other events, organizers must

submit a request for administrative approval to the Student Life office, allowing up to a week for approval. Event organizers will be guided by established University protocols with the oversight of a faculty or staff sponsor. On-campus events may not impair University functions or deprive other students of their rights and should honor campus policies. Demonstrations held in the community are to comply with local, state and federal laws and be done with the prior knowledge of local law enforcement officials. As the safety of students is of paramount concern to the University, every reasonable precaution must be taken by organizers to ensure the wellbeing and lawful behavior of students. The tenor of all public demonstrations should reflect a spirit of justice, compassion and wisdom.

Through Student Communication Media

Student communication media such as the “Student Movement,” “Cardinal,” AUTV, etc., are aids in establishing and maintaining an atmosphere of responsible discussion and intellectual exploration on the Andrews campus. They communicate the activities and interests of Andrews’ students, as well as help form student opinion. The vice president for Campus & Student Life and the Student Association general sponsors, through the Student Associations, delegate editorial responsibility to the editor under the guidance of the faculty advisor and/or the Student Communications Board. Since the University administration has the ultimate responsibility for the content of student communications issued on the campus, they reserve the right—in rare circumstances—to override editorial decisions.

ACCESS AND PRIVACY OF STUDENT EDUCATIONAL RECORDS (FERPA)

In compliance with the Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records, Andrews University grants the rights outlined within the Act to our students.

A student has the right to inspect and review his/her educational records. A request to review these records should be made, in writing, to the appropriate University office (see table below). The student’s request will be granted within 45 days from the time the request is made. If a student believes that there is inaccurate or misleading information contained in one or more of his/her records, he/she has the right to request that the record be amended. If the record is not amend-

ed, the student has a right to submit a written response or explanation which will then become a permanent part of the record. The student may file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the FERPA requirements.

A student has the right to consent to disclosure of personally identifiable information contained in his/her education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with “legitimate educational interests.” A school official has a legitimate educational interest if the information from your education record is necessary in order to fulfill his or her official responsibilities. A student’s parent does not have a right to access the student’s educational records unless the student is a “dependent” of the parent for income tax purposes.

A student may, of course, provide authorization for the release of records—for example, it is common to do this for parents. Student can provide authorization through their iVue by selecting “Manage FERPA Contacts” and adding them as a “New Contact.” Whenever third-party access is granted, a record should be kept in the file that shows which persons have reviewed the records, except in the cases where students grant third-party direct access to electronic files.

Andrews University has the right to disclose “directory information” without the written consent of the student, unless the student has informed the University Registrar in writing of his/her refusal to permit the dissemination of directory information. A “Request for Non-disclosure” may be obtained at the Office of Academic Records. The University has designated the following information as “directory information”: name, local address, local telephone number, Andrews University email address, gender, marital status, hometown, date and place of birth, school, academic program (degree, major and minor), enrollment status, class standing/classification (i.e., freshman, sophomore, junior, senior or graduate), participation in officially recognized activities, dates of attendance, degree(s) received, honors and awards and photographs. Even where directory information may be released, Andrews University reserves the right to withhold such information from third parties.

In addition, Andrews University may forward education records (which include student conduct records), without the student’s consent, to school officials of other institutions of postsecondary education at which the student seeks or intends

to enroll, or where he/she has already enrolled, so long as the disclosure is requested for purposes related to the student's enrollment or transfer.

The student may be asked to care for the reproduction costs of copies of records requested by the student. The University is not obligated to keep and maintain all educational records and thus some student records are destroyed.

For more information, please visit the University FERPA website at andrews.edu/go/ferpa.

Location of Record	Record Type
Office of Academic Records	<i>Academic records (all schools)</i>
Office of Undergraduate Admissions	<i>Admissions records</i>
Office of Graduate Enrollment (School of Graduate Studies and Seventh-day Adventist Theological Seminary)	<i>Admissions records</i>
Office of Human Resources	<i>Student employment records</i>
Office of Student Financial Services	<i>Student account records</i>
Division of Campus & Student Life	<i>Student Life and Student Conduct records</i>
Counseling & Testing Center	<i>Achievement and Intelligence test scores, Interest inventory and Personality test scores</i>
Department of Instruction	<i>Official folder of records, if one is kept</i>
University Schools (Ruth Murdoch Elementary and Andrews Academy)	<i>Academic records, Admissions records (except medical records), Student Life and Student Conduct records</i>

RIGHT TO APPEAL/GRIEVANCE

The University seeks to provide an opportunity for the redress of student grievances, consistent with biblical guidance and sound practices. If a student feels his/her rights may have been violated, or that there may be something unique about the circumstances surrounding a matter, there is a grievance process or suggested courses of action

which will be appropriate in most circumstances. The student should attempt to utilize the grievance process in the most appropriate and reasonable way (e.g., on a few occasions, it may be appropriate to “skip” a step).

Academic Grievances

If a student feels that his/her academic rights have been violated, the student should speak directly with that professor. If the student is unsatisfied with the professor's response, the student may appeal to the department chair. Following a decision by the department chair, the student (or professor) may appeal to the appropriate academic dean, followed by an appeal to the Office of the Provost.

Housing and Residence Hall Grievances

If a student has a complaint concerning an issue in a University-operated housing facility, he/she should first deal directly with the individual(s) responsible for the behavior/action that is the subject of the complaint. If the student is not satisfied with the response, he/she should go to their respective director of University Apartments (and Houses), University Towers, Lamson Hall or Meier Hall. If he/she is still not satisfied with the decision, he/she may appeal to the director of residence life (for residence hall concerns), then to the vice president for Campus & Student Life and then to the provost.

Work Grievances

If a student has a work-related concern, he/she should deal directly with the related individual, followed in order by the direct supervisor or the department director. If the student is not satisfied with the decision, he/she may appeal to the Employee Services coordinator followed by the director of Human Resources and then to the provost or president.

Student Conduct Intervention (Disciplinary) Grievances

Please see Student Conduct Intervention (Disciplinary) Processes.

Sexual Misconduct, Relationship Violence, Stalking, and Discrimination Based on Sex/Gender Grievances

Please see Sexual Misconduct, Relationship Violence, Stalking, and Discrimination Based on Sex/Gender.

Academic Integrity Grievances

Please see Academic Integrity.

Discrimination and Harassment Grievances

Please also see Right to be Free from Discrimination and Harassment.

Other Grievances

If a student has a grievance that is not addressed in one of the categories described above, he/she should seek counsel from a trusted member of the University faculty or staff. Typically, the appropriate course of action is to communicate directly with the individual(s) whose decision/action is the source of the complaint. If the student is unsatisfied with that individual's response, the student may appeal along a similar path described in the other sections. If the student is unsure of the best way to proceed, he/she may start by consulting with the vice president for Campus & Student Life.

General Hints for Solving Problems

In the heavy study/work/social program at a university, students will inevitably encounter stress and problems for which assistance would be helpful. Personnel in Student Life (269-471-3215), the Student Success Center (269-471-6096) or the Counseling & Testing Center (269-471-3470) are available for counsel. Problems may be solved in consultation with the personnel listed below in the order given (where appropriate).

In rare cases when the student has exhausted normal University procedures for resolving issues and the difficulty is still unresolved, the student is advised to contact an ombudsperson.

OMBUDSPERSONS (OMBUDSMAN)

Purpose of the University Ombudspersons

The University ombudspersons facilitate understanding, communication and resolution of conflict among students, faculty and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus and as a means, apart from formal grievance procedures, of resolving differences. The office was established as part of the University's Christian commitment to foster a courteous and considerate climate conducive to productivity and wellbeing for the University community.

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

What an Ombudsperson May Do

- Help resolve problems and conflicts, especially those not being adequately addressed through other channels
- Provide informal services outside the usual review and/or appeal procedures
- Take a nonaligned role when hearing about a problem, remaining independent and impartial
- Recommend changes in University policies or procedures

How an Ombudsperson Can Help You

- By listening carefully to your concerns

ACADEMIC	Teacher, Advisor, Student Success Center, Department Chair, Academic Dean, Provost
FINANCIAL	Statement Clerk, Student Financial Advisor, Manager for Student Financial Services, Director of Student Financial Services, Vice President for Financial Administration
SOCIAL	Counseling & Testing Center, Residence Hall/Student Life Dean, Vice President for Campus & Student Life
EMOTIONAL	Counseling & Testing Center, Residence Hall/Student Life Dean, Vice President for Campus & Student Life
SPIRITUAL	Campus Ministries, Pastor, Residence Hall/Student Life Dean, Vice President for Campus & Student Life
WORK	Work Supervisor, Employee Services Coordinator, Director of Human Resources
SUBSTANCE ABUSE	Counseling & Testing Center, Residence Hall/Student Life Dean, Vice President for Campus & Student Life

- By helping analyze the situation
- By identifying and explaining relevant University policies, procedures and problem-solving channels
- By helping you to explore options
- By looking into a concern, including talking with involved parties with your permission
- By identifying other University programs and resources that might be helpful
- By providing a safe and confidential setting where individuals feel respected and where they can be candid and forthright

When to Contact an Ombudsperson

In most cases, the ombudsperson should be contacted after you have exhausted normal University procedures for resolving issues and:

- You want to discuss a sensitive issue in confidence
- You want help and are unsure of where or what options are open to you
- You have a situation requiring help with communication or negotiation

- You are unsure which policies, procedures or regulations apply in your situation
- You believe a policy, procedure or regulation has been applied unfairly or erroneously to you

When an Ombudsperson Does Not Get Involved

- You want legal advice or legal representation
- You have a non-University related disagreement or problem
- You want to file a grievance or make a formal complaint
- You want someone to represent you in formal University procedures

For information or to schedule a private appointment, contact the ombudspersons:

Elynda Bedney
bedney@andrews.edu
 269-471-6040

Reuben Perez-Shultz
rubenp@andrews.edu
 269-471-3183



To Hold Accountable: Student Responsibilities

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life” (Ellen G. White, Education, pages 15–16).

SELF-DISCIPLINE AND INSTITUTIONAL INTERVENTION (DISCIPLINE)

The goal of the student conduct intervention (discipline) processes at Andrews University is to shape and maintain a culture that fosters personal growth and accountability to the values of the institution. The University’s approach is first restorative as well as educational as it seeks to transform students for this life and for eternity.

Students are encouraged to take personal responsibility for all avenues of their spiritual, mental and physical growth as they model the Andrews community values. These values are designed for the wellbeing of both the individual student and the community as a whole. A voluntary commitment to the values requires personal integrity and self-discipline which generally dispenses with the need for institutional discipline.

Inevitably, there will be occasions when students fail to exercise self-discipline and do not fulfill their commitment to the values and the Code of Student Conduct. On such occasions students place themselves in a situation in which it becomes necessary for the University to intervene and hold students accountable for their behavior.

The Student Conduct Intervention Process focuses on student’s taking responsibility for the consequences of their choices. As in the classroom, the Student Conduct Intervention Process seeks to foster the student’s learning and the development of decision making and critical thinking skills, as well as taking responsibility for the consequence of one’s choices. As such the process it is not intended to include direct participation by parents or external parties. In seeking to reflect a balance of mercy and justice, the University will strive to give

students consistent and equitable processes and responses to reports of misconduct in a manner which is considerate of each individual.

As a religious institution, Andrews University claims constitutional guarantees that permit it to have expectations for students and employees regarding their duty to uphold biblical principles of morality, deportment and appearance as interpreted by the Seventh-day Adventist Church.

CODE OF STUDENT CONDUCT

The University takes seriously any failure of a student to abide by his/her commitment to the Community Values Agreement and the Code of Student Conduct. The University understands that all human beings are prone to make mistakes and that every situation is unique. Nevertheless, a student should expect to receive consequences, up to and including dismissal from the University, if he/she engages in any activity, behavior or communication described in the following list, whether it takes place on-campus, off-campus or online. Violations motivated by bias related to protected characteristics may be subject to additional considerations as a bias incident. The list that follows is not comprehensive but does provide examples of violations of the Code of Student Conduct:

1. Promotion or instigation of student behaviors not consistent with this Code of Student Conduct
2. Willful undermining of the religious ideals of the University and the Seventh-day Adventist Church
3. Profane, obscene, indecent or otherwise inappropriate conduct or expression which violates accepted standards of Christian conduct
4. Disorderly or disruptive conduct (regardless of intent), or other types of obstructive or dysfunctional behaviors that compromise the educational, residential, or work environment or the health, wellbeing and safety of others
5. Failure to comply with directives of University officials or law enforcement officers acting in

- performance of their duties. This includes, but is not limited to the failure to identify oneself to one of these officials when requested to do so, failure to comply or complete a disciplinary actions prescribed by conduct process.
6. All forms or acts of dishonesty or deception including, but not limited to, the following:
 - » Larceny (theft) or the unauthorized taking or using of property or possession of another person or organization.
 - » Fraudulent actions such as timecard and payroll fraud.
 - » Cheating, plagiarism or other forms of academic dishonesty
 - » Furnishing false or misleading information to any University office, official, faculty or staff
 - » Forgery, alteration or misuse of any University document, record or instrument of identification
 - » A pattern of spreading unsubstantiated rumors
 - » Tampering with the election of leaders of any recognized student organization
 7. Discrimination or harassment based on perceived or actual personal characteristics as outlined in the section "Right to be Free from Bias, Discrimination or Harassment"
 8. Hazing, defined as an intentional or reckless act that the person knew or should have known endangers the physical or emotional well-being of an individual and that is traditionally done for the purpose of being initiated into or affiliating with an established group or organization
 9. Physical aggression or physical assault- Includes acts of hitting, pushing, kicking, pulling hair, etc.
 10. Relationship violence or abuse which includes domestic violence, dating violence and stalking
 11. Sexual misconduct including, but not limited to, sexual harassment, sexual exploitation, non-consensual sexual contact and non-consensual sexual penetration
 12. Cohabitation of unmarried members of the opposite sex or hosting overnight visitors of the opposite sex (including sharing a hotel or guest room); entering the residence hall room of a member of the opposite sex (with the exception of a formal open house program or permission from a residence hall dean)
 13. Premarital and extramarital sexual activity or sexually related behavior that includes but is not limited to inappropriate displays of affection; accessing, possessing or displaying pornographic or other sexually explicit materials; and sexting or other virtual forms of sexual activity
 14. Romantic behaviors between individuals of the same sex, understanding that not all displays of affection are romantic in nature
 15. Verbal, written and other forms of disrespectful, intimidating, harassing, bullying (degrading, humiliating, malicious or defamatory) or stalking behavior which compromises the health, wellbeing or safety of any person; includes, but is not limited to, phone calls, emails, texts and all forms of online or social network communications
 16. Threats or threatening statements or conduct which directly expresses or implies a threat or dangerous intention to a specific or general target.
 17. On- or off-campus use, possession (in one's residence, vehicle, belongings or on person), purchase, sale, manufacture, distribution or attempts to solicit or facilitate the purchase or presence of the following:
 - » Tobacco in any form
 - » Alcoholic beverages (or empty alcohol containers) in any form
 - » Illegal drugs or drug-related paraphernalia
 - » Other paraphernalia including roach clips, bongs, hookahs, e-cigarettes, vapor and hookah pens, papers, scales or any material or apparatus containing drug residue etc.,
 - » Misuse of prescription drugs (for more information, see Substance Abuse)
 18. Proximity to alcohol, illegal drugs or drug paraphernalia, such as parties where alcohol or illegal drugs, etc., are present and served by another host
 19. Hosting/planning events in one's own residence or elsewhere where alcohol is served or consumed and/or illegal drugs or drug paraphernalia are present
 20. Engaging in entertainment or activities that do not meet the high standards of Christian conduct such as sexually suggestive or explicit dancing, gambling in any form, etc.
 21. Participation in organizations that have not been registered with the Student Life office or in organizational activities that have not been approved by the organization's faculty/staff sponsor and the Student Life office
 22. Unauthorized use of Andrews University's name or facilities for purposes that are not consistent with the Code of Student Conduct and the values of Andrews University

23. Firearms, explosives, flammable substances and other weapons of any kind are not allowed on University property. This includes, but is not limited to, rifles, shotguns, pistols, paintball guns, BB guns, pellet guns, bow and arrows, stun guns, Tazers, "air-soft" guns, look-alike firearms, knives with blades longer than three inches (excluding culinary knives) and martial arts weapons. The manufacturing of any part of a firearm or explosive, or the possession of any firearm or other weapon or storage of ammunition on University property is cause for corrective and immediate action up to and including dismissal. For further explanation, please see andrews.edu/safety
24. Attempted or actual vandalism, arson, or damage to individual, institutional or community property. Removal of institutional property from its designated place
25. Deliberate misuse of a fire alarm system or other emergency equipment (Civil Code may bring up to one year in prison and up to a \$500 fine) or other violations of established safety protocols
26. Unauthorized entry or exit of campus buildings by any means other than the designated entrances, use of an exit for non-emergency purposes during timeframes when usage is established for emergency purposes only, or unauthorized presence (non-criminal trespassing) in University buildings after regular or established operational hours.
27. Unauthorized possession, duplication or use of University key(s) or other access devices to any University premise
28. Violation of any aspect of the Andrews University's Student Information Technology Usage Policy (see Student Information Technology Usage Policy)
29. Violation of institutional policy or code published in hard copy or available electronically on the University website such as a Campus Safety policy, etc.
30. A legal conviction for or confirmation of violations of federal, state or local law which indicate that a student is not in good standing with the community
31. Conduct which has an adverse effect on the student's responsibility to model good citizenship in the University community or in any other community

Any additional policies voted and published by the Student Life Deans Council, Student Life Council, Campus Safety/Risk Management Committee or other appropriate University bodies, current and future, are valid and enforceable.

STUDENT CONDUCT INTERVENTION (DISCIPLINARY) PROCESSES

The student conduct intervention (disciplinary) processes at Andrews University are designed to provide fair and fundamental processes to the accused student. The president is responsible for the enforcement of the policies and regulations of the University.

- The president delegates authority to the provost for the application of the academic and non-academic (student conduct) policies.
- The provost along with the academic deans applies academic policies.
- The provost delegates to the vice president for Campus & Student Life the application of non-academic policies relative to student conduct.
- The vice president for Campus & Student Life may delegate to Student Life personnel or other designee the processes and application of consequences for violations of the Code of Student Conduct.

Reporting Violations of the Code of Student Conduct

Students and staff are encouraged to share reports of violations of the Code of Student Conduct directly with a Student Life administrator, Student Life dean or residence hall dean and trust that careful consideration, discretion and investigative processes will be taken to determine the best course of action. Anonymous reporting is discouraged, as it will seriously limit the University's capacity to investigate the report.

Student Conduct Processes

When a report is made regarding a violation of the Code of Student Conduct, the Student Life dean or designee of the vice president for Campus & Student Life initiates conference with the student and an investigation process. The Student Life designee meets with the student to

- (a) provide notice and a summary report of the alleged violation
- (b) provide an opportunity for the student to respond to the report and give their own account of the events, verbally as well as in writing, and to offer additional perspectives, suggestions of witnesses and/or avenues of investigation.
- (c) seek additional relevant information in order to establish a factual pattern
- (d) determine if the student accepts responsibility for the allegation of misconduct

- (e) review relevant policies and student conduct intervention processes
- (f) offer care and insight to foster a restorative outcome

Student Conduct Determination of Responsibility and Disciplinary Intervention Responses

Minor allegations of misconduct may be assessed informally, and when a student accepts responsibility established protocols may be applied by a designee acting by the authority of the vice president for Campus & Student Life.

If it is determined that there has been a serious violation of a University regulation, or a student does not accept responsibility for the allegation, the case is referred to the Student Life Deans Council. The Student Life Deans Council serves as the conduct panel that deliberates to determine responsibility for serious violations of the Code of Student Conduct as well as any subsequent disciplinary actions, including warnings, citizenship probation, suspension and dismissal.

In determining an appropriate response to a violation, consideration will be given to the nature of the incident, the results of the hearing and investigation, and the student's conduct record and influence on campus, as well as to established University protocols and responses.

The vice president for Campus & Student Life will be consulted before all major student conduct suspensions of one semester or more are finalized. The vice president for Campus & Student Life will consult with the provost before a dismissal is finalized.

Students facing an off-campus suspension or dismissal are given the opportunity to select a support person. Support persons for general conduct violations will be individuals from within the University's faculty or staff, as long as they are not a relative of the parties involved. Support persons may accompany the student to a hearing with the Student Life Deans Council, however they may not direct questions to or otherwise address the Council.

University processes are not legal criminal judicial proceedings. Criminal courts make a determination of guilt or innocence of an accused. The student conduct processes at Andrews University make a determination of responsibility. Some students may elect to seek counsel from an attorney at their own expense. However, attorneys are not permitted to be present or speak or otherwise participate in formal University proceedings for general conduct cases.

Standard of Proof

A standard of proof is the measure of how convinced a decision-maker must be about the facts of a case to reach a decision. If there is lack of clarity or confirmation regarding the alleged report, University personnel will further investigate the situation, making reasonable efforts to gather all relevant evidence.

While criminal courts use a "beyond a reasonable doubt" standard of proof, University student conduct processes use a lower "preponderance of evidence" standard. This means that it is on the basis of "more likely than not" that a determination is made that a student is responsible for a violation of the Code of Student Conduct. Therefore a student may be found responsible for violating a University policy and there be insufficient evidence to be prosecuted in the criminal justice system.

Notifications

Outcomes to student conduct processes are generally not disclosed to the public except as may be permitted by FERPA, such as in times of violence. Andrews University may inform the academic dean and an undergraduate student's parent/guardian of more serious violations of the Code of Student Conduct and the resulting consequences. Every effort is made to first encourage students to inform their parents as well as their teachers, advisor and academic dean.

Professional Program Standards

In addition to a response from the Student Life Intervention process regarding their status as a student-at-large, students may receive an additional response to a violation of the Code of Student Conduct according to the professional program standards of their academic department.

Types of Responses

Depending on the severity of the situation, the University's response may include, but is not limited to, any of the following list:

- Conversation with the student and appropriate staff, faculty or administrators to clarify issues and provide an opportunity for learning to take place
- Counsel, written or oral
- Warnings, written or oral
- Citizenship probation (see below)
- Suspension (see below)
- Dismissal (see below)
- Participation in an educational experience such as attending educational classes and writing a reflective or research paper



- Participation in a professional assessment and/or counseling session(s) through the University's Counseling & Testing Center
- Participation in a support or counseling component (examples that may be selected by the student could include the Counseling & Testing Center, a pastor, a chaplain or a faculty or staff member, as deemed appropriate)
- Participation in a student success plan or voluntary service, on- or off-campus
- "No contact" order
- Fines
- Restitution
- Separation from all classes and organized campus activities
- Separation from the campus property under the terms of a campus ban (violation of a campus ban may include legal consequences)
- Additional academic consequences, up to and including dismissal from an academic program

Citizenship Probation

A student may be placed on citizenship probation for a violation of the Code of Student Conduct for a designated period of time that generally spans 15 weeks. The probation may also be a part of a response that also includes suspension. As part of a probationary status, privileges such as formal student leadership offices and/or participation in campus activities are usually removed. Honor, curfew and overnight leave privileges may also be removed for residence hall students. In general, a student on citizenship probation should expect that any further disregard of the Code of Student Conduct will result in a more serious response including suspension, withdrawal and dismissal.

Suspension

At the discretion of the University or the Student Life Deans Council, there are several types of suspensions and timeframes involving separation from classes, activities and the University.

Timeframes. The suspension timeframe may be as follows:

1. Definite
2. Indefinite
3. Interim, pending the outcome of an investigation or until a specified condition is met. In special circumstances, such as to facilitate the safety or wellbeing of members of the University community, an interim leave or suspension may be activated without a determination of responsibility
4. A deferred suspension may be for a definite period of time that is served at a later period of time

Locations and restrictions. The terms of suspension may be as follows:

1. Off-campus Suspension Components

- » Longer-term (ranges from one week to two or more years)
- » Suspension is served at student's off-campus home or off-campus location
- » Suspension from attending classes, campus activities and work; may include a campus ban
- » If a suspension for the remainder of the semester occurs prior to the last scheduled date to withdraw from classes, the student may complete the formal exit/withdrawal process to receive "W"s for their classes. Receiving grades, incompletes or deferred grades is not an option. Partial tuition refunds are potentially available only early in the semester as established in the "Andrews University Bulletin."
- » Citizenship Probation
- » Other restorative and educational interventions

2. On-campus Suspension Components

a. Out-of-Class Suspension

- » Shorter-term (ranges from 3–5 days within a semester)
- » Suspension is served while student remains at their current residence
- » Suspension or separation from attending classes, campus activities, work, etc.
- » Citizenship Probation
- » Voluntary service
- » Other restorative and educational interventions

b. In-Class Suspension

- » Shorter-term (two weeks within a semester)
- » Suspension is served while student remains at their current residence
- » Student is required to attend classes, but a portion of their time and activities is suspended to facilitate a student success and intervention plan
- » Voluntary service or supervised academic success program (and related fees)
- » Citizenship Probation
- » Mentoring with a Student Life dean for a minimum of six weekly sessions
- » Other restorative and educational interventions

Further disregard of University expectations could result in a student being dismissed.

Dismissal

A student who is dismissed for student conduct violations is generally permanently separated from the University as well as from the academic program in which they are enrolled. This means that the student would not be eligible for readmission to any academic program and may also be issued a ban from visiting the campus for any purpose.

Appeal Processes for Student Conduct Intervention (Disciplinary) Responses

An appeal is not granted in response to general dissatisfaction with the outcome of a disciplinary case. The limited grounds on which the University will consider granting a request for an appeal are one or more of the following:

1. *New Information of a Substantive Nature:* new and relevant information that was unknown or unavailable at the time the decision was made that could have substantially impacted the findings or outcome. A summary of such new information should be included in the request.
2. *Substantive Procedure Error:* The original processes had a significant or relevant procedural error that may have impacted fundamental fairness
3. *Substantive Disproportionate Response:* The University response was clearly disproportionate to the established range of consequences for the violation

Responses to violations of the Code of Student Conduct that are at the level of probation or below are not eligible for the formal appeal process.

Request for an Appeal

The formal request for an appeal to student conduct intervention responses should be directed to the vice president for Campus & Student Life within three business days of receiving notice of the decision. The request for an appeal must consist of a concise written statement outlining the grounds for the appeal as described above. The vice president will review the request in consultation with University administration. The student will be notified by the vice president if the request for an appeal has been denied based on insufficient grounds. The University typically implements the original University response during the appeal process.

The Appeal Process

If the appeal process is granted, the vice president for Campus & Student Life will facilitate and coordinate the process. The vice president for

Campus & Student Life will generally direct appeals regarding serious disciplinary action to the Citizenship Appeals Committee—which is a broadly representative group comprised of faculty/staff. The vice president serves as the *ex-officio* secretary and non-voting member and appoints one of the faculty/staff members as chairperson. In cases of sexual misconduct, the assistant vice president for Campus & Student Life serves as the *ex-officio* secretary.

Given that the student in most cases has already had a face-to-face hearing with a Student Life dean and/or the Student Life Deans Council, the appeal process does not provide a second opportunity for a face-to-face hearing nor does it provide a rehearing of the facts or a repeat of the investigative processes. An appeal is generally limited to review of a student's written appeal request, University record and/or summary reports.

The scope of the authority of the Conduct Appeals Committee is to determine (1) if the Student Life Deans Council or Conduct Panel determinations were reasonable in light of the evidence, (2) if the procedures afforded fundamental fairness, and (3) if the disciplinary response was within the established range and consistent with University protocols. The role of the members of the Citizenship Appeals Committee is not to substitute judgement for the original decision and will remain focused on the specified grounds for the appeal.

The appeal process may be returned to the Student Life Deans Council, especially in cases where there is new and relevant information of a substantive nature.

The Citizenship Appeals Committee can uphold the original decision, alter the original decision, and/or alter the University (disciplinary) response. The decision of the Citizenship Appeals Committee will be final.

University Authority and Civil Penalties

The University will cooperate fully with law enforcement and other agencies in the enforcement of the law and the conditions imposed by the courts. When a student is charged by federal, state or local authorities with a violation of a law, the University will not request or agree to special consideration for that individual because of his or her status or former status as a student. If the offense is also subject to a sanction for a violation of the Code of Student Conduct, the University may elect to advise off-campus authorities of the existence of the Code of Student Conduct and how such matters are generally handled internally within the University com-



munity. Individual students, faculty and staff members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

A student who is charged with violating the law may also incur sanctions prescribed by the University in addition to those prescribed by the civil authorities when the Code of Student Conduct has been violated. Depending on the circumstances, the University may proceed with, or postpone, its inquiries or investigations while a criminal investigation is underway. The University reserves the right to proceed in a manner which best protects its students or its interests.

If a residence hall student is accused or arrested for violating a federal, state or local law, when requested by the student's parents

and legally permissible, after consultation with the vice president for Campus & Student Life, a short-term loan of up to \$500 may be acquired in consultation with Student Financial Services for a bond.

THANK YOU FOR CHOOSING ANDREWS

By choosing Andrews, you choose to be part of something unique. Our Seventh-day Adventist Christian faith and values set us apart. Whether or not you share our particular faith perspective, we invite you to live within the values that make Andrews a welcoming and supportive environment for all who seek a faith-based education.

Appendix 1: A Seventh-day Adventist Framework for Relating to Sexual Orientation Differences on the Campus of Andrews University

Toward a Faithful and Compassionate Response

Andrews University is a Seventh-day Adventist institution of higher learning and an integral expression of the church's mission. The University holds and is accountable to the church's biblical position on human sexuality and marriage detailed in the official statements and guidelines of the General Conference of Seventh-day Adventists and its North American Division.¹ The following statement seeks to provide a framework from which the University can faithfully and compassionately implement the Scriptural teachings of the Adventist church within the specific context of Adventist higher education.²

Andrews University strives to be a community where students can flourish in a growing knowledge of God's Word and His personal plan for their lives. This community includes students who are oriented to the same or more than one sex, who are transgender,³ or who question their sexual orientation or gender identity (commonly referred to with the acronym LGBT).⁴ The University is committed to creating a safe and caring climate where such diverse groups are treated with dignity and respect, in keeping with their value as persons created in the image of God.

Belonging and Participation. Many same-sex oriented individuals consider themselves to have a meaningful, personal commitment to Christ.⁵ Sadly, many of these have been mistreated or have felt rejected by the church and sometimes by their own families. While this is not the experience of all, the fear of being hurt or marginalized may still be present. This can cause deep wounds and conflicts about God, religious identity, belonging and self-worth. It also places students at greater risk for depression and self-harm.⁶ The University believes that God's family is comprised of all who seek to follow Him.⁷ All students who live in harmony with the values of the University and the biblical standards of the Adventist church—no matter their sexual orientation—are welcome to participate and lead as members of our community.⁸

Campus Climate. In order to create a safe and caring campus climate, the University prohibits all harassment, including that based upon perceived or actual sexual orientation. No one should publicly disclose or speculate on the sexual orientation of another person without their permission, as this can result in harm. Even as biblical teachings will be shared and upheld on campus, those who speak about sexuality are expected to do so in a considerate manner, avoiding the perpetuation of hurtful stereotypes. On the basis of sexual orientation, in itself, students are not to be treated differently in academic, work, residential or other campus environments, except as the University may deem it appropriate in response to housing and residential concerns. All students, irrespective of sexual orientation, are afforded equal protection in situations of alleged sexual misconduct. Students who experience or observe any mistreatment or oversight related to sexual orientation should report it immediately to the Student Life office, where it will be handled in a timely and confidential manner.

Romantic Relationships and Marriage. The University upholds the Bible understanding of the Adventist church that sexual intimacy belongs only within marriage, defined as “a lifelong union between a man and a woman.”⁹ Likewise, we believe that romantic relationships are appropriate only between a man and a woman. Thus, while we support the development of meaningful friendships, we require students to refrain from sexual relations outside of marriage and from romantic behaviors between individuals of the same sex, understanding that not all displays of affection are romantic in nature.

Singleness, Friendship and Community. The position of the church and the University means that, while all students are called to sexual abstinence before and outside of marriage, those who are same-sex oriented face the prospect of living without spousal companionship. In a cultural context where same-sex marriage is legal and widely celebrated, this may be especially difficult. It is our responsibility to support and include those who are single by creating an environment where they can find genuine friendships and a loving church family, whether they are single by preference, out of circumstance or as a result of their biblical convictions.¹⁰

Dialogue and Discernment. As University educators, we are committed to leading the conversation on human sexuality, teaching students to discern

and develop a sexual ethic grounded in an Adventist understanding of Bible truth. This dialogue may take place in designated small group or classroom settings and is critical to helping students assess a number of other widely available cultural and theological viewpoints. Administration will seek to assure that public discussions are facilitated with a commitment to clarifying and upholding the church's biblical position on sexuality, while respecting the contributions, confidentiality and views of every student.

Choice and Conduct. While the Bible forbids sexual activity between members of the same sex, it does not address sexual orientation.¹¹ Although there is no consensus on what leads to same-sex orientation, it is usually understood to involve the complex interaction between nature and nurture. In reality, individuals may “experience little or no sense of choice about their sexual orientation.”¹² The University understands that identifying with a particular orientation is not, in itself, an indicator of behavior. Thus, as we administer our Code of Student Conduct, we draw a clear distinction between sexual orientation, which is an enduring pattern of attraction to one or both sexes, and behavioral choices, for which one is held accountable.

Wisdom and Grace. Sexual identity development can be a complex process. Some students may have sexual attractions or sexual experiences that do not become an enduring part of their sexual orientation. Such shifts may or may not occur as part of coming to understand one's sexual identity. Reorientation efforts typically attempt to reverse sexual orientation. Some participating in these efforts report decreases in same-sex attraction and even gains in opposite-sex attraction.¹³ Others report no change in same-sex attraction and, at times, harmful effects.¹⁴ The University cannot know how God, in His wisdom, may choose to interact with each person. What we do know is that through God's saving and enabling grace we can all live victoriously through Christ.¹⁵

Identity and Self-disclosure. We believe that Christ is the primary source of a person's identity¹⁶ and that other aspects of the self, such as sexuality, are secondary. We encourage students to develop a wholistic identity, grounded in a loving relationship with Christ, the teachings of His Word and a place of belonging in His church. Self-disclosure of sexual orientation may or may not be appropriate or in a student's best interest.¹⁷ Those who self-disclose may identify with a sexual

identity label (e.g. lesbian, gay), or they may avoid such designations.¹⁸ These personal decisions require careful consideration and may be best made with the support and counsel of a trusted helping professional.

Advocacy. Certain sexual identity terms and concepts may be associated with highly politicized social conversations. In personal and classroom discussions, students are free to express their views on sexual orientation issues. However, in public settings, including campus activities and University media outlets, students should not advocate or instigate views or behaviors that are inconsistent with the biblical teachings of the Adventist church. In all settings, students are encouraged to communicate respectfully and to work for the wellbeing of others.

Support and Education. The University recognizes that issues related to sexual orientation can present unique challenges for students, who must navigate the challenging terrain of sexual identity in a Christian environment. Those desiring confidential support will find assistance in the offices of Student Life and Residence Hall deans, the Campus Ministries office, and the Counseling & Testing Center. As a nationally and internationally diverse campus, the University understands that students come to us from cultures and backgrounds with differing attitudes toward sexual orientation.¹⁹ Therefore, we provide culturally-sensitive and biblically-based education that encourages faculty, staff and students to respond in a thoughtful and compassionate manner to all individuals, including those whose orientation differs from their own.

Housing. Students who find themselves in a rooming arrangement with which they are not comfortable due to sexual orientation concerns are encouraged to contact a Residence Hall dean, the director of the University Apartments, or their trip or tour director. Residential and trip or tour staff will work confidentially and respectfully with students to find appropriate solutions to their housing needs, whether on-campus or traveling off-campus.

Summary. Andrews University endeavors to provide all students with an environment where they are safe and can belong. We believe that all persons—regardless of their sexual orientation—when drawn into a close relationship with God and a caring faith community, can flourish within the Bible's teaching on sexuality.

Notes

1. This includes the General Conference of Seventh-day Adventists' (GCSDA) statement of fundamental belief on "Marriage and the Family" (2015), its official statements on Homosexuality (2012), Marriage (1996) and Same-Sex Unions (2012), its guidelines on "Responding to Changing Cultural Attitudes Regarding Homosexual and Other Alternative Sexual Practices" (2014), and the "North American Division Statement on Human Sexuality" (2015).
2. "Jesus affirmed the dignity of all human beings and reached out compassionately to persons and families suffering the consequences of sin. He offered caring ministry and words of solace to struggling people, while differentiating His love for sinners from His clear teaching about sinful practices. As His disciples, Seventh-day Adventists endeavor to follow the Lord's instruction and example, living a life of Christ-like compassion and faithfulness." GCSDA official statement on Homosexuality (2010).
3. This document does not specifically address the experience or needs of transgender students. Issues related to gender dysphoria and gender identity, while often merged with a discussion of sexual orientation, are distinct enough to merit thoughtful, independent consideration. For that reason the University, along with the Seventh-day Adventist Church, is currently giving study to transgender processes in order to shape future practices and policies in this area.
4. Some of the designations used by those who identify on a spectrum of differences related to sexuality and gender identity include, but are not limited to, the following. *Lesbian* (L) and *gay* (G) refer to those who are romantically and sexually attracted to individuals of the same sex, while *bisexual* (B) refers to those who are attracted to more than one sex. According to the American Psychological Association (APA), "While these categories continue to be widely used, research has suggested that sexual orientation does not always appear in such definable categories and instead occurs on a continuum." APA (2011), Definition of terms: Sex, gender, gender identity, sexual orientation. *Transgender* (T) refers to those whose *gender identity* (one's innermost sense of being male, female, both, or neither) does not correspond to their biological sex at birth. This mismatch causes a deep and enduring distress known as *gender dysphoria*. *Intersex* (I) refers to those whose sexual anatomy, reproductive organs, and/or chromosomal patterns do not fit the typical definitions of male or female. *Asexual* (A) refers to those who experience little or no sexual attraction to any gender.
5. Reflecting on a 2009 random, nationwide study of 9,232 adults done by the Barna Group, George Barna states: "A substantial majority of gays cite their faith as a central facet of their life, consider themselves to be Christian, and claim to have some type of meaningful personal commitment to Jesus Christ active in their life today." See "Spiritual Profile of Homosexual Adults Provides Surprising Insights."
6. According to a 2009 study of LGBT adolescents and their families conducted by the Family Acceptance Project, "Highly rejected young people were more than eight times as likely to have attempted suicide [and] nearly six times as likely to report high levels of depression" (page 5).
7. See Matt 12:46-50; Mark 3:31-34; Luke 8:19-21.
8. The North American Division of Seventh-day Adventists offers this guideline on religious leadership within congregations: "In the Seventh-day Adventist Church, only members in regular standing are to fill leadership roles such as teaching and preaching. Leaders are held to a high standard of care as representatives and role models carrying out a sacred trust on behalf of Christ and His church." North American Division statement on human sexuality (2015), page 3. While students are not required to be church members in order to fill many leadership positions on campus, all student leaders must be in good and regular standing with the University and are expected to abide by our Code of Student Conduct, which reflects the biblical values and standards of the Seventh-day Adventist Church.
9. "Marriage was divinely established in Eden and affirmed by Jesus to be a lifelong union between a man and a woman in loving companionship." GCSDA (2015), Fundamental Beliefs of the Seventh-day Adventists, "Marriage and the Family." See Gen 2:18-25; Matt 19:4-6; Eph 5:21-33. See also the official statement of the GCSDA on Homosexuality. "Seventh-day Adventists believe that sexual intimacy belongs only within the marital relationship of a man and a woman. This was the design established by God at creation.... Throughout Scripture this heterosexual pattern is affirmed. The Bible makes no accommodation for homosexual activity or relationships. Sexual acts outside the circle of a heterosexual marriage are forbidden (Lev 18:5-23, 26; Lev 20:7 21; Rom 1:24 27; 1 Cor 6:9 11)."
10. Scripture is consistent in its support of those who are single. God is named as the defender of widows (Ps 68:5; Deut 10:18), and his people are called to this work, as well (Ex 22:22-23; Deut 27:19; Isa 1:17; Jer 22:3-4). God promises to include eunuchs in his family (Isa 56:4, 5) and fulfills that promise with the first Christian convert, who was a eunuch (Acts 8:26-39). Jesus was single and benefited from the close friendship of others (Luke 10:38; John 11:3), just as he showed regard for those who were alone and in need of care (Mark 12:43-44; Luke 7:12-15; John 19:26-27). Jesus also acknowledged eunuchs and those who "live like eunuchs for the sake of the kingdom" (Matt 19:12). The early church cared for widows (Acts 9:36-39; 1 Tim 5:3-16), and Paul—who was single—gave an important place to the unmarried in the mission of the church (1 Cor 7:8, 32-35).
11. See Lev 18:5-23, 26; Lev 20:7 21; Rom 1:24 27; 1 Cor 6:9 11; 1 Tim 1:10.
12. The American Psychological Association (2008), Answers to your questions for a better understanding of sexual orientation and homosexuality: "Although much research has examined the possible...influences on sexual orientation, no findings have emerged that permit scientists to

- conclude that sexual orientation is determined by any particular factor or factors. Many think that nature and nurture both play complex roles; most people experience little or no sense of choice about their sexual orientation” (page 2). The “North American Division Statement on Human Sexuality” (2015) states: “Given the complexities of the fallen human condition (Rom 3:23), we recognize that individuals may experience same-sex orientation through no choice of their own....In view of the fact that scientists and other experts have not reached a consensus concerning the factors leading to sexual orientation—usually understood to involve the complex roles of ‘nature’ and ‘nurture’—the Adventist Church does not presume to have settled the scientific and social questions regarding the cause of non-heterosexual orientation.” See also Yarhouse (2010), *A Christian perspective on sexual identity*: “People do not choose to experience same-sex attraction or to have a homosexual orientation as such. They find themselves with attractions toward the same sex. It is unclear why some people experience same-sex attractions or have a homosexual orientation....There are probably many factors that contribute in one way or another, and these factors probably vary from person to person.... Whether an impulse comes ‘from within’ or is the result of one’s environment or, more likely, if an impulse is the result of some combination, Christianity teaches that believers evaluate their impulses in light of God’s revealed will for behavior” (page 7). And also the American Psychological Association (2008), *Answers to your questions for a better understanding of sexual orientation and homosexuality*: “Although much research has examined the possible... influences on sexual orientation, no findings have emerged that permit scientists to conclude that sexual orientation is determined by any particular factor or factors. Many think that nature and nurture both play complex roles; most people experience little or no sense of choice about their sexual orientation” (page 2).
13. The research of psychologists Mark Yarhouse and Stanton Jones revealed that some who participated in religiously mediated change efforts experienced substantial decreases in same-sex attraction and significant increases in heterosexual attraction and functioning. Other participants found that their same-sex attraction diminished to the extent that they could live a chaste life in keeping with their faith commitments. Yarhouse qualifies these results as follows: “As important as these findings are for those considering a change attempt, most people do not experience change of sexual orientation; the reported changes are best thought of as gains along a continuum of attraction rather than changes from homosexual to heterosexual. Indeed, most people who report a heterosexual outcome would acknowledge some experiences of attraction to the same sex.” Yarhouse (2010), *A Christian perspective on sexual identity*, page 10. See also Adventist Review (March 19, 2014), In God’s image: Summit on human sexuality—Panel members tell moving stories of brokenness, change.
 14. Some have raised concerns about sexual orientation change efforts (SOCE). “All major national mental health organizations have officially expressed concerns about therapies promoted to modify sexual orientation. To date, there has been no scientifically adequate research to show that therapy aimed at changing sexual orientation (sometimes called reparative or conversion therapy) is safe or effective.” American Psychological Association (2008), *Answers to your questions for a better understanding of sexual orientation and homosexuality*, page 3. See also American Psychological Association (2009), *Appropriate therapeutic responses to sexual orientation*: “We cannot conclude how likely it is that harm will occur from SOCE. However, studies...indicate that attempts to change sexual orientation may cause or exacerbate distress and poor mental health in some individuals, including depression and suicidal thoughts. The lack of rigorous research on the safety of SOCE represents a serious concern, as do studies that report perceptions of harm” (page 42). These reports about potential harm from change efforts should be considered with the results of the Yarhouse and Jones study, which found that religious attempts to change sexual orientation “did not appear to be harmful on average.” Yarhouse and Jones, “A Longitudinal Study of Attempted Religiously Mediated Sexual Orientation Change,” *Journal of Sex & Marital Therapy*, 37:404–427, 2011, page 424.
 15. See Rom 5:17; 1 Cor 15:57; 2 Cor 2:14; 2 Cor 12:9-10; Phil 4:13; Jude 1:24-25.
 16. See John 1:12; Rom 6:6; 1 Cor 6:19-20; 1 Cor 12:27; 2 Cor 5:17; Gal 3:27; Eph 1:5; Col 2:9-10; Col 3:1-3; 1 Pet 2:9; 1 John 3:1-2.
 17. Legate, N., Ryan, R. M., & Weinstein, N. (2012). Is coming out always a “good thing?” Exploring the relations of autonomy support, outness and wellness for lesbian, gay and bisexual individuals. *Social Psychological & Personality Science*, 3, 145–152. This research “suggests that people experience greater wellness when they come out in certain contexts, but certainly not all contexts” (page 150). Identity disclosure in controlling social environments may not be beneficial, and individuals should be able to self-determine when and where it is safe for them to identify.
 18. Some Christians merge their faith identity with a sexual minority identity (e.g. “gay Christian”). Other Christians, while they may acknowledge their same-sex orientation, choose not to use sexuality differences to define or label themselves (known as *dis-identifying*) and may choose an alternate designation, such as “in Christ.”
 19. A study by the Pew Research Center in 2013 found a global divide on views of homosexuality, with greater acceptance in more secular and affluent countries. Attitudes varied widely, from rejection rates as high as 98% in some countries to acceptance rates as high as 88% in others. While these rates have remained fairly stable in recent years, the greatest changes have taken place in the United States and South Korea, where acceptance rates have grown by at least ten percentage points since 2007. Pew Research Center (2013), *The Global Divide on Homosexuality*.

ACADEMIC PETITIONS

**Please see the deans of each school/college*

ANDREWS CORE EXPERIENCE (General Education)

Nethery Hall 148

Donald May, *director*, 269-471-3249

ATHLETICS

Eric Paddock, *assistant director*, Gymnics coach,
Beaty Gym, 269-471-3968

Kevin Wooldridge, *interim athletics coordinator*,
Johnson Gym, 269-471-3965

CAMPUS & STUDENT LIFE

Campus Center, 8525 University Blvd

Frances Faehner, *vice president*, Campus Center,
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Judith Fisher, *director*, Counseling & Testing
Center, Bell Hall, 269-471-3470

Tacyana Nixon, *assistant to the vice president*,
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Nanyvette Valentin-Seewaldt, *office & co-curricular
manager*, Campus Center, 269-471-3215

Steve Yeagley, *assistant vice president*, Campus
Center, 269-471-3215

*See Athletics, Campus Ministries, Counseling &
Testing Center, Housing, and Student Activities
& Involvement for other Student Life personnel.*

CAMPUS MINISTRIES

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José Bourget, *associate chaplain*, 269-471-6254

Michael Polite, *associate chaplain*, 269-471-6282
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CAMPUS SAFETY

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Riccardo Simpson, *compliance officer*, 269-471-3321

COUNSELING & TESTING CENTER

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Stacy Nicely, *staff counselor*

Diana Mitchell, *staff counselor*

Robert Myaing, *testing coordinator*

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EMPLOYEE SERVICES

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EXPLORE ANDREWS PROGRAM

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GUEST & CONVENTION SERVICES

University Towers Lobby, 8400 W Campus Circle Dr

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HOUSING

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LAMSON HALL

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Donald Keele, *associate dean*, 269-471-2757

Andrew Dormus, *associate dean*, 269-471-3393

UNIVERSITY APARTMENTS

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JN ANDREWS HONORS PROGRAM

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Campus Center, Main Floor

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VETERANS SERVICES

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Fares Magesa, *certifying official*, 269-471-3286

Campus Map

Please visit the following site
to view a current campus map:
[andrews.edu/about/visiting/
campus_map.html](http://andrews.edu/about/visiting/campus_map.html)





Andrews  University

Berrien Springs, Michigan 49104
andrews.edu 800-253-2874

Appendix 7: School Bulletin (Catalog)

(Copy supplied here is the 2018-2019 Bulletin. The 2019-2020 Bulletin will be available in PDF before the Accreditation Visit, but can be read online [here](#).)



2018 – 2019 Bulletin

Berrien Springs, Michigan 49104
www.andrews.edu 800–253–2874

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 will 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. On request it makes available to the public its annual financial report. To obtain a copy, contact the Office of the Vice President for Financial Administration at the address below

Every effort has been made to assure the accuracy of information in this bulletin. Students are advised, however, that bulletin provisions do not constitute a contract between a student and Andrews University and that attendance at Andrews University is a privilege and not a right. The university faculty and administration reserve the right to make and give public notice of such changes as deemed necessary during the period for which this bulletin is in effect.

Please contact the appropriate personnel for information pertaining to schools, departments, programs, and courses. For all other bulletin inquiries you may contact the Assistant Registrar for Publications & Communication in the Office of Academic Records by email at bulletin@andrews.edu or by phone at (269) 471–3233.

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Course Prefixes and Numbers

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

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

COURSE NUMBERS

Non Credit	Below 100	Courses enabling the student to qualify for freshman standing
Undergraduate Lower Division	100–199	Courses usually taken during the freshman year
	200–299	Courses usually taken during the sophomore year
Undergraduate Upper Division	300–399	Courses usually taken during the junior year
	400–499	Courses usually taken during the senior year – Approved courses also open for graduate credit
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Campus Resources

Andrews University Mission Statement

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

Andrews University students will:

Seek Knowledge as they

- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

Affirm Faith as they

- Develop a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

Change the World as they go forth to

- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

The University

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

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

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

In 1974, the undergraduate division of Andrews was organized into two colleges—the College of Arts and Sciences and the College of Technology. The School of Business Administration, which evolved from the Department of Business Administration, was established in 1980. In a similar move, the Department of Education became the School of Education in 1983. The present organizational structure of the School of Graduate Studies was adopted in 1987. In 1993, the Department of Architecture became the Division of Architecture, and in 2012 became a school. It is now the School of Architecture & Interior Design. In 2011, the School of Distance Education was formed to support distance education and educational programs offered at locations across North America and the world. Because of the many international partnerships, the school has been renamed as the School of Distance Education & International Partnerships. Also in 2012, five

departments housed in the College of Arts and Sciences together became the School of Health Professions. All of the colleges and schools offer both undergraduate and graduate degrees, except for the Seventh-day Adventist Theological Seminary, which maintains graduate and professional programs only. The only Seventh-day Adventist doctoral research university, Andrews University is also a comprehensive institution of higher learning integrating an exemplary liberal arts and sciences core with six prestigious professional schools and a number of excellent graduate programs.

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

Accreditation

Recognizing that students benefit from studying at an accredited institution, Andrews University is accredited by the The Higher Learning Commission¹ for programs through the doctoral level, as well as by the Adventist Accrediting Association of the General Conference of Seventh-day Adventists. Professional organizations have accredited specific degree programs of the University and other programs are moving toward accreditation. (Please see the complete listing of university accreditations, approvals, and memberships.)

Quality Academic Programs

The high quality of the educational experience at Andrews University is evidenced by its listing in U.S. News and World Report's annual report on "Best Colleges." Andrews University is also listed among the "30 Great Small Colleges for STEM Degrees." A strong undergraduate honors program attracts such outstanding students as National Merit Finalists, secondary-school valedictorians and others with outstanding secondary-school achievement.

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

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

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

¹ The Higher Learning Commission
230 South La Salle Street, Suite 7-500, Chicago IL 60604
Phone: (800) 621-7440; www.hlcommission.org

International Opportunities

Each year, students from 80–100 different countries enroll at Andrews University. More than 20% of the students come from other countries. This places the university among the national universities in U.S. News and World Report's annual report with most international students. One experiences the reality of a global village while attending college.

International students who wish to immerse themselves fully in American culture may enroll in the Action America program on the Andrews campus. International education opportunities include study abroad, study tours and short-term service learning opportunities abroad.

Academic Resources

Andrews International Center for Educational Research Bell Hall, Room 269-471-6080

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

Architecture Resource Center
Architecture Building
269-471-2417

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

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

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

Center for College Faith

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

Center for Adventist Research
James White Library, Lower Level
car@andrews.edu
269-471-3209

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

Adventist Heritage Center

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

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

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

Ellen G. White Estate Branch Office

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

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

Department of Digital Learning & Instructional Technology
Griggs Hall, Room 123
dlit@andrews.edu
269-471-3960

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

Center for Statistical Services
Bell Hall (Education), Room 212
269-471-6214
269-471-3478F

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

Center for Teaching and Learning Excellence
Mary Jane Mitchell Multimedia Center
James White Library, Top Level
269-471-3272

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

Center of Continuing Education for Ministry
Seminary Hall, Room N206
inministry@andrews.edu
269-471-3514

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

Greek Manuscript Research Center
Seminary Hall, Room N124
269-471-3313

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

Testament. The GMRC holds one of the largest collections of microfilmed Greek manuscripts in North America.

Horn Archaeological Museum
9047 Old US 31
(Open Saturdays 3–5 pm)
hornmuseum@andrews.edu
269-471-3273

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

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

InMinistry Center Seminary Hall, Room N206
269-471-3514

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

Institute for Prevention of Addictions
Adjacent to the Sutherland House
ipa@andrews.edu
269-471-3558

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

Institute of Archaeology
9047 Old US 31
hornmuseum@andrews.edu
269-471-3273

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

The institute 1) offers courses through the seminary which directly or significantly relate to the study of archaeology, 2) sponsors regular visits by distinguished archaeologists for the purpose of lecturing and consulting, 3) organizes public tours, 4) presents archaeological programs for churches and schools, 5) provides opportunity for field and laboratory training through its excavations and surveys in the Middle East and Michiana and the subsequent analysis of these activities, 6) supports the work of the Horn Archaeological Museum in collecting and interpreting artifacts and 7) publishes results of excavations and research in annuals, monographs and occasional papers.

Institute of Church Ministry
Seminary Hall
269-471-3407

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

Partnership (CCSP) of various faith groups under the direction of the Hartford Institute for Religion Studies.

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

Institute of Hispanic Ministry
Seminary Hall, Room N210
hispanicministry@andrews.edu
269-471-6170

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

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

Institute of Jewish-Christian Studies
Seminary Hall, Room N107
269-471-3349

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

Institutional Effectiveness
Bell Hall, Room 206
269-471-3308

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

Center for Intensive English Programs (CIEP)
Nethery Hall, Room 203
269-471-2260

The Center for Intensive English Language Programs (CIEP) offers a courtesy placement test for incoming students to assess language proficiency. Classes in the English for Academic Purposes (EAP) Program are offered in grammar, reading & writing, listening & speaking, pronunciation, reading & discussion, conversation skills, public speaking skills, and academic writing for students whose first language is not English and who do not meet English proficiency requirements as listed in the Bulletin. The EAP is offered in Fall semester, Spring semester, and in a June/July Summer semester. A short-term intensive study session, combined with cultural and professional experiences and travel, is offered through the Andrews English Experience Program (formerly called Action America) in July. The CIEP also participates in the Language Bridge Program, providing the ESL classes that students take to meet the requirements of the Language Bridge Program. Tutorial services can be arranged for a fee on a case-by-case basis, and certain specialized English classes, such as a TOEFL preparation class, are offered for a fee and are open to the community.

International Religious Liberty Institute
Seminary Hall, Room N331
269-471-3500

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

James White Library
269-471-3275

The James White Library and its two branches hold print books, bound periodical volumes and multimedia materials totaling more than 1.6 million items. The

100,000 square-foot main library provides study and research facilities and the library faculty provide reference and consultation and a library instruction program, a library liaison program for collection development, and interlibrary loan services.

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

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

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

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

North American Division Evangelism Institute
Seminary Hall, Room S303
269-471-8303

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

Marine Biological Field Station
Anacortes, Washington Department of Biology
360-293-2326
269-471-3243

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

Mary Jane Mitchell Multimedia Center
James White Library, Top Level
269-471-3272

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

Music Materials Center
Hamel Hall
269-471-6217

The Music Materials Center (MMC) is a branch library of the James White Library, located in Hamel Hall. Services and materials provided include: specialized music reference service, recordings and listening facilities, scores, reference materials to support the study of music, and assistance in the use of electronic materials. Primary areas of study supported include performance, music history and literature, music theory and composition, church music, music education and music studied as part of the general education curriculum.

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

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

Mathematics Center
Haughey Hall (Science Complex), Room 112
269-471-6662

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

Museum of Natural History
Price Hall (Science Complex) Lower Level
269-471-3243

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

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

Seminary Library
James White Library, Main Level
269-471-3269

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

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

Seminary Online Learning Center
S144 Seminary Building
solc@andrews.edu
269-471-3962

The Seminary Online Learning Center (SOLC) offers a variety of distance education courses at the graduate level. These online courses not only serve students who are enrolled in different Seminary programs on campus and off campus, but support faculty and students who are working at their local churches throughout the states, and around the world, by promoting partnership and creating community to nurture Adventist education. The Seminary partners with the Department of Digital Learning and Instructional Technology (DLIT) which helps in the development, technical support and design of the online courses.

Student Success Center
Nethery Hall, Room 100
success@andrews.edu
269-471-6096

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

The Student Success Center

- facilitates academic advising for undergraduates
- maintains on-campus referral and academic support information for all students
- effects major and advisor changes for undergraduate students
- manages a peer-to-peer tutoring class for undergraduate students
- facilitates accommodations for any student with documented disabilities
- provides guidance for students who need to have a disability documented
- coordinates student interventions, providing follow-up as needed

- serves as a central referral service to forward placement opportunities to academic advisors

University Center for Reading, Learning & Assessment

Bell Hall, Suite 200
269-471-3480

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

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

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

Writing Center

Nethery Hall, Room 101
writery@andrews.edu
269-471-3358

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

Campus Resources

ADA Services for Students with Disabilities

Nethery Hall, Room 135
269-471-6096

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

A Healthy U

ahealthyu@andrews.edu
269-471-6086

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

Andrews Community Counseling Center

Bell Hall, Room 159
269-471-6238

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

Andrews University Airpark

Airpark
airinfo@andrews.edu
269-471-3120

Andrews University Airpark is licensed by the State of Michigan as a general utility airport (C-20). Services include flight instruction, maintenance instruction, aviation

fuel (100LL), and a full-service aircraft repair center along with hanger and tie-down facilities. Andrews' air traffic unicom frequency is 122.7.

Andrews University Archives

James White Library, Lower Level
archives@andrews.edu
269-471-3373

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

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

Andrews University Bookstore

Campus Plaza
269-471-3287

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

Andrews University Press

Sutherland House
aupress@andrews.edu
269-471-6134

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

Center for Youth Evangelism

Seminary Hall, Room S103
cye@andrews.edu
269-471-8380
www.cye.org

The Center for Youth Evangelism (CYE) was established in 1979 and is incorporated within Andrews University to support the Seventh-day Adventist Theological Seminary to provide training, research, resources and programing for youth ministry within the North American Division (NAD) and the General Conference (GC) world church.

CYE offers "active learning" opportunities for seminarians, interns, youth professionals and local church leaders.

A few CYE sample offerings: 180 Symposium, 411 Youth Ministry Newsletter, Church of Refuge, Cruise with a Mission, International Camporees, WeCare Mission Trips, Union Youth Evangelism Congress, Music & Worship Conference, Easter Passion Plays, and other children, youth and young adult support. Executive Director, Ron Whitehead, 269-208-1344, whitehead@andrews.edu

Christian Leadership Center

Seminary Hall
269-471-8332

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

The Center provides a place for academicians and field practitioners to link in a process of theological reflection that shapes the Seventh-day Adventist Church's understanding of leadership and clarifies transformational leadership development across cultures. The biblically-based model of servant leadership promoted by the Christian Leadership Center grows from that reflection. The Center focuses on transformation of the person, development of essential leadership patterns and

formation of administrative skills through various programs offered to community and church organizations. Visit the Center online at www.andrews.edu/clc/.

Employment

Administration Building, Main Floor

employment@andrews.edu

269-471-3570

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

Howard Performing Arts Center

hpac@andrews.edu

Box Office 471-3560

Fax 471-3565

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

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

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

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

Information Technology Services

Information Services Building

269-471-6016

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

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

The ITS Computer Store provides certain hardware and software resources at educational pricing. The Microsoft Office Suite and latest Microsoft operating system are available through a Microsoft Campus License Agreement for the cost of the media. Anti-virus software for Windows-based computers is also available for students, faculty and staff personal use for the cost of the media. ITS also maintains a limited phone assistance service for hardware or software questions. Telecommunications services provided by ITS in residence hall or apartment packages include local phone service with unlimited local calling, caller ID, call waiting and basic CATV service. Premium CATV service is provided for an additional fee. (For more information call 471-3455).

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

Institute for Diversity and Multiculturalism

Nethery Hall

269-471-3174

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

1. The IDM provides assistance and training through lectures, workshops and seminars for Andrews University administration, faculty, staff and students.

2. It conducts workshops, seminars and conferences on diversity for a variety of other audiences.
3. The Institute provides consultation and training services to businesses, church organizations, law enforcement agencies, human resource professionals and educational entities.
4. The IDM is a resource for the world church in dealing with the increasing multicultural and diverse nature of its membership and its mission.
5. The Faculty Research Forum, a unit within the Institute, researches issues of diversity and multiculturalism and disseminates its findings.

LithoTech

Harrigan Hall (main floor, front entrance)

litho@andrews.edu

269-471-6027

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

Office of the Ombudspersons

269-471-3244, 269-471-3214

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

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

Radio Station WAUS 90.7 FM

Howard Performing Arts Center

waus@andrews.edu

269-471-3400

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

Student Insurance

Administration Building, Main Floor

stuins@andrews.edu

269-471-3097

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

The University School

Ruth Murdoch Elementary, 8885 Garland Ave

rmes@andrews.edu

269-471-3225

Andrews Academy, 8833 Garland Ave

academy@andrews.edu

269-471-3138

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

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

Campus & Student Life

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

Campus & Student Life
Campus Center, Main Floor 269-471-3215

Athletics & Intramurals
Johnson Gym 269-471-3965

Campus Ministries
Campus Center, Main Floor 269-471-3211

Campus Safety
International Court 269-471-3321

Counseling & Testing Center
Bell Hall (Education Building) 269-471-3470

Employment
Administration Building, Main Floor 269-471-3570

Graduate Student Association
Campus Center, Ground Floor 269-471-6606

Housing
Lamson Hall 269-471-3446
Meier Hall 269-471-3390
University Apartments 269-471-6979
University Towers 269-471-3670

International Student Services
Administration Building, Third Floor 269-471-6395

Student Activities & Involvement
Campus Center, Main Floor 269-471-3615

Student Health & Counseling
University Medical Specialties 269-473-2222

Student Insurance
Administration Building, Main Floor 269-471-3097

Student Success Center
Nethery Hall, Second Floor 269-471-6096

Undergraduate Leadership
Campus Center, Main Floor 269-471-6636

Undergraduate Student Association
Campus Center, Ground Floor 269-471-3250

University Health & Wellness
Campus Center, Main Floor 269-471-6165

Our Values, Your Choice

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

By deciding to attend Andrews University, students choose to be part of this uniquely Christian atmosphere. Every enrolled undergraduate student pursuing an on-campus degree signs a "Community Values Agreement" in which they affirm their decision:

1. **To attend a faith-based university** by respecting Andrews University's Seventh-day Adventist Christian perspective and values. See the section "A Faith-Based University."
2. **To adopt a healthy lifestyle** guided on and off campus by the core values of the Andrews University community. See the section "A Healthy Lifestyle."
3. **To live on a residential campus** in a University residence hall while a single undergraduate student under the age of 22 (unless living with an approved family member or Andrews faculty or staff member) and,

while an undergraduate resident, to participate in a meal plan at the University's vegetarian cafeteria. See the section "A Residential Campus."

4. **To engage a whole-person approach** to education and, while an undergraduate or Seminary student, to attend required co-curricular programs. See the section "A Whole Person Approach."

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

A Faith-Based University

Seventh-day Adventist Faith and Values

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

Campus Ministries

The Office of Campus Ministries promotes faith development through pastoral care, resources and services to the University campus. The University chaplain and associate chaplains function to enrich the faith and intellectual life of the campus through incarnational ministry and the provision of a variety of opportunities appropriate to a spiritual, cultural and socially diverse student and professional population. The chaplains operate at a level that ignites the passion of those who have been transformed by or are considering a relationship with Jesus Christ.

The essential question for the existence for AUCM is embraced in the transformative prayer of Jesus in the Gospel of John chapter 17. Here Jesus' heart for a close and life-changing relationship with man is revealed. Campus Ministries exists to promote close proximity with God. In this PROXIMITY our goals are to:

- Be Clear on who God is: "And this is eternal life that they may know you, the only true God and Jesus Christ whom you have sent." John 17:3
- Be Close to God: "The glory which you gave me I have given them, that they may be one just as we are one....Father I desire that they whom You gave me be with me where I am." John 17:23-24
- Be Clean by God: "Sanctify them by your truth. Your word is truth." John 17:17
"I give myself as a holy sacrifice for them so they can be made holy by your truth." John 17:19
- Be Confident in God's Calling: "As you sent me into the world, I have sent them into the world." John 17:18

A Whole Person Approach

Students engage in faith and learning outside the classroom as part of a comprehensive educational experience, developing skills and dispositions that complement their academic degrees. Undergraduate students and Seminary students agree to participate in a minimum number of co-curricular experiences each semester.

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

- *A Healthy U* focuses on building physical fitness, maintaining a balanced diet and achieving personal wellbeing.
- *A Successful U* focuses on sharpening academic skills, boosting creative capacities and ensuring career readiness.
- *A Committed U* focuses on engaging in faith development, seeking spiritual support and pursuing a life purpose.
- *A Better U* focuses on gaining cultural competence, practicing service to others and developing leadership ability.

Together with the academic curriculum, co-curricular education delivers the whole-person education at the heart of Andrews University's mission.

To learn more about the undergraduate co-curricular requirement, including program structure, costs and expectations, please refer to bulletin.andrews.edu > Student Handbook > A Whole Person Approach.

A Residential Campus

Residential Living Policy

Andrews University is operated as a residential college on the undergraduate level. The University also offers residential options for graduate students. This means that the residential environment plays a significant role in the mission of the University and its efforts to foster the holistic development of each student.

Therefore, in accordance with the University's Residential Living Policy, all single undergraduate students under 22 years of age who are (1) pursuing an on-campus degree and taking seven or more credits (including distance learning courses) or (2) enrolled in full-time language study must live in one of the University residence halls and participate in a meal plan at the University's cafeteria. Single undergraduate students must be 22 years of age by the first day of a semester in order to be approved to live in the community for that semester.

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 to the Residential Living Policy on the basis of financial need.

To review the complete Residential Living Policy, please refer to andrews.edu/sl and to the "Student Handbook" at bulletin.andrews.edu > Student Handbook > Residential Living Policy.

Residence Halls

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

Apartments and Houses for Rent

The University owns 304 apartments and 36 houses. The apartments are available to married students, students with children, and single undergraduate age 22+ and graduate students. Accommodations are available only to those who have been officially accepted as university students. Since apartments are limited, applicants are advised to apply six to nine months before their first semester of studies.

Most apartments are furnished. Tenants must supply their own linen and kitchen utensils. Unfurnished apartments have a stove and refrigerator. Pianos may be placed in the apartments only by prior arrangement with the University Apartments director. Pets are not allowed in University apartments or houses.

Further information on University housing may be obtained through the "University Apartments Handbook" online. Please visit andrews.edu/apartments for applications and further information.

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

Non-Residence Hall Housing

Students living in non-residence hall housing must abide by the expectations outlined in the "Student Handbook" and the non-residence hall housing policy. All students living off-campus must maintain high moral standards in their choice of guests and entertainment; otherwise, they could be subject to discipline. Unmarried, unrelated students must not live in the same shared dwelling with members of the opposite sex.

A Healthy Lifestyle

Core Christian Values

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

Code of Student Conduct

The Code of Student Conduct is detailed in the "Student Handbook" and provides examples of violations that may result in serious consequences. Students may obtain a copy of the "Handbook" at the Student Life office (or online at andrews.edu/sl). Any regulation adopted and published by the administration in

more informal written communication or online has the same force as regulations printed in official publications.

Code violations include, but are not limited to, the use or possession of tobacco, alcoholic beverages, illegal drugs or dishonestly acquired or misused prescription drugs; dishonesty; sexual immorality; physical abuse or assault as well as domestic/relationship violence; sexual misconduct including but not limited to nonconsensual sexual contact, nonconsensual penetration, sexual exploitation and sexual harassment; theft; vandalism; lingering in proximity to alcohol, illegal drugs or drug paraphernalia, such as in events or parties where alcohol or illegal drugs, etc., are present and served by another host; hosting/planning events in one's own residence or elsewhere where alcohol is served or consumed and/or illegal drugs or drug paraphernalia are present; patronizing places of questionable entertainment or activities such as sexually suggestive or explicit dancing; profanity or vulgarity; possessing lewd or obscene materials; on-campus possession of weapons, firearms or look-alike firearms; engaging in improper associations—participating in organizations that have not been registered with and approved by the Student Life office; insubordination of a University official; disrespect or slander; and threatening and harassing behavior.

Accountability

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

Community Values Agreement

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

Student Activities and Organizations

The University encourages students to participate in as many co-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 Office of Student Activities & Involvement via OrgSync.

Andrews University Student Association (AUSA) and Publications

The Student Association serves all undergraduate students enrolled at Andrews University for 6 or more credits. AUSA sponsors recreational and educational activities for the undergraduate student body. It responds to student needs and serves as a collective voice for student concerns. Additionally, it coordinates activities that include the publishing of the "Cast" (pictorial student directory), the "Cardinal" (University yearbook), and the "Student Movement" (University student paper). The editors and managers of these publications are approved by the Student Association 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.

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 representative 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. 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 in the Andrews OrgSync portal each year

with the Office of Student Activities & Involvement in order to function on campus. Students are not allowed to participate in unregistered organizations, and those who do jeopardize their student status. A list of registered organizations can be found on the Andrews OrgSync portal.

Student Records

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

Information Released to Third Parties

In accordance with FERPA, Andrews University does not disclose personally identifiable information from educational records without a student's consent except in limited circumstances. FERPA does permit institutions to define classes of information as "directory information." FERPA permits the disclosure of directory information without the consent of the student, unless the student has informed the University Registrar, in writing, of her/his refusal to permit the dissemination of directory information. A form for opting out of the disclosure of directory information, which must be filled out and submitted each semester, is available in the Office of Registrar. The University has designated the following information as "directory information": name, local address, local telephone number, email address, gender, marital status, hometown, date and place of birth, school, academic program (degree, major and minor), enrollment status, class standing/classification (i.e., freshman, sophomore, junior, senior or graduate), participation in officially recognized activities, dates of attendance, degree(s) received, honors and awards, and photographs. Even where directory information may be released, Andrews University reserves the right to withhold such information from third parties.

Safety Regulations

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

Motor Vehicles

Andrews requires all vehicles on campus to register with the Office of Campus Safety. Drivers must follow posted speed limits and parking designations.

Vehicle Registration

You must show a valid state registration, current proof of insurance and driver's license. Upon registering you will receive a decal which must be affixed to your vehicle's window as intended. Failure to register your vehicle may result in a fine.

Auto Licensing

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

Auto Insurance

All vehicles must be covered with liability insurance while driven on campus. Expiration or cancellation of insurance automatically revokes motor-vehicle registration and driving privileges. All vehicles must be maintained in legal operating condition while on property.

AU Alert

To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus via AU Alert.

AU Alert sends out text messages, emails, and voice calls to registered recipients. The system will also post alerts to University Facebook accounts or Twitter accounts with the emergency information. AU Alert notices are intended only for situations involving imminent danger to health or human safety. These may include severe weather alerts, winter weather class cancellations, hostile threats, utility failure, major road closings or fire, among others.

To receive emergency alert text messages, emails, or voice calls, please visit getrave.com/login/andrews/ and login with your Andrews University username and password.

Rave Alert does not charge subscribers to send or receive SMS messages. Standard or other messaging charges apply depending upon your wireless carrier plan and subscription details. Once registered, you can opt out of SMS messages at any time by texting STOP to 67283 or 226787.

Dining Services

Dedicated to providing our guests the finest in Vegetarian and Vegan dining options, Bon Appetit at Andrews University Dining Services is committed to creating food that is alive with flavor and nutrition and prepared from scratch using authentic ingredients. We do this in a socially responsible manner for the wellbeing of our guests, communities and the environment.

Our main office is located on the first floor of the Campus Center with convenient weekday hours to assist students with their residence hall meal plans or Cafe Accounts. Guests with questions or concerns are welcome to stop in anytime during office hours. Guests with special dietary needs are invited to meet with the General Manager and the Executive Chef to discuss how those needs can be met--please contact jonathan.daniels@cafebonappetit.com for more information. For guests choosing to dine with us on Sabbath, please come in during the week to set up a Cafe Account that can be used to purchase your Sabbath meal.

We have several dining options from which to choose--all accept your residence hall meal plan, cafe account, cash and credit/debit cards.

The Terrace Cafe is located on the second floor and features an all-you-care-to-eat format with several dining options from which to choose. Andrews Classics features favorite dishes from around the world and Classics Too offers healthy dining alternatives with a focus on special dietary needs. Our Grill features a variety of Latin foods that are self-serve for your convenience. The Salad Bar and Deli area has a wide variety of fresh ingredients and delicious breads to make your own salad, sandwich or panini. The World Market features scratch-made pizzas and a variety of delicious stir-fry options with scratch-made sauces. Our Breakfast Zone offers waffles, cereal, an assortment of beverages and yogurt. Be sure to visit the Bakery for a delicious selection of sweet treats.

The beautiful Dining Room is equipped with booth seating as well as table seating next to the large stone fireplace. Several smaller conference rooms can accommodate your private group needs. Our Front of House team will be happy to assist you with seasonal and creative fresh food ideas and personal service. Guests wishing to dine in our event rooms utilizing the Terrace Cafe meal option should contact ds@andrews.edu to book that event.

The Gazebo is located downstairs across from the Office of Dining Services. The Gazebo features a large selection of scratch-made smoothies, salads, burrito wraps, sub sandwiches and hot grilled dishes. You can also choose from a wide variety of locally baked pastries, grab-and-go sandwiches, salads and parfait cups. There is a retail area that sells convenience items and snacks.

Vending Services are available in various buildings across campus and provide quick snacks and drinks for our guests.

Catering Services are available for guests wishing to customize a meal and create a special event. Guests wishing to book a catering event should contact catering@andrews.edu for assistance. We offer catering services to any on-campus venue and a variety of off-campus locations.

Additional information and menus are available on the Dining Services website at <http://andrews-university.cafebonappetit.com/>. For daily menu alerts, upcoming special events and more information about Dining Services, be sure to follow us on Facebook at Andrews University Dining Services.

Medical Services

Required Medical Records

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

Available Medical Care

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

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

for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMS services. UMS waives any copay or deductible (for the student/family) for the limited health care provided.

Non-residence-hall students living in the apartments or off-campus housing may use University Medical Specialties according to established fees.

For emergencies outside of regularly scheduled office hours, students may reach a physician at 269-473-2222.

Health-related Concerns

Lilian Akawobsa

Insurance—Injury/Sickness

Every international student in "student status" and every other student with a minimum of part-time enrollment status is required to be covered by an Injury and Sickness insurance plan--please visit the website for exceptions. The student will be able to select coverage by completing the student insurance section in Registration Central. The payment for this coverage is charged to the student's account the same as tuition and is non-refundable. Students who have proof of alternative insurance that is equal to or exceeds the minimum coverage and provisions offered by the AU plan may waive the University plan by completing a waiver in the student insurance portion of Registration Central and presenting their insurance card to the Student Insurance Office. Please visit the website for more details regarding requirements that must be met in order to waive AU Student Insurance and for additional information. Coverage for a student's spouse and dependent children is also available for an additional fee. All students from outside of the United States must cover dependents who accompany the student to the States. A brochure describing the insurance coverage is available at the Student Insurance Office in the Administration Building or online at andrews.edu/services/hr/students/insurance/.

Judith Fisher

Counseling & Testing Center

The Counseling & Testing Center (CTC) is the primary mental health care facility for the University and serves as a supportive medium aimed at enhancing the positive and learning University environment as it provides timely and comprehensive short-term counseling to University students and their spouses. The Center is staffed by licensed psychologists, counselors, and intern clinicians committed to utilizing all available resources in the delivery of services. These include personal, group, premarital and marital counseling; career development; outreach and consultation; academic and psychological assessments; teaching and research; and training and supervision. Workshops, wellness screenings, and other prevention programming are also coordinated by the CTC throughout the academic year. The CTC also offers self-help educational information through the CTC webpage and virtual pamphlets. The CTC uses a brief model of treatment and offers up to eight (8) counseling sessions per semester at no charge. Additional counseling sessions are considered on an individualized basis. The Center also provides referrals to community psychiatrists and other mental health professionals.

The Counseling & Testing Center endorses a whole-person approach in working with students by facilitating the integration of the emotional, spiritual, physical and social dimensions of the individual. The Center is fully accredited by the International Association of Counseling Services (IACS) and serves as a training facility for graduate counseling and social work interns. Psychological testing, career assessment and other testing services are offered for a nominal fee.

National standardized testing--including the ACT, SAT, GRE subject, LSAT, MPRE, MELAB, TOEFL, CLEP and other academic tests needed at both the undergraduate and graduate levels--is offered at the Counseling & Testing Center. To contact the Center call 269-471-3470 or email the staff at ctcenter@andrews.edu. You may also find us on Facebook at [facebook.com/AUUTC](https://www.facebook.com/AUUTC).

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 acceptable documents are listed below; however, as the list may be subject to change, please refer to the U.S. Citizenship and Immigration Services (USCIS) website for the most updated information.

List A

Documents That Establish Both Identity and Employment Eligibility:

- U.S. Passport or U.S. Passport Card
- Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
- Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa
- Employment Authorization Document that contains a photograph (Form I-766)
- In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form
- Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI

List B

Documents That Establish Identity:

- Driver's license or ID card issued by a state or outlying possession of the United States if it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- ID card issued by federal, state or local government agencies or entities provided it contains a photograph or information such as name, date of birth, gender, height, eye color and address
- School ID card with a photograph
- Voter's registration card
- U.S. Military card or draft record
- Military dependent's ID card
- U.S. Coast Guard Merchant Mariner Card
- Native American tribal document
- Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present an identity document listed above (for List B):

- School report or report card
- Clinic, doctor or hospital record
- Day-care or nursery school record

List C

Documents That Establish Employment Eligibility:

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

All documents presented must be original.

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

The Office of Employment

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

Office of Employment

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

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

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

Employment (International Students)

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

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

Other Campus Services

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

Immigration Information for International Students

International students on F-1 or J-1 visas 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 I-20 (for F-1) and DS-2019 (for J-1) 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 depart the US and re-enter with F1 or J1 status again to be legally admitted to study.

The personnel at the Office of International Student Services and programs (OISSP) consists of the director, called the Principle Designated School Official (PDSO), and the Designated School Official (DSO). They are appointed by Andrews University and authorized by United States Citizen and Immigration Services (USCIS) to issue I-20s and sign legal students' documents. The Office of International Student services' director is also the RO (Responsible Officer), and therefore, is now authorized to issue its own DS 2019 documents for it J1 (student/researcher/exchange visitor) and J2 (dependent of J1) applicants. This office also has an ARO (Alternate Responsible Office) for assisting in the preparation of the DS2019 document. The PDSO, RO, ARO and DSO are also required to advise international students in areas related to student life on campus such as study, work and travel, etc

The Office of International Student Services communicates information to the international students in matters related to the government laws and immigration by several methods. First, the orientation for new international students is required upon arrival at Andrews University at the start of each of the 3 semesters (fall, spring and summer). Failure to attend the orientation program may result in student not having relevant information to live in accordance to the requirements to live by the student visa status they arrived upon and to failure to maintain legal status during the duration of the time spent on campus. Please visit the Office of International student services as soon as possible to receive the non-immigrant guidelines. Other means of communication include the Andrews "Bulletin," the International Student Services website, the Andrews Agenda and email. All

international students are required to immediately update the Office of International Student Services of any changes in their student visa status, address, change of major or change of academic level.

***F2 visa status holders are dependents of F1. F2 visa holder who is a spouse, is not permitted to study nor work during the entire duration of their stay in the US. F2 dependent children are permitted to go to school but not work. However, when the F2 dependent completed high school, F2 dependent should change his/her visa status to F1 is s/he would like to continue with their education at a college/university.*

General requirements for maintaining status as international students:

- 1. Have a valid passport at all times.
- 2. Continue to carry a full course of study.
- 3. Leave the United States once the courses for the academic program are completed, unless the student applies for a work permit (for F-1: OPT, for J-1: Academic Training).
- 4. Apply through the Office of International Student Services for a new I-20 if it is desired to change programs, to continue for another academic level within the same school or to transfer out to another institution of higher learning within the US.
- 5. Extend the current I-20 if additional time is required to complete student's program of study. Extend request process begins with the Office of International Student services.
- 6. Keep the I-20 (F-1) or DS-2019 (J-1) updated at all times. The most recent signature by the PDSO or DSO on one of these documents should be within 12 months from the time of signature. If it has exceeded, another signature must be obtained prior to travel outside of the U.S.
- 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 DS-2019 should always maintain a full course of study at Andrews University. With an Andrews University I-20, international students may take additional classes from other schools if approved by the academic advisor and the Office of International Student Services.

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

Transfer to Another School in the U.S.

J-1 students who want to change schools or their academic program must first check with their sponsoring organizations. If an F-1 student intends to change schools for any reason during the program, or after receiving a degree, he/she must initiate a transfer and obtain a new I-20 from the new school. Also, the Office of International Student Services at Andrews University will require you to submit a letter of admission from the school you will be transferring to. The transfer instructions that need to be followed are normally given by the new school. Once the receiving school is ready to issue the new I-20, the student should inform the ISS office so that the student's current legal file can be transferred electronically to the new school.

Full Course of Study

USCIS requires every student on an F-1 or DS-2019 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 DS-2019. Full-time class enrollment is as follows:

Undergraduate	12 credits (minimum)
Graduate	9 credits (minimum)
MDiv	9 credits (minimum)
Center for Intensive English Programs (CIEP)	12 clock hours (minimum)
Academy	
Fall Qtr	2.0 units (minimum)
Winter/Spring Qtr	1.5 units (minimum)

International Students cannot AUDIT courses at anytime or Withdraw ("W") if it would put the student below the minimum credits required

Summer semester is the vacation semester for those who start a regular school year (fall semester). 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 DS-2019 is dated for the spring or summer semesters. If so, the student must enroll for a full study load during the summer. Additional information is available in the Office of International Student Services.

1. International students with medical problems must provide a document from a physician recommending an interruption to take the semester off 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 provided the "Bulletin" states the course registered for is considered to be full-time.
3. An international student who registers in his/her last semester for less than the minimum credits required must present a RCL (Reduced course load) 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.
5. International students on an F-1 visa are not permitted to be in a program of study that is offered solely or entirely online. There may be exceptions for students on an F-1 visa—please contact the International Student Services office for clarification.

Students On Exchange Visitor Visas (J1/J2) and the Two-year Home Country Physical Presence Requirement

The two-year home country physical presence requirement is one of the most important characteristics of the Exchange Visitor J-1 status. If the international student is bound by this regulation, it will be stated on the J-1 visa and on the bottom left corner of the DS-2019. 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 U.S.A.

Employment For J-1 and F-1 Students

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

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

1. Academic training related to the course of study or
2. Work *on-campus* or *off-campus* (on severe economic hardship basis) for a maximum of 20 hours per week while school is in session and full-time during vacation.

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

F-1 students may work **on-campus** up to 20 hours per week while school is in session and full-time during vacations (upto 29 hours during their first 12 months of stay in the US and then upto 40 during the following year for the semester of break and holidays).

Academic Training

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

Curricular Practical Training (CPT)

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

I-20 must be issued for full-time. For more information, contact the Office of International Student Services.

Clinicals, Practicums or Internships

International students who are paid for clinicals, practicums or internships as part of a degree program **MUST** apply for Curricular Practical Training (CPT) and be issued a new I-20 accordingly with the CPT notation. The CPT notation has to be made prior to start of employment. Failure to do so will consider their work illegal.

Optional Practical Training (OPT)

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

Accepting Public Benefits is Illegal

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

The \$200 SEVIS I-901 Fee

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

Additional Information

Should you need additional information, please visit andrews.edu/services/iss/, call us at 269-471-6395/269-471-3310, or email us at iss@andrews.edu. We look forward to working with you and serving your needs as an international student here at Andrews University.

General Academic Policies

General Academic Information

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

Attendance at the University

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

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

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

Changes in Bulletin Requirements

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

Registration

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

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

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

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

Credit Hour Definition

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

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

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

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

Grading System and Grade-point Averages

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

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

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

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

Other Grade Report Entries

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

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

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

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

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

DG—Deferred Grade. 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, projects, intensives, comprehensive exams, independent study courses, courses requiring research such as theses and dissertations, and undergraduate upper division courses where mastery learning is required. The Office of Academic Records records a DG for the above listed 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 a specific situation for the DG to be changed to a letter grade. All DGs are required to be cleared before a student can graduate, unless they are DGs earned in another currently enrolled degree. An instructor may change the DG to a letter grade (A–F), S/U or DN (**Deferred and Not Completable**) as appropriate.

DN—Deferred and Not completable. A DN indicates the course has not been completed and no longer can be completed because time has run out.

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

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

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

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

NC — No Credit.

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

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

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

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

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

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

Factors Influencing Grades

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

Grade Reports

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

Resolution of Grade Disputes

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

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

Step 2: Written grade complaint. The student may file a written grade complaint with the instructor's immediate supervisor, requesting an investigation of the grade. The request must include the reasons for the student's belief that the grade was assigned as a result of carelessness, arbitrariness, or capriciousness. If the chair is also the instructor in question, the chair should direct the grade complaint to the next highest officer for processing. The written grade complaint must be filed within the semester (not counting the summer terms) after the grade was given. Complaints filed after a full semester has elapsed since a grade was given, or a written grade complaint that does not detail the evidence called for above, shall not be investigated. A department chair or the instructor's immediate supervisor can recommend or make a grade adjustment only if his/her findings reveal clear evidence of carelessness, arbitrariness, or capriciousness on the part of the instructor. The department chair or the instructor's immediate supervisor is to render a written report on his/her findings within a week (if school is in session; if not, within the first week after school reconvenes). If the student does not receive a report or remains dissatisfied, he/she may proceed with Step 3.

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

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

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

Transcripts

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

Student Responsibilities

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

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

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

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

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

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

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

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

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

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

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

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. A record of academic integrity violations is maintained by the Faculty Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel 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, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

For a synopsis of the current policy on academic integrity, please see the Student Handbook.

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

Human Subjects Research. All students, faculty and staff conducting any research involving human subjects must apply for approval from the Institutional Review Board (IRB). A full description of the planned research along with the required supporting documents must be submitted by completing and emailing an IRB Review form directly to irb@andrews.edu. Additional information is available from 22

IRB at the Office of Research and Creative Scholarship, Administration Bldg. Room 322. Tel. (269) 471-6361.

Graduation Procedures and Degree Conferral

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

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

Applications and Final Clearances

- Students must file an Application for Graduation/Marching form. Undergraduate graduation/marching forms are available at and must be returned to the Office of Undergraduate Records. The Graduate Graduation Application is available online. The following are the Graduation/Marching Application deadlines:

○

	December Conferral	May Graduation	August Graduation
Undergraduate Students	3 rd Thursday of September	3 rd Thursday of September	3 rd Thursday of May
Graduate Students	3 rd Thursday of September	3 rd Thursday of January	3 rd Thursday of May

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

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

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

Participation In Graduation Ceremonies

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

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

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

Undergraduate Criteria

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

OR

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

Graduate Criteria

1. General Criteria

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

OR

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

2. Master or Specialist students without a thesis or project option who have been advanced to degree candidacy, lack no more than 4 semester credits for completion and by the official deadlines have met all other graduate degree requirements, including passing comprehensive exams (if required in the program). Credits lacking include I's, DG's and unregistered work.
3. Master or Specialist students with a thesis or project option who have completed all coursework, passed comprehensive exams (if required), and obtained approval of their thesis/ project by the appropriate graduate committee, but have yet to file the thesis/project, as required. Notification of thesis/project approval must reach the Office of Academic Records no later than 10 days before graduation.
4. Doctoral students who have completed all coursework, have met all graduate degree requirements, including passing comprehensive exams, and no later than four weeks before the graduation ceremony obtain approval of the appropriate graduate committee following successful defense of their dissertation/project (if required in the program), with one of the following results: "Accept the dissertation/project as defended" or "Accept the dissertation/project with minor revisions." For candidates whose result is "Accept the dissertation/project with major revisions," written notification from their committee that they have made satisfactory revisions as required must reach the Office of Academic Records no later than 10 days before graduation. For graduation procedures applying to the PhD in Religion and ThD programs see bulletin section on PhD program requirements, "Oral Defense of Dissertation: After the Defense," and the *PhD Program Handbook*.
5. Doctor of Physical Therapy students who have completed all coursework, have met all degree requirements including passing comprehensive exams, and who either lack completion of the
 1. last two internships, and/or
 2. capstone project

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

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

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

Undergraduate Academic Policies

Admission

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

Admissions to Andrews University does not guarantee admissions 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.

Application Process for All Undergraduate Students

Andrews University strongly encourages all interested individuals to apply online and submit the \$30, nonrefundable fee. The online application for undergraduate admissions is available at andrews.edu/apply and must be submitted by a:

- First time applicant to an Andrews University baccalaureate degree program
- Continuing AU student who has not been enrolled during at least one academic term
- Andrews University graduate applying for a second baccalaureate degree

Apply Early

Applications for admissions, the non-refundable \$30 fee, and all required documents should be submitted by the following priority deadlines:

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

Applicants may request changes to the entry term of a submitted application for up to one semester. If changes to the entry term is for two or more semesters, a new application and fee will need to be submitted.

Freshman Admission Requirements

Students who will attend college after high school graduation are encouraged to apply before their final high school transcript is available. A preliminary 6-semester transcript (through the 11th grade) with a cumulative GPA and ACT or SAT test scores are reviewed by the Undergraduate Admissions Committee for a decision. All students are required to submit a final official high school transcript and ACT or SAT scores before they can attend classes.

Freshman Admission Required Documents
Academic Records <ul style="list-style-type: none"> • Official transcript from an accredited high school, or • Home School transcript showing courses taken and grades earned. Transcript must be signed by the learning coach, or • GED certificate with minimum scores of 145 on each section of the test, or • Official academic credential from an equivalent overseas secondary school or Ministry of Education (if high school completed outside of the United States) College Readiness Test Scores <ul style="list-style-type: none"> • PSAT • ACT • SAT
Freshman Admissions Standards

PSAT-Based Admissions

- A minimum overall high school GPA of 3.25
- PSAT scores at the 75th percentile. Currently, this is a composite score of 1100

Regular Admissions

- A minimum high school cumulative GPA of 2.50
- ACT or SAT Test Scores at the 50th percentile. Currently, these scores are ACT composite score of 20 and SAT composite score of 1020

Students who do not fully meet minimum requirements, but have unique circumstances may be considered for admissions after review of other appropriate evidence of ability to successfully complete academic work at AU. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements no later than July 15 for fall semester enrollment and November 15 for spring semester enrollment.

Students who have earned college credit while still in high school are required to have transcripts sent directly to Andrews University Undergraduate Admissions.

Mail:

Office of Undergraduate Admissions
Andrews University
4150 Administration Dr
Berrien Springs MI 49104-0740

E-Transcript:

undergrad@andrews.edu (accepted as official only if sent from a secure authenticated designated party)

Although Andrews University has minimum freshman admission requirements, meeting these minimum standards does not guarantee admissions. The individual admissions status of each applicant is subject to the review and final decision of the Undergraduate Admissions Committee.

Note to Home Schooled Students. Andrews University School of Distance Education operates Griggs International Academy (GIA), an accredited online secondary education program. GIA will work with home school students who take a minimum of their last six high school courses through Griggs International Academy to obtain a fully accredited high school diploma. Contact GIA at 800-782-4769 or enrollgia@andrews.edu.

Transfer Student Admission Requirements

Students who have attended any type of institution of higher learning after high school graduation are considered Transfer Students. All transfer students are required to submit a final official high school transcript and official college transcripts before they can attend classes.

Transfer Student Admission Required Documents
Academic Records <ul style="list-style-type: none"> • Complete academic transcripts from all colleges attended
Transfer Student Admission Standards
<ul style="list-style-type: none"> • Transfer students must have a minimum college cumulative GPA of 2.50. Transfer students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative college GPA. ACT/SAT scores are recommended, but not required. • Students who have attended a post-secondary institution since graduating from high school, but have completed less than 25 college level credits are admitted based on the same admission standards required of Freshman students. <p>Students who do not fully meet minimum requirements, but have unique circumstances may be considered for admissions after review of other appropriate evidence of ability to successfully complete academic work at AU. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements no later than July 15 for fall semester enrollment and November 15 for spring semester enrollment.</p>

Transfer of Credits

Students who have attended any college or university classes are required to have transcripts sent directly to Andrews University Undergraduate Admissions. Official transcripts must be requested at the time of admissions in order to ensure a timely evaluation of the credits.

In order for college-level courses to be accepted at Andrews University, they must have been taken at an accredited institution and have received a grade of C- or higher.

Transfer credits will not appear on an official Andrews University transcript.

Documents Needed for Transcript Evaluation

- Complete college official transcripts from each institution attended.
- If a student attended an international school, an official WES evaluation is required. (This does not apply to students who have completed at least one semester abroad as part of their studies at a US Institution or for those who have attended an accredited Seventh-day Adventist Institution.)
- Additional student documents may be needed for international transfer.

Limit on Number of Transfer Credits.

- The university allows up to 70 semester hours to be transferred from two-year institutions and applied to a baccalaureate degree. More may be approved by the dean as part of a major course of study.
- Remedial/precollege courses are not acceptable for transfer.
- ESL/EFL/ELL courses are not acceptable for transfer.

Transfer of Credits from an Unaccredited School. Students who have attended an unaccredited post-secondary institution are admitted based on regular admission criteria for Freshman students. Transfer credits may be accepted as elective credits based on an evaluation of the institution issuing the credits. The credits may then be applied to a program of study when approved by the department chair/program director and/or ACE director as appropriate. On occasion, Andrews University may create an articulation agreement with an unaccredited institution based on prior history with the success of students from the institution.

Review of Credit for Prior Learning Granted by Other Institutions. Credit for Prior Learning (CPL) credits on transcripts are not transferable. Students may present the original documentation (transcripts, certifications, portfolios) to the Prior Learning Coordinator for evaluation in accordance with Andrews University CPL policies and procedures.

International Student Admission Requirements

International Student Admission Required Documents	
Academic Records First Time In Any College (Freshman) <ul style="list-style-type: none"> • International Students applying as First-time In Any College or University (freshman) must submit official documentation of completion of upper secondary high school. To know which document is required for the country in which high school studies was completed, see the <i>International High School US Equivalency Document</i>. (International students studying outside the U.S. will be required to take the ACT/SAT if offered at their secondary schools.) 	
Transfer Student <ul style="list-style-type: none"> • Students that have completed college or university course work at an international institution must submit an official WES ICAP evaluation. (This policy does not apply to students who have completed at least one semester abroad as part of their studies at a US Institution or for those who have attended an accredited Seventh-day Adventist Institution.) 	
English Proficiency Students who did not complete all years of upper secondary high school or two years of college or university level courses at an English-medium institution must demonstrate adequate English proficiency to be admitted into a degree program.	
International Students Admission Standards	

- International freshman students must meet the minimum required cumulative GPA of 2.5 on a complete high school transcript or meet the minimum passing marks with a 2.5 or higher GPA based on AACRAO on the *secondary school certificate* required for the country in which high school studies was completed.
- Transfer students must have a minimum cumulative GPA of 2.50. Transfer students who have earned 25 or more semester credits before applying to Andrews are evaluated on the basis of their cumulative GPA.
- Students who have attended a post-secondary institution since graduating from high school, but have completed less than 25 college or university level credits are admitted based on the same admission standards required of freshman students. ACT/SAT scores are recommended, but not required.

Students who do not fully meet minimum requirements, but have unique circumstances may be considered for admissions after review of other appropriate evidence of ability to successfully complete academic work at AU. The Undergraduate Admissions Committee reviews and makes a final decision on students who do not fully meet minimum requirements no later than July 15 for fall semester enrollment and November 15 for spring semester enrollment.

English Proficiency Requirement. The table below shows the minimum requirements for the different English Proficiency Exams accepted, including the requirements for the minimum components. Exams must be taken within two years prior to enrollment on any campus.

* Paper-based TOEFL is only accepted when administered by our Center of Intensive English Program or through a partner institution that holds an official agreement with Andrews University.

Concordance Table: Minimum Composite Score					
AU Admissions	MELAB	TOEFL iBT	TOEFL ITP*	IELTS [Academic]	PTE [Academic]
	80	80	550	6.5	54

Concordance Table: Minimum Component Scores

MELAB	TOEFL iBT		TOEFL ITP*		IELTS		PTE
80	Reading	15	all components (except Writing and Speaking)	55	Reading	6	48
	Listening	15			Listening	6	
	Writing	17	Writing	80	Writing	5	
	Speaking	18	Speaking	3	Speaking	6	

Two applicants with the same total score may have very different abilities. Minimum component scores help to ensure that admitted students have the profile of language abilities necessary to be successful in their department. For more information, contact the CIEP at 269.471.2260.

Language proficiency must be met before enrolling full-time in regular course work. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus and passing the Exit Exam for English as a Second/Foreign Language. Degree programs with higher admissions requirements may also have higher English proficiency requirements.

Students with a score lower than the required minimum may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Center for Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within three semesters in order to continue in the degree program. Not all degree programs allow students to participate in the Language Bridge program. Please contact the Center for Intensive English Programs (CIEP) for additional information at 269.471.2260 or ciep@andrews.edu.

Concordance Table: Minimum Composite Score					
	MELAB	TOEFL iBT	TOEFL ITP*	IELTS [Academic]	PTE [Academic]
Language Bridge	69-79	61-79	500-549	5.5-6.0	43-53
ESL Only	68 or below	60 or below	499 or below	5.0 or below	42 or below

The ENSL course work for a student is formulated on the basis of the results of MELAB (Michigan English Language Assessment Battery), TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or PTE Academic (Pearson Test of English) and placement test results, and the student's course load is adjusted accordingly. Students are required to take English language studies until English language skills are at an acceptable level. Students who need to take ENSL courses will need to budget for additional costs.

The Counseling & Testing Center in Bell Hall offers the Internet-based TOEFL and MELAB by appointment. The Center for Intensive English Programs (CIEP) in the College of Arts & Sciences offers the Institutional paper-based TOEFL (ITP).

Certificate of Eligibility for Nonimmigrant Student Status (I-20). International students who will be living in the US while studying online or on the main campus must provide all required admissions documents and receive admissions to Andrews University in order to begin the process of obtaining an I-20. The following information is required in order to have an I-20 processed:

1. Academic acceptance into a degree program
2. Balanced estimated budget sheet
3. Support for all personal funds and/or sponsorship (bank statement or letter of sponsorship)
4. Current bank documentation (last three months)
5. One-time, non-refundable International Student Fee of \$100.
6. Advance deposit of \$3,000 (Citizens of Bahamas, Bermuda, Canada & Mexico are exempt from paying the international deposit)
7. Copy of Passport
8. Mailing Address (No P.O. Box Addresses) and telephone number

International students who reside in the US and have a current I-20 and wish to enroll in online or main campus classes for more than one semester must provide Andrews University with copy of the F1 or J1 visa, copy of valid passport and copy of current I-20 or DS-2019.

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 attending the Main Campus must supply certain medical records to the school they plan to enter before registration can be completed.

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

Measles, Mumps, and Rubella (German Measles) (MMR) Immunization. Any 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.

Dual Enrollment Status

Dual enrollment status is available to advanced undergraduate students who wish to begin work on a graduate program. However, taking graduate courses does not guarantee or imply future admission to a degree program. Dual enrollment will affect your financial aid package. Be sure to speak to a financial aid advisor prior to a dual enrollment semester.

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

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

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

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

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

Guest Student Status

Guest Student is a temporary enrollment status, not an admission category. Enrollment as a guest student is no guarantee of admission as an undergraduate degree seeking student. Guest Student enrollment status is valid for one semester and students must submit an enrollment form for each semester they want to attend.

International students who reside in the US and have a current I-20 and wish to enroll in online or main campus classes for more than one semester must provide Andrews University with copy of the F1 or J1 visa, copy of valid passport and copy of current I-20 or DS-2019.

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

- Current regular students at another school but wanting to take courses at Andrews without seeking to earn a degree.
- Individuals who need certain courses to qualify for certification or admissions to an undergraduate program of study.

High School Students Taking College Classes. High School students are eligible to take Courses Approved for High School Registrations if they meet the following criteria:

- Students are enrolled in Grade 10, 11 or 12 or equivalent education levels.
- Students have a minimum cumulative GPA of 3.00 from an accredited high school. If a transcript from an accredited high school cannot be submitted, standardized test scores are required.
- Students must also maintain a 3.0 GPA in their Andrews University courses.
- Students whose first language is not English or who have not completed the last four years in schools where English is the language of instruction must provide evidence of English proficiency.
- Signed approval is required from a parent and the school registrar (unless home schooled).

Financial limitations apply:

- To qualify for the high school tuition rate, a student must register for and start the course(s) prior to graduating from high school or taking the GED or equivalent high school completion test.
- A maximum of two courses per semester will be approved at the high school tuition rate. Students must meet any prerequisites.

Students will be responsible:

- As each school makes its own decision about whether university courses fulfill high school diploma requirements, the student is responsible for clarifying credit status with their school counselor before registering.
- High school students taking Andrews University courses are held to the same academic policies, procedures and deadlines as university students. These students will be personally motivated and responsible for their college level studies, requesting support as needed.

Delivery of courses. Andrews University college courses are available to eligible high school students in the following formats:

- *On-campus courses* taken by an individual student or by groups of students through the Berrien RESA or area high schools, taught by Andrews University faculty or adjunct faculty.
- *Interactive online courses* taken by individual students or by groups of students through Adventist Academies or Griggs International Academy affiliate schools, taught by Andrews University faculty or adjunct faculty.

- *Concurrent enrollment courses* taken by groups of students attending an Adventist Academy, taught by approved academy teachers who serve as Andrews University adjunct faculty.

More information for high school students, parents and advisors, as well as schools interested in concurrent enrollment, is available through www.andrews.edu/precollege

Limitation of Credits Taken on Guest Student Status. Students who eventually apply and receive regular admission, may ask that up to 30 of the Andrews undergraduate credits taken as a Guest Student be applied towards the proposed degree. A minimum grade of C must be received in each course to be accepted for degree credit.

Students Accepted with Prescribed Intervention

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

Refusal or Annulment of Admission

Applicants may be refused admission

- when they do not meet the admission standards
- when they submit transcripts or records found to be fraudulent. Admission status may be canceled or annulled
- when students do not meet the conditions specified for continuing enrollment
- when the admission status was based on documents later found to be fraudulent.
- when information that differs from the expectation of integrity agreed to in the Andrews University application is disclosed.

Undergraduate Academic Information

Planning Programs

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

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

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

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

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

How to be Well-Prepared Academically

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

- Three years of math, including algebra I and II;

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

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

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

Class Standing

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

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

Areas of Study

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

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

Honor Lists

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

Study-Work Loads

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

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

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

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

Satisfactory Academic Progress

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

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

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

Academic Probation Procedures

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

1. the cumulative AU GPA falls below 2.00,
 2. the semester GPA is 1.75 or below,
 3. a combination in a semester of three or more of Withdrawals (W), Incompletes (I), or grades lower than a C.
- Students on academic probation are removed from probation when their academic status changes to good academic standing.
 - Part-time employment should be no greater than 12 hours per week and extra-curricular activities should be limited:
 - Students on academic probation status shall not be allowed to:
 - Be a member of Andrews Gymnics or Cardinals sports teams
 - Be a member of any performing group that requires frequent absences from campus
 - Hold an officer position in AUSA or any departmental club.

UG Academic Dismissal. Students are subject to academic dismissal from the University in one of the following ways:

- Earning during a given semester a GPA of 1.25 or less
- Two consecutive or three total semesters on academic probation
- Violations of the Academic Integrity Code as outlined in the Andrews University Academic Integrity Policy

Students may also be dismissed from a department or program if the specific requirements for a degree are not met by that individual.

Dismissal in December.

Students may be dismissed in December if they:

- Were admitted on academic probation as a transfer student from another institution, and were listed on academic probation at Andrews based on Fall Semester grades
- Were dismissed at the end of their most recent semester at Andrews and had their dismissal revoked on appeal, but failed to achieve Good Academic Standing based on Fall Semester grades
- Were readmitted for Fall Semester after an academic dismissal but failed to achieve Good Academic Standing based on Fall Semester grades

Dismissal in May.

Students may be dismissed in May if they:

- Have had two consecutive semesters, or three total semesters, on academic probation status and failed to achieve Good Academic Standing based on Spring Semester grades
- Were dismissed at the end of their most recent semester at Andrews and had their dismissal revoked on appeal, but failed to achieve Good Academic Standing based on Spring Semester grades
- Were readmitted for Spring Semester after an academic dismissal but failed to achieve Good Academic Standing based on Spring Semester grades
- Received notice in December that their academic probation status would result in dismissal at the end of Spring Semester unless their GPA improved significantly based on Spring Semester grades (Deferred Dismissal)

Appeal Process:

- A dismissal that follows Andrews University policy will not normally be eligible for an appeal. Students who feel there are extenuating circumstances that override policy may appeal a dismissal decision to their Academic Dean. Consultation with the Director of the Student Success Center, departments, and/or academic advisors may be necessary before appeal decisions are made.
- Academic Deans will communicate decisions on appeals to students and copy these decisions to Student Success.

International Collegiate Programs

The following apply to transfer credit from institutions outside of the United States.

Evaluation of Transfer Credit

Transfer credits from institutions outside of the United States must be evaluated by the World Education Services International Credential Advantage Package (WES ICAP). Students are required to submit official transcripts in the original language accompanied by an authorized translation to the World Education Service for WES ICAP evaluation.

This does not apply to students who have completed at least one semester abroad as part of their studies at a US Institution or for those who have attended an accredited Seventh-day Adventist Institution.

Advanced Credit

Students who have attended schools in systems of education extending beyond the equivalent of 12 years of elementary and secondary school in the United States may be awarded advanced credit.

A-Level Passes. Students with A-level passes may be awarded up to 10 credits for each A-level pass. These credits may be used as applicable toward graduation requirements, including major, concentration, minor, Andrews Core Experience and general electives.

European Advanced Standing. Andrews University may grant varying amounts of advanced standing credits (0 to 32 semester credits) in general education only, to students graduating from countries with high school completion standards at the level of select European gymnasiums. Students are required to submit official transcripts in the original language accompanied by an authorized translation to the World Education Service for WES ICAP evaluation.

Cambridge Pre-U

Credit is awarded for Pre-U grades of M3 or higher.

International Baccalaureate Exam

A score of 4 (Higher Level) or better will be accepted for general education credits. A score of 5 (Higher Level) or better will be considered by departments for credit towards major requirements.

Credit For Prior Learning

Andrews University approves credit for prior college-level learning earned through recognized advanced standing, standardized and department exams, validation and portfolio assessments. Other options are reviewed by the Articulation Council. For information about evaluation of transfer credits, see Bulletin Undergraduate Academic Policy: Transfer of Credits.

No form of credit for prior learning will be approved to replace grades earned through Andrews University.

In order for credit to be assessed and articulated:

1. The student must have matriculated and be in good and regular standing at the time prior learning credit is requested.
2. Prior learning credits must be evaluated prior to registration in the last 12 credits required for program completion.
3. The total of all credit awarded for prior learning, excluding credits transferred from accredited institutions must not exceed 30% of the total credits required for program completion.

Before first registration, students should discuss all prior college-level learning (documented and undocumented) with their academic advisor and the Prior Learning Coordinator. Assessed prior learning is assigned a pass or fail grade. Only passing grades are recorded as prior learning credit.

Advanced Placement Exams. Credits for advanced high school learning may be applied toward major, concentration, minor, core experience and elective requirements. The following options are currently recognized:

Cambridge Pre-U

See [International Collegiate Programs](#) policy.

College Board (AP)

Credit awarded for Math, Science and English scores of 4 or 5; credit awarded for scores of 3 or higher for all other subject exams.

International Baccalaureate (IB)

See [International Collegiate Programs](#) policy.

High School Advanced Standing

See [International Collegiate Programs](#) policy.

Standardized Exams. Recognition for prior learning may be achieved through credit by exams taken through standardized examining bodies such as College Level Exam Program (CLEP), DANTES Subject Standardized Test (DSST), and Excelsior College (UEXcel).

CLEP – College Level Exam Program

Transfer credit awarded for scores of 62 or higher in Science and Language subject exam; and scores of 50 or higher in all other subject exams.

DSST – DANTES Subject Standardized Test

Transfer credit awarded for scores of 434 or higher in science and language subject exams; and scores of 400 or higher in all other subjects.

UEXCEL – Excelsior College

Transfer credits awarded for scores of B or higher on listed Language and Science exams; scores of C or higher will be accepted on all other approved subject exams.

Scores meeting departmentally established minima will be articulated as transfer credit with a passing grade.

Students may take standardized exams at any approved testing center, including the Andrews University Counseling and Testing Center.

Departmentally Administered Assessments. In some programs, challenge or performance exams can be arranged to waive requirements, place into courses (meet prerequisites), or earn credits meeting program requirements. Departmentally-constructed tests may be written, oral or skill assessments, or external exams administered by the department for internal evaluation.

Validation of Non-Traditional Learning. Professional certifications or performance exams may be evaluated for alignment to Andrews University course outcomes. Credit awarded does not meet residency requirement. Andrews University recognizes college-level learning validated through entities such as the American Council on Education (ACE), the National College Credit Recommendation Service (NCCRS), and Joint Services Transcripts (JST). Some transfer credits from unaccredited entities not recognized by American Council on Education may be approved by the Chair of the Department and the respective Dean.

Portfolio Assessment. When none of the above methods apply, prior learning may be validated and credit granted through review of a portfolio of evidence demonstrating achievement of a specific course's learning outcomes. Students begin the prescribed portfolio process by contacting the Prior Learning Coordinator and their academic advisor.

Students must complete at least 12 credits in their current program prior to applying for Andrews University portfolio assessment. Portfolios may be assessed through the Council of Adult and Experiential Learning (CAEL). Credit that may be awarded does not meet residency requirement.

Credit for Off-Campus Study/Experience - After Admission to AU

In keeping with the Andrews mission statement, many opportunities are available for students to engage in changing the world during their degree program. Academic credit is available for some of these experiential learning commitments.

Adventist Colleges Abroad Studies. 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 eight locations: Argentina, Austria, Brazil, England, France, Italy, Singapore, and Spain.

Andrews degree-seeking students earn Andrews University credit for courses listed in the current Andrews bulletin which are available on ACA campuses. Working with both Andrews and ACA advisors, students may be able to transfer additional credits offered by the ACA college which are not listed in the Andrews bulletin. More information is available at <http://www.aca-noborders.com/> or <http://www.andrews.edu/cas/inls/programs/aca.html>

Educational Tours. Tours enrich required classes.

Internships/Practicum/Externships/OPT. Work opportunities may be offered for professional programs that require an internship for degree completion. They contribute to preparation to obtain a license. Externships may be arranged through departmental connections for new graduates. No grade is assigned.

Student missions. Students may volunteer to serve in another culture or state, breaking their full-time study for one or more semesters. In addition to co-curricular mission-preparation, students may arrange to complete one or more courses through distance learning or independent study at special tuition rates. Students may wish to discuss options with their academic advisor to maximize the global learning during this mission experience.

Transient credit. Students may take and transfer credit from another college or university after being admitted to an Andrews degree program. A transient form should be completed prior to taking courses elsewhere to ensure credits meet degree requirements.

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

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

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 OR a minimum of 50% (62 credits) of undergraduate credit requirement. Before a student takes non-Andrews University courses for any part of the other 6 semester credits, the dean of the college/school in which the student is enrolled must approve.
- A minimum of one-third of the credits required for a major, and 3 credits required for a minor must be earned on campus and in courses numbered 300 or above.
- School of Business Administration students seeking a BBA must complete at least 50% of the core and major (33 of the total 66 credits) in residence.

Grade Requirements

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

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

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

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

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

Second Baccalaureate Degree Requirements

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

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

Associate Degree Requirements

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

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

Residence Requirements.

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

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

- Overall GPA: A GPA of at least 2.00 (C) is required in all transfer credits and in credits earned at Andrews University. (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.

Andrews Core Experience (ACE) Program

ANDREWS CORE EXPERIENCE (ACE) PROGRAM

Nethery Hall, Room 135
269-471-6157

Donald May, *Director*
may@andrews.edu

Philosophy of the Andrews Core Experience Program

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

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

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

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

Andrews Core Experience Learning Outcomes

Seek Knowledge

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

Affirm Faith

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

Change the World

- Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community.
- Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities.
- Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.

Honors General Education (SAGES)

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

Andrews Core Experience (ACE) Program Requirements

Andrews Core Experience: BA & BS Degrees

The Andrews Core Experience requirements for BA & BS Degrees may also be viewed in a Printable Format.

Religion Credits: 12 RELT 100 - God and Human Life (first year) Credits: 3 Recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT. Credits: 9	Mathematics Credits: 3-4 <i>Take one course from the following:</i> MATH 145 - Mathematics for the (Mis)Information Age Credits: 3 MATH 165 - College Algebra OR MATH 166 - College Algebra for Business Credits: 3 MATH 168 - Precalculus Credits: 4 MATH 191 - Calculus I Credits: 4 MATH 195 - Calculus I for Biology Credits: 4
Language/Communication Credits: *BA 13/BS 9 ENGL 115 - College Writing I Credits: 3 ENGL 215 - College Writing II Credits: 3 COMM 104 - Communication Skills Credits: 3 *BA Language, Intermediate Level Credits: 4	Service Credits: 2 BHSC 100 - Philosophy of Service and Civic Engagement Credits: 2 Take one course from the following: BHSC 300 - Philosophy of Service Fieldwork S-designated course Application Process—40 hours
History Credits: 6 HIST 110 - Worldviews, Cultures and Gods Credits: 3 HIST 117 - Civilizations and Ideas I Credits: 3 HIST 118 - Civilizations and Ideas II Credits: 3 HIST 204 - American Experience I Credits: 3 HIST 205 - American Experience II Credits: 3	Social Sciences Credits: 6 <i>Take one Foundation course from the following:</i> ANTH 200 - Cultural Anthropology Credits: 3 ECON 225 - Principles of Macroeconomics Credits: 3 GEOG 110 - Survey of Geography Credits: 3 PLSC 104 - American Government Credits: 3 PSYC 101 - Introduction to Psychology Credits: 3 SOCI 119 - Principles of Sociology Credits: 3 Take one interdisciplinary course from the following: BHSC 220 - An Interdisciplinary Approach to Contemporary Social Issues Credits: 3 BHSC 235 - Culture, Place and Interdependence Credits: 3 FNCE 206 - Personal Finance Credits: 3 PLSC 237 - The Individual, State, and Marketplace Credits: 3 PSYC 180 - Dealing with Your Mind Credits: 3 FMST 201 - Personal Relationships Credits: 3
Fine Arts/Humanities Credits: 6 <i>Take a total of 6 credits from a minimum of any two of the following categories:</i>	Fitness Education Credits: 4 HLED 120 - Fit for Life Credits: 1 <i>Recommend students take one course each academic year in attendance.</i>

Visual Arts: ARTH 220 - Language of Art Credits: 3 PHTO 210 - History of Photography Credits: 3 A course in studio art (SA) Humanities: Any 200-level literature course Credits: 3 PHIL 224 - Introduction to Philosophy Credits: 3 Music: MUHL 214 - Enjoyment of Music Credits: 3 MUHL 258 - American and World Music Credits: 3 Ensemble, Applied Music Credits: 3	Three courses, taken from at least two different categories: <i>Personal Fitness, Outdoor Skills, Team Activity</i> Credits: 1 Credits: 1 Credits: 1
Life/Physical Sciences* Credits: 8 <i>Take one Life Science AND one Physical Science course as recommended below or major level Life and Physical Science course.</i> <i>*Science majors and majors requiring science cognates take a minimum of 8 credits of science lab courses from two areas of science.</i> <i>Life Science:</i> BIOL 100 - Human Biology Credits: 4 BIOL 110 - Principles of Biology Credits: 4 BIOL 208 - Environmental Science Credits: 4 BIOL 330 - History of Earth and Life Credits: 4 FDNT 230 - Nutrition/FDNT 240 - Nutrition Laboratory Credits: 3 + 1 HORT 150 - iGrow Credits: 4 <i>Physical Science:</i> CHEM 100 - Consumer Chemistry Credits: 4 CHEM 110 - Introduction to Inorganic Chemistry Credits: 4 PHYS 110 - Astronomy Credits: 4 PHYS 115 - Mythbusting Credits: 4 PHYS 225 - Sound and Waves Credits: 4	
Total Semester Hours Bachelor of Science:56-57 Bachelor of Arts: 60-61	

Revised 12-04-2015

Andrews Core Experience: Professional Degrees

The Andrews Core Experience for Professional Degrees & Programs may also be viewed in a Printable Format.

See list below for programs and degrees eligible for the Professional Andrews Core Experience.

Religion <i>Recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT.</i> RELT 100 - God and Human Life _____ _____ _____ _____	Mathematics <i>Take one course from the following:</i> MATH 145 - Mathematics for the (Mis)Information Age MATH 165 - College Algebra OR MATH 166 - College Algebra for Business MATH 168 - Precalculus MATH 191 - Calculus I MATH 195 - Calculus I for Biology STAT 285 - Elementary Statistics
Language/Communication ENGL 115 - College Writing I ENGL 215 - College Writing II COMM 104 - Communication Skills	Computer Literacy Determined by each professional program
History <i>Take one course. Recommend one of the following:</i> HIST 117 - Civilizations and Ideas I HIST 118 - Civilizations and Ideas II HIST 204 - American Experience I HIST 205 - American Experience II HIST 110 - Worldviews, Cultures and Gods	Service Determined by each professional program

Fine Arts/Humanities <i>Take one course from the following:</i> Visual Arts: ARTH 220 - Language of Art PHTO 210 - History of Photography A course in studio Humanities: Any 200-level literature course PHIL 224 - Introduction to Philosophy Music: MUHL 214 - Enjoyment of Music MUHL 258 - American and World Music One year of Ensemble, Applied Music	Social Sciences <i>Take one course from the following:</i> ANTH 200 - Cultural Anthropology BHSC 220 - An Interdisciplinary Approach to Contemporary Social Issues BHSC 235 - Culture, Place and Interdependence ECON 225 - Principles of Macroeconomics FMST 201 - Personal Relationships FNCE 206 - Personal Finance GEOG 110 - Survey of Geography PLSC 104 - American Government PLSC 237 - The Individual, State, and Marketplace PSYC 101 - Introduction to Psychology PSYC 180 - Dealing with Your Mind SOCI 119 - Principles of Sociology
Life/Physical Sciences <i>Take one Life Science or one Physical Science course as recommended below or major level Life and Science course.</i> <i>Life Science:</i> BIOL 100 - Human Biology BIOL 110 - Principles of Biology BIOL 208 - Environmental Science BIOL 330 - History of Earth and Life FDNT 230 - Nutrition/FDNT 240 - Nutrition Laboratory HORT 150 - iGrow <i>Physical Science:</i> CHEM 100 - Consumer Chemistry CHEM 110 - Introduction to Inorganic Chemistry PHYS 110 - Astronomy PHYS 115 - Mythbusting PHYS 225 - Sound and Waves	Fitness Education <i>Take two courses. Recommend HLED 120 first year.</i> HLED 120 - Fit for Life first year (recommended) <i>Or take two courses from the following categories:</i> Personal Fitness, Outdoor Skills, Team Activity _____ _____
Agriculture BT Allied Health Administration BS Architecture BSA Aviation Business Administration BBA Business Administration BS Business AS Communication Arts, Secondary Education BS Computer Science BS Construction Management, BSCM - Chronological Education, Elementary Education, Secondary Engineering, Chemical Engineering Concentration BSE Engineering, Electrical and Computer Engineering Concentration BSE Engineering, Mechanical Engineering Concentration BSE Exercise Science BS Physical Therapy BHS (Interim Degree) Interior Design BID - Chronological Medical Laboratory Sciences Music Education, Teacher Certification BMus Music Performance BMus Nursing Nutrition Science & Dietetics, Dietetics Concentration BS Nutrition Science & Dietetics, Nutrition Science Concentration BS Physical Therapy Social Work BSW Speech-Language Pathology & Audiology Visual Art & Design BFA Visual Arts Education BS Wellness BHS	
Revised 12-04-2015	

Andrews Core Experience: Associate Degrees

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

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

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

Andrews Core Experience Mathematics

The Andrews Core Experience 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 skill requirement, competence in arithmetic and high school algebra, is met by an official Mathematics Placement Exam (MPE) score of at least P2, which may be obtained through testing or by completing the skills course material in MATH 091 and MATH 092.

The skill requirement (MPE score) by testing.

The MPE score provides information essential to planning the college career; thus, almost all students (see exceptions below) must obtain an official MPE score during the first semester of residence. Students with ACT or SAT scores will have an official MPE score assigned, based on their performance on the math portion of the test. All incoming students, new and transfer (see exceptions below), should check their record for an MPE score. If they do not have a score or believe that the placement is inaccurate, then they can obtain an official MPE score by taking a proctored assessment. For details go to the department Web site at <https://www.andrews.edu/cas/math/mathematicsplacement/>

The skill requirement (MPE score) by skill course.

The skill course sequence, MATH 091 and MATH 092 Arithmetic and Algebra Review is offered for students with MPE scores of E0, E1, M0, M1, P0, P1. Students with these scores should usually enroll in MATH 091 Arithmetic and Algebra Review during their first semester. Many students should plan to enroll first in MATH 091 and then MATH 092 (for two successive semesters) to bring their skills up to the required level. Completion of the MATH 091/MATH 092 sequence with a passing grade in both courses fulfills the skill requirement and awards a P2

score. An R grade in MATH 092 indicates that the student is making reasonable progress but needs to re-register for MATH 092 to complete the material. For more information on MATH 091 and 092, go to the Department of Mathematics Web site.

The reasoning requirement.

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

Transfer policy.

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

Exceptions

- 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 both the mathematics reasoning and skill requirements.
- 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 email the Andrews University Department of Mathematics a link to the course description found on the Web site of the institution offering that course.
- Students enrolled in the Center for Intensive English Programs are not required to obtain an official MPE score until the first semester of enrollment in regular college-level courses.

Transfer Policy for Andrews Core Experience Credits

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

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

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

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

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

Transfer Student Credit Articulation Guidelines for BA/BS Andrews Core

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

Transferring with*	Religion Courses Required
23 credits or fewer	Four AU religion courses required
24–56 credits	Three AU religion courses required
57–86 credits	Two AU religion courses required
87 or more credits	One AU religion course required

* Transfer credits are determined on the basis of courses taken prior to attending Andrews University.

English—2 courses

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

Communication—1 course

- A speech course:
 - Public Speaking
 - Interpersonal Communications

History—2 courses

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

Fine Arts/Humanities—2 courses

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

Life/Physical Sciences—2 courses with labs

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

Mathematics—1 course

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

Computer Literacy—1 course

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

Service—1 course

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

Social Sciences—2 courses

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

Fitness Education—4 courses

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

Transfer Student Credit Articulation Guidelines for Professional Degrees
Andrews Core

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

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

English—2 courses

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

Communication—1 course

- A speech course:
 - Public Speaking
 - Interpersonal Communications

History—1 course

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

Fine Arts/Humanities—1 course

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

Life/Physical Sciences—1 course with lab

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

Mathematics—1 course

- College-level math, including statistics

Computer Literacy—per department

- Check with your department program for requirements

Service—1 course

- Check with your department program for requirements

Social Sciences—1 course

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

Fitness Education—2 courses**Michigan Transfer Agreement**

The Michigan Transfer Agreement (MTA) is designed to ease the transition from a Community College to a Michigan baccalaureate institution. The MTA satisfies a portion, but not all of the Andrews Core Experience (ACE) Requirements for general education. Transfer students from sending institutions who are accepted into Andrews University and have satisfied the MTA will have their courses evaluated to determine how the transferring courses meet ACE Requirements (See Table below). The MTA does not satisfy major, minor, or cognate course requirements. Students are responsible for requesting official transcripts from the awarding institution.

<i>Religion—4 courses</i>	Not Satisfied
<i>English—2 courses</i>	
<ul style="list-style-type: none"> • English Composition I: An introduction to written composition. A general freshman composition course. 	MTA satisfied
<ul style="list-style-type: none"> • English Composition II: An introduction to general research and/or critical writing from sources using documentation. 	MTA satisfied
<i>Communication—1 course</i> <ul style="list-style-type: none"> • A speech course: <ul style="list-style-type: none"> ○ Public Speaking 	MTA satisfied
<i>History—2 courses</i> <ul style="list-style-type: none"> • 1 Ancient World History course • 1 Modern World History course <ul style="list-style-type: none"> ○ May substitute American History course 	MTA satisfied
<i>Fine Arts/Humanities—2 courses</i>	MTA satisfied
<ul style="list-style-type: none"> • Any fine arts course <ul style="list-style-type: none"> ○ Art History or Appreciation ○ Music History or Appreciation ○ Literature History or Appreciation, 200-level or higher literature 	

○ Philosophy	
● Applied art for a minimum of 3 credits	
<i>Life/Physical Sciences</i> —2 courses with labs	One additional lab
● 1 Life Science course ○ Biology, Environmental or Nutrition	MTA satisfied
● 1 Physical Science course ○ Chemistry or Physics	MTA satisfied
<i>Mathematics</i> —1 course	MTA satisfied IF below is true.
● The course must be clearly equivalent to MATH145 Reasoning with Functions.	Courses that will be accepted include: College Algebra, College Algebra with Trigonometry, Pre-calculus, Pre-calculus Algebra, Pre-calculus Trigonometry, Calculus, a Cambridge "A Level" pass in Mathematics, or AP Calculus.
<i>Statistics</i> —1 course	MTA satisfied for Health Professions
<i>Service</i> —1 course	
● Course relating to service and/or service fieldwork upon petition approval	Not satisfied
<i>Social Sciences</i> —2 courses	MTA satisfied
● Sociology, Psychology, Anthropology, Marriage and Family, Geography	
<i>Fitness Education</i> —4 courses	
● 1 course in concepts of health/wellness, 3 activities	Not satisfied

Service-Learning Requirements

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

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

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

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

School of Graduate Studies

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

The Dean of the School of Graduate Studies office is located in the Administration Building, AD310, graduateschool@andrews.edu.

Graduate Enrollment & Admission Policies

The Admission Process

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

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

How to Apply

The graduate application is to be submitted online along with the nonrefundable application fee. Online and paper application fee is \$60. During the application process, you may pause and then reopen your online application file through a link that will be sent to the email address you provide. Your information is saved for up to 90 days.

Application Deadlines for Domestic and International Students

Domestic and International students are required to complete and submit all the application requirements before the deadlines listed below:

- Spring (January - April): **November 15**
- Summer (May - July): **June 1**
- Fall (August - December): **July 30**

Some departments may have different deadlines. Please click [here](#) to search for your program deadlines.

Eligibility Requirements

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

Graduate Certificate Programs

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

Master's Degree Programs

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

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

- Hold a four-year baccalaureate degree from a regionally accredited American university or senior college, or its equivalent from a

comparably recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the US Department of Education or schools outside of the US must have government recognition in the country of origin or by the Adventist Accrediting Association. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.

- Demonstrate adequate undergraduate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation. Consult the specific school and departmental requirements.
- Indicate ability to handle master's-level work in the language of instruction. See English Proficiency Requirement section for more information.
- Show evidence of ability to carry advanced study as listed below. Some specific programs require a higher GPA for admission—consult department/program requirements in other sections of this bulletin.
- Satisfy one of the criteria below:
 - Have an overall GPA of at least 2.60 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.00 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master's degree.

Doctoral and Advanced Degrees

Educational Specialist (EdS), Doctor of Education (EdD), Doctor of Philosophy (PhD), Doctor of Theology (ThD), Doctor of Missiology (DMiss), Doctor of Nursing Practice (DNP)

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

- Hold a baccalaureate degree or master's degree in an area appropriate to the major emphasis of the specialist or doctoral program from a regionally accredited American university or senior college, or its equivalent from a comparably, recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education, or schools outside of the U.S. must have government recognition in the country of origin or by the Adventist Accrediting Association. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- Evidence of adequate preparation for doctoral-level graduate work. Applicants who have completed at least 16 semester credits of graduate work must have a least a graduate GPA of 3.0. Applicants to the School Psychology program may see the program admission requirements.
- 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 English Proficiency Requirement section for more information.

Physical Therapy Degrees and Programs

Doctor of Physical Therapy (DPT), Transitional Doctor of Physical Therapy (t-DPT), Doctor of Science in Physical Therapy (DSCT), Orthopedic Clinical Residency Program Professional degrees in the Department of Physical Therapy operate under the supervision of the Physical Therapy Professional Degree Council. This council has delegated authority to act as the Courses and Curriculum Committee for all Physical Therapy programs. The Physical Therapy Professional Degree Council formulates and approves general education requirements after consultation with the General Education Committee and develops academic, department, financial

and other policies of its programs. See the Physical Therapy section of this bulletin for academic standards for these degrees and programs.

Theological Seminary Professional Ministerial Degrees

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

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

Admission Requirements

Degree Requirements for Admissions into Graduate Programs

An earned degree is one of the requirements for admissions into a graduate program. Following is the degree requirement for admissions into Andrews University graduate programs:

1. Programs may admit students into doctoral programs on the basis of a bachelor's degree. An applicant with a discipline specific bachelor's degree may be admitted into a corresponding doctoral program. Students in these programs may earn an advanced degree en route to the doctoral program. (For example, currently, applicants with a bachelor's in psychology may be admitted into the PhD in Counseling Psychology). Normally, a student admitted into a doctoral program with a bachelor's degree needs a minimum of 90 graduate credits for the doctoral degree.

2. Programs may admit students into doctoral programs on the basis of a master's degree. Applicants with a masters may be admitted into a doctoral program; however, the credits from the master's program shall not be transferred into the doctoral program. Only credits that do not apply to the master's degree are applicable to the doctoral degree requirements and normally, a student needs a minimum of 60 post-masters credits for the doctoral degree.*

3. Programs may admit students into master's programs on the basis of a bachelor's degree or another master's degree. Normally, a student needs a minimum of 30 graduate credits for the degree.

*professional doctorates, such as, the DMISS, DNP, DPT, DScPT, and T-DPT may require fewer post master's credits.

These are the minimum admission requirements based on each degree level; however, note that each graduate program may have unique admission requirements. Also, international students will need to submit additional requirements:

1. **Graduate Certificate Requirements** (Communication, Leadership, Religious Education, Educational Leadership, Campus Spiritual Leadership)
 - Statement of Purpose - At least 500 words.
 - Professional History or Resume - Information about your employment, research, or special projects.
 - Recommendations - Two professional or academic recommendations are required.
 - Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.
2. **Master Level requirements** (MA, MArch, MAT, MBA, MMus, MPH, MS, MSA, MSMLS, MSW, MSCID, MIDA)
 - Statement of Purpose - At least 500 words.
 - Professional History or Resume - Information about your employment, research, or special projects.
 - Recommendations - Two professional or academic recommendations are required.
 - Official Transcripts - From institutions where all post-secondary coursework was taken. Official transcripts must be sent directly from your school to The Office of Graduate Enrollment Management at Andrews University. These documents may also be delivered in a sealed envelope with the issuing school's seal.
 - Standardized Test - Most programs require the GRE (Graduate Records Exam) or GMAT (Graduate Management Aptitude Test) exam. This

exam must be taken within five years prior to admission. Visit this link to see a full list of the programs that require these tests.

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

International Students

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

Additional Admission Requirements

- **Transcripts:**
- *Domestic and International* prospective students who graduated from an educational institution *in* the U.S. must upload unofficial transcripts directly in the Graduate Application system during the application process. Official final transcripts will be required only after admission decision.
- *Domestic and International* prospective students who graduated from an educational institution *outside* the U.S. and are applying to an *on campus* or *online* program must provide a **WES International Credential Advantage Package (WES ICAP)** which includes verified copies of official transcripts. An unofficial copy of the WES ICAP may be uploaded in the Graduate Application system during the application process. The official document will be required after admission decision.

- **Domestic and International** prospective students who graduated from an educational institution *outside* the U.S. and are applying to an *overseas* or *U.S extension* program must upload unofficial original language and literal English translation of the transcripts in the Graduate Application system during the application process. A copy of a diploma may be also required. Official final transcripts will be required only after admission decision.
- **English Proficiency:** International students must demonstrate their proficiency in English. See English Proficiency Requirement section for more information.
- **Bachelor's degree diploma:** A copy of the literal English translation of the diploma, along with the original-language document may be sent by email. The copy of the diploma is not needed if the transcripts come through an approved credential evaluation agency (WES, AACRAO, ECE) listing the graduation date.
- **Secondary documents:** A copy of these secondary documents may be required where applicable:
 - Baccalaureate for the French System
 - Abitur Diploma for the German System
 - A-level results for the British system

Special Requirements

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

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

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

Full-Time Status

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

English Proficiency Requirements

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

Minimum scores required

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

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

- MA Communication
- MA English
- Seminary Programs
- MA TESOL
- DPT Physical Therapy

Guidelines

- These tests must be taken within two years prior to enrollment.

- Applicants may not be required to fulfill the English language requirement if one of the following takes place from an educational institution where English is the language of communication and instruction:
 - Completion of education from at least the ninth through the twelfth grade and a high school diploma or equivalent.
 - Completion of a bachelor's degree (BA or BS) and diploma from an undergraduate college or university.
 - Completion of a graduate degree.
- Students who score below these levels may complete the language requirements by enrolling in Intensive English Program courses (ENSL) on the Andrews University campus and passing the Exit Exam for English as a Second/Foreign Language.
 - The ENSL course work for a student program is formulated on the basis of the results of MELAB (Michigan English Language Assessment Battery), TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or PTE Academic (Pearson Test of English) and placement test results, and the student's course load is adjusted accordingly. Some students may be required to take English language studies until English language skills are at an acceptable level. Students who need to take ENSL courses will need to budget for additional costs.
 - Students with a score on the TOEFL ITP (paper-based) of 500-549 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within three semesters in order to continue in the degree program. Not all degree programs allow students to participate in the Language Bridge program. Please contact the Center for Intensive English Programs (CIEP) for additional information. Degree programs with higher admissions requirements will also have higher requirements for participation in the Language Bridge Programs.

The Counseling & Testing Center in Bell Hall offers the Internet-based TOEFL and MELAB by appointment. The Center for Intensive English in the College of Arts & Sciences offers the Institutional paper-based TOEFL (ITP).

Required Tests

GRE and GMAT

Students are expected to take the GRE General Test or GMAT exam prior to admission. **To learn if your program required the GRE or GMAT, please review the admission requirements of your program of interest.**

Minimum GRE Scores

Applicants are expected to meet the GRE requirement before admission into the program. The Table below provides a breakdown of the proposed minimum scores – programs may establish higher minimum scores. Students who meet the minimum required scores may be admitted on regular status. Students who do not meet the minimum required scores may be admitted provisionally with explicit documentation (such as identified courses, GRE class, etc.) of how the provisions shall be met.

DEGREE	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Doctoral	142	142	3.0
Masters	140	140	3.0

The GRE is **not** required for all programs. **To learn if you program required the GRE, please review the admission requirements of your program of interest.**

Guidelines

- Exams are to be taken no more than five years before the date of admission.
- The Andrews University code of 1030 must be used when requesting GRE scores form Educational Testing Services www.ets.org/gre
- The Andrews University code of VVG-G6-19 must be used when requesting GMAT, scores from www.mba.com.
- The Prueba de Admision a Estudios de Postgrado (PAEP) may be substituted for the GRE as an entrance requirement for any cohort taught in Spanish.
- The GRE scores may be waived for master's applicants who have graduated with a previous United States master's degree from a regionally accredited institution, or a United States master's degree equivalency from an accredited or government recognized institution outside of the U.S.
- Most Masters, EdD, PhD, ThD programs and the EdS School Psychology require general GRE test scores prior to admission. In cases of extreme hardship students applying to the EdS School Psychology program may contact the Department of Graduate Psychology & Counseling for an exception to this policy.
- Admission GMAT requirements can be obtained by one of the following:

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

Andrews Graduate Scholarship

The Graduate Scholarship is a tuition reduction percentage, based on the GRE or GMAT scores and admission GPA. Please visit Financial Information section and the program page for more information.

Refusal or Annulment of Admission

Applicants may be refused admission

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

Admission status may be cancelled or annulled

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

Admission Enrollment Categories

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

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

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

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

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

Students enrolled on provisional status may not:

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

Guest Student

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

Guest Student 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, Guest Student status is available for one semester only.

Guidelines

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

Dual Enrollment/Dual Degree Statuses

Dual Enrollment is associated with a student concurrently enrolled in classes at two different levels (for example undergraduate/graduate or high school/college).

Dual Enrollment is available to Undergraduate students who want to earn graduate credits while finishing their undergraduate degree and/or high-school students who want to earn college credits while completing the high school diploma. See the undergraduate and graduate dual degree enrollment sections of the *Bulletin* to learn more.

A. Undergraduate and Graduate Dual Enrollment

In order to qualify for graduate and undergraduate dual-enrollment status the student must work with their financial aid advisor because their dual enrollment status may affect their financial aid package. Undergraduate credits earned toward the baccalaureate degree may not be used towards the graduate program. The GPA on undergraduate credits does not count toward the graduate GPA.

Additionally, they must satisfy or abide by the following requirements:

- The student must be within 12 credits of completing an Andrews University undergraduate degree
- The student must complete the dual enrollment form
- The student may normally take no more than 16 credits combined graduate and undergraduate each semester

B. Professional Undergraduate/Graduate Accelerated Degrees

Departments may establish undergraduate/graduate dual degree programs (3+2 or 4+1) in order to facilitate completion of both the bachelor's degree and the master's degree in 5 years. These dual degree programs may require sequential conferral of the bachelor's degree first, followed by the master's degree (called *sequential conferral*), or they may require concurrent conferral of the bachelor's and master's degree at the same time (called *concurrent conferral*).

1. Students apply for the dual-degree program through the department.

- Department establishes minimum standards for acceptance.
 - A minimum of 3.0 undergraduate GPA is required (department may establish higher standards).
 - Upon acceptance, students may take 500-level courses which have a "swing" course designation, upon reaching senior status.
2. Students remain with undergraduate status, and receive undergraduate financial aid for all coursework, until conferral of the bachelor's degree (if *sequential conferral*), or until a minimum of 124 credits applying towards the program have been completed (if *concurrent conferral*).
 - The 500-level courses taken as an undergraduate student may apply towards both the undergraduate degree and the graduate degree.
 - A minimum of 50% of the graduate program credits must be taken after achieving graduate status.
 - Students who withdraw from a *concurrent* degree program subsequent to being advanced to graduate status will be returned to undergraduate status until the undergraduate degree requirements are met.
 3. In order to complete both degrees, students must complete a total of 154 semester credits, of which a minimum of 30 credits must be 500-level or above (programs may set higher credit standards).
 4. Upon conferral of the graduate degree, a statement will appear on the student's completed transcript to the effect that "500 level courses taken as an undergraduate have been applied to the graduate degree."

C. Dual Degree Programs

The Dual Degree Status is a formal arrangement between Andrews University and another institution(s) and/or between two Andrews University departments or programs that allow credit from certain courses to be applied to both degrees. This arrangement provides a range of benefits to the institution and to participating students, including:

- Enhancing the educational and research opportunities within the university's undergraduate, graduate, and professional programs;
- Attracting to the university high-achieving and highly motivated students interested in interdisciplinary perspectives;
- Allowing students to complete two degrees in less time than it would normally take to complete each degree separately, thus saving money;
- Providing students with complementary preparation that makes them marketable for a variety of career opportunities;
- Facilitating programmatic and interdisciplinary interaction across programs, departments, schools, and other institutions.

The limitations on the credits taken are the following:

The student must satisfy the GPA requirements and program expectations of both programs. The dual degree agreement will determine how many credits will be shared between the two degrees. Students must meet the minimum requirements for total credits taken at Andrews University for each degree. The same provisions for normal course loads at the graduate level apply, as for all graduate programs.

Requirements:

Andrews University accelerated graduate/graduate dual degree program permits graduate students to pursue two graduate degrees based on an established Andrews University dual degree agreement. Both degrees are to be awarded at the same graduation ceremony. In cases where a student decides not to continue with the dual degree the curriculum for the individual degree they are pursuing will apply. In order to qualify for the dual graduate degree status the student must satisfy or abide by the following:

- Be accepted on regular or provisional status into the two appropriate graduate programs
- Students who have been accepted into the M.Div. program, but who do not qualify for admission into a Master's degree program because of a non-accredited degree and/or insufficient college GPA may be able to pursue one of the M.Div./Master's dual degree programs under the following circumstances.
 - The student must satisfactorily complete the first year of the M.Div. program with a cumulative GPA of at least 3.0.

- The student must receive a recommendation from the M.Div. advisor indicating their suitability for pursuing the dual degree program.
 - The student must apply for and receive acceptance into the master's degree program subsequent to completion of the first year in the M.Div. program.
- As part of the articulation agreement, the graduate programs shall limit the number of credits that overlap between the two degrees and establish the number of credits that are unique to each degree.
 - Current examples include MSW/M.Div., M.Div./MPH, M.Div./MSCID, MSCID/MYYAM, etc. Students in Graduate Dual Degree Programs shall be admitted concurrently in each degree program. Dual degrees shall therefore be awarded at the same time.

Special Types of Admission

Enrollment of Guest Students. Students who are enrolled in a graduate school of another college or university may enroll for courses in the graduate programs of Andrews University under the Guest Student status.

Application forms for Guest Student admission are available at the Office of Graduate Enrollment Management.

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

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

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

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

Graduate Academic Information

Academic Credit and Course Loads

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

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

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

that applies or the appropriate specialist or doctoral handbook for information about limits on workshops or independent study.

Residency Requirements

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

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

Active Status. Before advancement to candidacy, master's degree students are considered to be on active status in a program if they enroll, for credit, for at least one semester during each academic year (summer-spring terms). After advancement to candidacy a master's degree student must maintain active status by being registered continuously for credit courses or non-credit continuation status.

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

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

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

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

Governing Bulletin

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

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

Time Limits on Graduate Degrees

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

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

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

- School of Education students should visit Time Limits, in Doctoral Degrees (EdD/PhD) section for more information.

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

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

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

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

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

The documents in support of the petition shall include:

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

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

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

Updating Courses

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

- No more than 25% of the total program credits from courses 6–10 years old may be updated. No work over 10 calendar years old, calculated from the graduation year, may be updated.
- Not all courses between 6 and 10 years old may be updated. Each course must be approved by the department.
- No course work with a grade below a B (3.00) may be updated.
- Outdated work done elsewhere cannot be updated at Andrews University.
- Independent study, workshops, and directed readings cannot be updated.

- The requirements for updating are specified by the department on a course-by-course basis.
- Written evidence of the updating must be approved by the department chair and the appropriate dean or graduate program coordinator.
- Updating a course does not change the grade in the course used in computing the GPA.
- The updating fee is 20% of regular graduate tuition.

Academic Standards

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

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

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

DG—Deferred Grade. 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, projects, intensives, comprehensive exams, independent study courses, courses requiring research such as theses and dissertations, and undergraduate upper division courses where mastery learning is required. The Office of Academic Records records a DG for the above listed 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 a specific situation for the DG to be changed to a letter grade. All DGs are required to be cleared before a student can graduate, unless they are DGs earned in another currently enrolled degree. An instructor may change the DG to a letter grade (A-F), S/U or DN as appropriate.

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

Awarding Degrees for Graduate Programs

General Minimum Requirements for a Master's Degree

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

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

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

required for his/her course of study.

General Minimum Requirements for the Educational Specialist Degree (EdS)

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

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

Consult Physical Therapy section of this bulletin and the *Physical Therapy Student Handbook* for information on degree requirements. Students must comply with all degree requirements listed in the bulletin and applicable handbook.

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

Credit for prior learning (CPL) credits on transcripts are not articulated. Students may present the original documentation (transcripts, certifications, portfolios, etc.) to their academic or program advisor and the Prior Learning Coordinator for evaluation in accordance with Andrews University CPL policies and procedures.

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 Office of Academic Records. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

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

Transferring Credit from an Andrews Graduate Certificate Program to Another Program.

All credits in an Andrews University graduate certificate program are eligible for transfer into a graduate degree program subject to approval by the

program faculty and the school dean if taken within the established time limits for the degree.

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

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

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

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

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

Exceptions. Exceptions to course-transfer regulations must be approved by the dean of the School of Graduate Studies 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.

Credit for Prior Learning (CPL)

In addition to acceptance of transfer credits from accredited colleges and universities (see [Transfer Credit](#) section), some graduate programs approve credit for prior graduate-level learning earned through departmental placement and challenge exams, competency and portfolio assessments. As needed, other options may be reviewed by the Graduate Admissions and Academic Policy Committee.

In order for credit to be assessed and articulated:

1. The student has matriculated and is in good and regular standing at the time CPL is requested.
2. The total of credits awarded for prior learning, excluding credits transferred from accredited institutions, and practicum and ex/internships recognized by the program, will not exceed 6 graduate credits.
3. The total of all credit awarded for prior learning and transfer credits will not exceed 20% of the credits required for the graduate program to which the student is admitted.
4. No form of CPL will be approved to replace grades earned through Andrews University.

Students should discuss any prior graduate-level learning independent of transfer credits with their academic or program advisor and the Prior Learning Coordinator in their first semester. All forms of credit for prior learning are evaluated on a pass/fail scale, with transcript record of passing grades only.

Advanced Placement. Graduate credits earned through undergraduate dual enrollment opportunities will be subject to the policies outline in the Transfer and Dual Enrollment/Dual Degree Status sections of this bulletin.

Departmental Placement and Challenge Exams. In some programs, challenge or performance exams can be arranged to waive requirements, place into courses (meet prerequisites), or earn credits meeting program requirements. Departmentally-constructed tests may be written, oral or skill assessments, or external exams administered by the department for internal evaluation.

Validation of Non-traditional Learning. Professional certifications or performance exams may be evaluated for alignment to graduate course outcomes. Some transfer credits from unaccredited entities not recognized by ACE may be approved upon review by the department offering similar courses.

Portfolio Assessment. In some graduate programs, CPL may be validated and granted through the Andrews graduate portfolio process, with pre-approval from the student's program director and the Prior Learning Coordinator. Students must complete at least one semester in an Andrews graduate program before portfolio submission will be approved. Visit the Portfolio Assessment webpages for procedural information.

NOTE: Any competency-based graduate programs using portfolios to document both prior and current learning are subject to program-specific portfolio guidelines. See program requirements for details.

Visit the Credit for Prior Learning webpage for more information.

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. During the semester before graduation, a student must apply for advancement to degree candidacy. Forms are available at the office of the appropriate dean or graduate program coordinator. The forms should be completed by the student, approved by the advisor and the department chair, and returned to the office of the dean or graduate program coordinator.

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

- Completed all curriculum and English-language deficiencies that may have existed
- Demonstrated foreign-language proficiency where required.

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

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

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

Approval for degree candidacy is granted when the student has

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

Projects, Theses and Dissertations

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

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

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

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

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

Standards for Writing—Dissertation Office. The Dissertation Office contact information is: phone: 269-471-3276, e-mail: dissertationoffice@andrews.edu. The master's thesis and doctoral dissertation must demonstrate the candidate's capacity for original and independent work, include a critical evaluation of previous research, and emphasize new conclusions. The format of the thesis/dissertation

also must conform to the guidelines found in the *Andrews University Standards for Written Work*.

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

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

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

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

After the defense. 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 Office for approval to duplicate. At that time any changes made after the defense should be pointed out.
- After the Dissertation Office gives approval to duplicate, the student has two options:
 - Option 1. The Dissertation Office arranges for duplicating with Andrews University LithoTech, and the student's account is billed for duplicating the copies that stay with the University. The School of Education requires four copies (two for the Library and two for its own use). The Seminary requires five copies (two for the Library and three for its own use). These copies do include one copy for the student's dissertation chair. Master's students are billed for only three copies: two for the Library and one for the School involved.
 - Option 2. The student personally arranges for duplicating the required number of copies of the thesis or dissertation. These are delivered to the Dissertation Office.
- Doctoral students must submit a digital PDF file of their dissertation to (1) ProQuest/UMI and (2) the Dissertation Office (for inclusion in the James White Library catalog). Contact the Dissertation Office for assistance and forms.
- Master's students must submit a digital PDF file of their thesis to the Dissertation Office for inclusion in the James White Library catalog. Contact the Dissertation Office for assistance and forms.
- At this point, the Dissertation Office submits the Notification of Thesis/Dissertation Completion form to the Office of Academic Records, and the thesis/dissertation process is complete.
- Strict adherence to the deadline of 10 days before graduation is essential or graduation is postponed.

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

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

Financial Information

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 \$24,000 to \$48,000 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		\$14,136	\$28,272
under 12 credit hours	\$1,178		
over 16 credit hours	961		
Residence Halls (double occupancy - Lamson, Meier, Burman)		\$2,389	\$4,778
Food (minimum)		1,800	3,600
General Fee		<u>508</u>	1,016
TOTAL		\$18,833	\$37,666
Co-Curricular Fee*		up to \$402	up to \$804
Books		\$550	\$1,100
Residence Hall (double occupancy - Damazo Hall)		2,639	5,278
Residence Hall (single occupancy - Lamson, Meier, Burman)		3,584	7,168
Residence Hall (single occupancy - Damazo Hall)		5,278	10,556
Main Campus - High School Dual Enrollment Rate	135		
Course/Lab Fees (varies, see current class schedule for amounts)			

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

Estimated Costs for Graduate

	<u>Per Credit</u>	<u>Per Semester</u>	<u>General Fees per Semester</u>
Full-Time Tuition			
Master's degree (12 credit hours)	\$1,106	\$13,260	\$402
Doctoral degree (8 credit hours)	1,284	10,280	402
Seminary Masters (12 credit hours)	1,106	13,260	402
Seminary Doctoral (8 credit hours)	1,284	10,280	402
Educational Specialists (8 credit hours)	1,284	10,280	402
MDiv Registration Fee			
Fall, Spring		\$3,161	\$402
Summer		2,376	\$152
Seminary Student Activity Fee			\$15
Continuation Fee			
Master's Program Continuation		\$250	
Master's Project/Thesis		250	
Doctoral Dissertation		645	
Leadership (Program Dissertation Continuation)		1,284	
Physical Therapy Capstone Project/Program Continuation		258	
Seminary		780	
Preparation for Comprehensive Exams		220	
Seminary			
Preparation for Comprehensive Exams Others	125		
AVIA460 Program Coordination	320		
Master's Recital	125		
School of Education Degree Reactivation	645		

Estimated Costs for Distance Degree & Guest Students

School and Program/Course	Tuition per Credit
Distance Campus - High School Dual Enrollment Rate	Discounted ¹ rate \$135
Seize the Summer - undergraduate	Discounted ¹ rate \$185
All self-paced courses - undergraduate	Discounted ¹ rate \$395

SBA Masters in Business Administration	Discounted ² rate \$553
SED Education Leadership Certificate Programs	Discounted ² rate \$553
SED Online Masters Programs	\$1106
SED Online Doctoral Programs	\$1284
SHP DScPT/tDPT Distance Program	Discounted ² rate \$642
SHP Masters of Public Health in Nutrition and Wellness	Discounted ² rate \$553
SHP Doctor of Nursing Practice	Discounted ² rate \$642
SHP RN-BSN Completion	Discounted ² rate \$395
See Financial Information Section for other fees	¹ Full price per undergraduate credit: \$1178
	² Full price per masters credit: \$1106

Fees

Distance fee, per semester, for all distance degree students \$130
Guest fee, per semester, for all non-degree or guest students \$60
 These fees support library and technology services available to all students. Students admitted to on-campus programs pay a general fee in place of the distance or guest fee each semester they register.

Additional fees apply to both main campus and distance students for specific services elected, or related to specific course registrations.

See the Financial Information section of this bulletin for full details.

Withdrawals and refunds for interactive and self-paced full-term online courses follows on-campus policy. The Self-Paced Calendar for open learning includes all details for the alternate withdrawal and refund deadlines for this type of course only. All withdrawals after the last day to drop or add a course require a drop/add form submitted to the Office of Academic Records. Distance students can email sderegister@andrews.edu to request assistance with this procedure.

International Students must provide the following information

International Students

- Balanced Estimated Budget Sheet
- Letter of financial support
- Bank documentation
- Copy of Passport
- Mailing Address for I-20
- \$3,100 advance deposit includes \$100 non-refundable New Student International Fee (Except Citizens of Bahamas, Bermuda, Canada and Mexico)
- MDiv Students need to pay full semester in advance

Refer to International Students for details.

Other Financial Information

Who To Contact

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

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

Office of International Student Services. All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students. They must report immediately upon arrival to the Office of International Student Services. The office is located on the third floor in the Administration Building, Room 307.
 Telephone: 269-471-6395 or 800-253-2874
 Fax: 269-471-6246
 E-mail: iss@andrews.edu
 Website: www.andrews.edu/iss

Office of Employment

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

Telephone: 269-471-3570

Fax: 269-471-6293

E-mail: employment@andrews.edu

Website: www.andrews.edu/hr

Office of Student Insurance

The **Office of Student Insurance**, which is part of Employee Services, located in the 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.

Office of Student Insurance

Telephone: 269-471-3327

Fax: 269-471-6293

E-mail: stuins@andrews.edu

Insurance

Rates

Single student premium (approximately)	\$1,575
Each additional dependent coverage for one year	\$1,650

*Rates reflect 2017-2018 school year and are subject to change each school year.

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

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

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

Brochures. Information describing the health insurance coverage can be viewed at www.andrews.edu/hr/stu_insurance.html

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

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

Note: Medicaid from any other state will not be accepted as a **valid waiver**.

Student Employment

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

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

Payroll Schedule. Andrews University follows a biweekly payroll schedule. Student employees are responsible for having their time submitted to their department

supervisors each Monday morning. The university does not issue payroll advances for time turned in late.

Dictionary of Miscellaneous Money Matters & General Fees

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

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

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

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

Application Fee

Undergraduate non-refundable	\$30
Online undergraduate non-refundable	\$30
Undergraduate Late application fee non-refundable	\$50
Graduate non-refundable	\$60
Online graduate non-refundable	\$60

Application Deadlines

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

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

Carrying Charge of 1% is charged on all unpaid account balances including those in a payment plan 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. Students may request a cash withdrawal at the front desk in Student Financial Services. A maximum of three cash withdrawals not exceeding \$300 may be requested during an academic term. Cash withdrawals are not available if payment was made by credit card. Cash withdrawals may 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 \$35

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

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

Course/Lab Fees listed in online class schedule

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

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/sf. We use a 3rd party provider, "TouchNet" to process credit card payments. This requires a login and password through TouchNet. There is a convenience fee of 2.75%. The following information is required:

Student Name:

Student ID #:

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

Card #:

Expiration Date:

Name on Card:

Telephone:

Credit by Examination Fees

College Level Examination Program (CLEP)

Registration fee—per test

Recording fee—per credit

Counseling & Testing Administrative fee—per test

\$85

\$50

\$45

Academic Departmental Examinations

Recording fee—per credit

Administrative fee—per test

\$50

\$45

Distance Education.

Financial policies pertaining to Distance Ed are shown in the Student Financial Services Section.

Dual Enrollment.

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

Ending Balance.

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

Examination Fees

New Student and Freshman Testing

Mathematics Placement Examination

Special administration of any test

Language Proficiency Examinations (each)

\$60

\$25

\$85

\$35

Other than CLEP for seminary, graduate school (reading examinations), and undergraduate students.

as announced

Each exam—paid to Educational Testing Service, Princeton, N.J.

Graduate Record Examination (GRE)

Exit Procedures.

Check-out procedures must be followed when a student leaves Andrews University outside of the graduation process. Students should ask for Andrews University Student Exit Procedure Forms from the dean's office in the school in which they are enrolled or from the Student Services office. All required signatures on the form must be obtained to ensure that the necessary information has been given both to the student and to the departments listed on the form.

Financial Clearance is required in order to:

Complete registration at the beginning of each semester

Graduate or receive a certificate or diploma

Move into residence hall

Receive a transcript or other certification of academic achievement

In order to obtain financial clearance to complete registration, any previous account balance (academic or housing) must be paid in full. All required documents must be turned in to Student Financial Services 30 days prior to registration.

Final Exam Date Change Fee

\$100

Free Class

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

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

General Fees for on and off main campus

Main-campus degree students.

All students completing an Andrews degree from the main campus (those attending classes on the main campus in Berrien Springs) enrolled for 5 or more credits will be charged the following general fee each semester at registration:

Undergraduate students

Graduate students

Seminary students

Seminary Student Activity Fee

Summer school students

All students taking less than 5 credits

\$508

\$402

\$402

\$15

\$152

\$130

Distance degree students.

All students admitted to distance and paying tuition directly to the main campus will be charged the following general fee each semester at registration.

\$130

Doctor of Ministry (DMin) general fee (included in tuition)

\$0

Guest students.

All students taking courses on the main campus or online where tuition is paid directly to the main campus will be charged the following general fee

\$60

Graduation Fee.

All students from off-campus programs will be charged a graduation fee as follows:

Undergraduate

Graduate

Doctor of Ministry (DMin) (included in tuition)

Late Graduation Application Fee

\$120

\$135

\$0

\$90

Identification Card

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

Lost, stolen or damaged cards

\$30

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

\$35

Lab/Course Fees (listed in current class schedule)

Late Registration—service fee

\$90

Master's Program Continuation Fee (not including Seminary)

A master's student, who has advanced to candidacy, registers under program continuation when not registered for credit courses or other non-credit continuation (project, thesis, recital, and/or comprehensive exam). See Estimated Costs for Graduate.

\$260

Non-Current Student Accounts

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

By enrollment, students agree to the following responsibility statement:

I in consideration for any and all credit extended to me at any time in the past, present or future, I agree to give Andrews University a security interest in my student records. I understand that, in giving the University such an interest, I may not obtain a diploma or transcript of my record at any time for any reason unless my account is paid in full. The security interest I grant to the University is intended to cover any and all current indebtedness as well as any and all future advances of credit which the University may grant me at any time. I also understand that a 1% per month carrying charge will be added on my unpaid balance and I agree to pay this carrying charge in addition to any other debt. I recognize that the above figures displayed in Registration Central are estimates and I accept the responsibility for the payment of actual charges incurred. I explicitly agree to be responsible for those collection expenses in addition to the unpaid debt. I understand that Andrews University will be adding additional collection and attorneys' fees (within a range of 33.333% to 40%) if an account goes into default. I understand that sundry charges not listed in the above estimate are due the month in which they appear on the statement.

I also acknowledge that, should I choose a monthly payment plan, my monthly amount is required in full by the 25th of each month.

I give authorization for my Title IV aid after current term institutional costs are covered to: 1) pay non-institutional charges such as my living expenses while attending Andrews University, 2) apply to prior year balances, if any. I authorize Andrews University to hold my Title IV credit balances on my account unless requested by me through University procedure.

I have read and accepted the responsibility statement as presented.

Non-Sufficient Funds (NSF).

Charge for returned checks.

\$40

48

Payment Plans

1. Cash Rebate Plans

1. **3% Rebate Plan**—Full time regular students with at least 12 undergraduate credits or at least 8 graduate credits may choose to pay their estimated Out-of- Pocket Expenses (charges less financial aid resources) for the full year **by August 15** to receive a 3% rebate. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 3% rebate. The student's minimum Out-of- Pocket Expenses as calculated online in TouchNet must be at least \$100 to qualify for a payment plan. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of spring semester. All approved rebates will be applied to the student account during the fall semester.
2. **1% Rebate Plan**—Full-time regular students with at least 12 undergraduate credits or at least 8 graduate credits may choose to pay their estimated Out-of- Pocket Expenses (charges less financial aid resources) in full for the semester to receive a 1% rebate per semester. The student's minimum Out-of-Pocket Expenses as calculated online in TouchNet must be at least \$100 to qualify for a payment plan. Each payment must be receipted **by August 15 for fall semester and December 15 for spring semester**. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 1% rebate. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of that semester. All approved rebates will be applied to the student account during that semester.
3. **Monthly Payment Plan**—Arrange to make monthly payments toward estimated Out-of-Pocket Expenses for the semester and any previous balance.
 1. All previous account balances (including monthly payment plan balances) must be paid in full.
 2. The plan is not to exceed more than 50% of the estimated Out-of-Pocket Expenses for the semester.
 3. Payments are to zero the account by the end of the semester to which the plan applies.
 4. Late payments will incur a late payment fee of \$25.
 5. A 1% carrying charge will be posted to an unpaid balance at the end of the month.
 6. Minimum balance for monthly payment plan is \$100 or above.

Permission to Take Class Fee \$30

Post-Dated Checks are not accepted.

Prior Accounts. Students may register only when accounts with other schools have been paid or arrangements made with them.

Portfolio Assessment and Recording Fee

non-refundable, per credit \$160

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 or for pickup at the office of Student Financial Services front desk.
- 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.
- Student Financial Services is unable to serve students as a bank. A maximum of three credit refund checks may be requested during a semester.
- Students receiving federal loans are encouraged to carefully read their Disclosure Statements so they know the loan disbursement schedule.
- Funds from future semesters are unavailable until the funds reach the University's bank. Students should plan their budgets accordingly.
- Half-time enrollment is required for student loans to disburse to the account. A class does not count toward the half-time enrollment status until within ten (10) days of its start date.
- To pick up a refund check in Student Financial Services, the student must show current Andrews University ID or valid driver's license.

- For anyone other than the student to pick up the refund check, the student must sign a letter giving permission for that person to pick up their check. Without the appropriate documentation, the refund check will not be released.
- Federal regulations require that credit from Parent (PLUS) loans be returned to the parents. Written authorization from the parents is required before these funds can be released to the student.
- If you have received or are planning to receive Federal student loans, please be aware that you have the right to cancel all or a portion of your loan disbursements. However, you must act within 30 days of your loan disbursement. Contact your financial advisor if you need more information.
- Credit refund checks not picked up will be mailed to your statement mailing address.

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

Rescheduling senior exit tests and major field tests.
required for:

\$85

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

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

Student Missionary

IDSC296 Recording fee—per semester	\$85
Independent Study Recording fee—per credit (undergraduate only)	\$50
Mission Preparedness Assessment Fee	\$50
Student Missions Application Fee	\$30
Student Missions Background Check Fee	Up to \$40
International Student Missionary Service	\$4500
Domestic Student Missionary Service	\$3000

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

Textbooks

\$550

The estimated semester cost of textbooks is \$550. Students are charged the estimated amount of their bookstore purchases based on their selection.

Thesis/Dissertation Fees

Binding (each volume) for AU copies	\$20
Binding (each volume) for personal copies	\$30
Fees for copyediting of theses/dissertations are on a sliding scale basis, starting at \$140 for 50 pages, plus \$5 for each additional 10-page increment.	

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

- Owing on a student or housing account, including payment plans not yet due
- Being in default on a government loan
- Needing to complete loan exit counseling

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

- An organization for scholarship or licensure purposes (AMCAS, AADS, or PTCAS)

Academic Transcript Exception Policy for Student Loan Borrowers in Default

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

For Educational Purposes

1. The transcript is to be sent directly to the academic institution.

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

For Employment Purposes

- The transcript is released for employment purposes only and is so stamped.
- The transcript is sent directly to the prospective employer and may not be shared with any other party.
- 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.
- 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.
- Future requests for academic transcripts may be denied should a borrower not fulfill his/her promise as stated in the letter to the guaranty agency.

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

Wiring Funds

International wire fee	\$55
Domestic wire fee	\$30

International Students

Advance Deposit. Applicants attending the main campus from outside the United States (except Bahamas, Bermuda, Canada and Mexico) must make an advance deposit of \$3,100 (includes \$100 non-refundable new international student fee) before an I-20 will be issued. No university scholarships may be applied to pay the deposit. All international students (except Bahamas, Bermuda, Canada and Mexico) who apply for the MDiv program in the SDA Theological Seminary must pay for the first semester (tuition, general fee and health insurance) before an I-20 will be issued. Returning students must pay their balance in full before an updated I-20 will be issued. Exceptions to the deposit requirement are made if a student is staying on campus for less than a month. Under these circumstances, no deposit is required.

All students requiring an I-20 must be officially accepted into their chosen academic program. Students must also submit the following: an *Estimated Budget for Students Attending on a Visa* form, International deposit of \$3100.00 (includes a \$100 non-refundable new student international fee), financial statements showing that they can cover their first year expenses (see Resource Verification for more information), a copy of their passport, the mailing address and telephone number of the address where the I-20 is to be mailed. Please contact isfs@andrews.edu for the budget sheet and additional information.

All students are encouraged to pay the \$200 SEVIS I-901 fee (subject to change) online at www.fmjfee.com or at the Western Union Quick Pay services or to contact Andrews University International Recruiter in case of unavailability of the Western Union services in their countries. This fee is required by the U.S. Immigration and Customs of all students seeking an F-1 or J-1 visa from an embassy or consulate as well as students applying for admission at a U.S. port-of-entry (such as Canadians) to begin initial attendance at U.S. schools.

SEVIS Fee. International students coming to the United States for the first time must pay a \$200 SEVIS fee (subject to change), as mentioned previously, and the cost of the visa at the American Consulate of his/her home country. International students and exchange visitors are subject to the \$200 SEVIS fee. To make this payment online or to find out more about the SEVIS fee please visit www.fmjfee.com. Please be sure to bring your original SEVIS payment receipt with you to the U.S. port of entry.

Unclaimed International Deposits Policy. International student deposits that have not been refunded within three 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.

International Deposit Allocation. This deposit is not available to cover registration expenses; the deposit earns interest during the time the student is enrolled with full-time tuition. The deposit plus interest is refunded when the student's degree is completed or enrollment is terminated; alternatively, it can be used as partial payment for the final semester of registration. 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. Returning students needing an updated I-20 will also need to supply bank documentation.

I-20 Form. Once the deposit and resource verification are received and accepted, the university authorizes the Office of International Student Services to issue the I-20 Form for the purpose of securing a United States student visa. There is an individual I-20 shipment charge that will be billed to your account. This shipment charge varies according to the country of destination.

Arrival to Andrews University Campus. All international students who enter the U.S. on an Andrews University I-20 Form are considered Andrews University students and must report immediately to the Office of International Student Services.

Exchange Visitor General Conference Sponsorships. The General Conference of the Seventh-day Adventist Church is the sponsoring organization of the Exchange Visitor program and is authorized by the Department of State to issue the DS2019 document. The exchange visitor is required to present the DS2019 and a copy of the \$200 SEVIS Fee Receipt at the American Consulate in order to obtain a J-1 visa. This visa (J-1) enables the exchange visitor to pursue his/her study or to do other options as indicated on the DS2019.

Class Loads and Financial Aid

Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund policy, see Undergraduate Financial Assistance.

Tuition Adjustment Policies

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

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

Summer session adjustments will differ based on the summer session you are enrolled in.

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. See also: Withdrawals and Refunds for Self-paced Courses.

Fees. All fees are non-refundable.

Financial Assistance Adjustments after withdrawal. Federal and State regulations require the university to return a portion of program funds when a student withdraws completely from school after receiving financial assistance under any Federal Title IV program (other than Federal Work Study). Refer to Undergraduate Financial Assistance for Financial Aid Refund Policy.

Gifts and Bequests

Each year the university has increased needs for scholarship funds to aid students. The Trustees of Andrews University invite alumni, friends, and members of the university family to join them in providing an increased opportunity for training youth in the traditions of a Christian university. The following supplies contact information for making a gift, either unrestricted or designated for a specific purpose, to Andrews University:

Current Gifts

Individuals interested in making a current donation to Andrews University of either cash or non-cash assets should contact:

Office of Development
Andrews University
8903 U.S. Hwy 31
Berrien Springs MI 49104-0660
269-471-3124

Deferred Gifts

Individuals desiring to leave a gift to Andrews University by way of a bequest or another estate plan option should contact:

Office of Planned Giving & Trust Services
Andrews University
8903 U.S. Hwy 31
Berrien Springs MI 49104-0645
269-471-3613

Charges

Residence Hall Charges

Residence hall occupancy is based on two persons per room, for the duration of an entire term. All single undergraduates under 22 years of age should plan on living in the residence hall, unless living full-time with their parents.

Before the room assignment process is initiated, receipt of both the residence hall application and the room deposit are required. Prior to moving in, students must have been accepted for the session in question and be financially cleared.

Residence Hall Package Plans*

For fall and spring semesters

Double Occupancy (Lamson, Meier, Burman)	\$2,389
Double Occupancy (Damazo)	\$2,639
Single Occupancy (Lamson, Meier, Burman)	\$3,584
Single Occupancy (Damazo)	\$5,278
(if available space in Lamson, Meier, Burman, Damazo)	
Double Daily Rate (Lamson, Meier, Burman)	\$20
Single Daily Rate (Lamson, Meier, Burman)	\$30
Double Daily Rate (Damazo)	\$22
Single Daily Rate (Damazo)	\$44

For summer sessions

Summer room charges are calculated on a per day basis.

* The residence hall package plan includes unlimited access to laundry facilities, utilities, basic telephone, health club membership, and limited health care. It does not include health care lab work and x-rays, comprehensive psychological or substance use/abuse interventions or testing, health insurance, or miscellaneous expenses such as linens, cleaning, books, supplies, transportation or food. University Medical Specialties (UMS) charges the insurance company for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMS services. UMS waives any copay or deductible (for the student/family) for the limited health care provided. Note: Lamson and Meier Halls will close at 9am on Wednesday morning following the end of Fall Semester and will reopen at 9am on Wednesday morning before the beginning of Spring semester. Residents needed housing during the closure time should speak with a residence hall dean.

Residence Hall Room Deposit Payment

The room deposit is \$250, payable by each resident prior to room assignment. Assignments are made on a first-come first-served basis. For priority room assignment, submit your application and deposit by August 1 for fall term, December 1 for spring term, and May 1 for summer terms. If a deposit is received after those dates, expect to be assigned to temporary housing.

Residence Hall Room Deposit Refund

Room deposits are refunded if you do not move into the residence hall and cancel your application by August 1 for fall term, December 1 for spring term, and May 1 for summer term. Cancellation must be made through the residence hall housing office. Students will receive room assignment notification during the month of July for the upcoming fall semester. They are expected to confirm this room assignment online. Failure to confirm or cancel by August 1 will result in room cancellation as well as release of the room deposit. Rooms that have been confirmed and then canceled after August 1 will result in forfeiture of the room deposit.

Failure to Check Out Properly

Students are charged if they leave the residence hall without following checkout procedures. Additional charges may be assessed depending on the amount of cleaning and/or repairs required.

Residence Hall Unreturned Key Charges (subject to change)

Unreturned or lost key fee	\$75
Unreturned or lost security drawer key fee	\$10

Personal Effects Insurance. The University does not provide personal effects insurance coverage. The University is not responsible for the loss or damage, from any cause, of personal belongings brought to the campus. This is true even though students are required by the University to purchase certain items or to keep them in a specified place. The University strongly recommends that students secure their own personal effects insurance coverage.

Meal Plan Charges

Residence Hall Meal Plan

Undergraduate residence hall students under age 22 are required to participate in the Declining Balance Meal Plan. The minimum meal plan charge is \$1,800 per semester. The meal plan can be used for purchases at the Terrace Café, Gazebo

and campus vending machines. In some cases, the minimum meal plan will not meet your complete food needs for the semester (for example, \$1,800 should cover approximately two average meals each day, every day, throughout the semester). Students who know they will require a larger meal plan amount may opt to add additional funds through Dining Services.

Students who run out of funds in the meal account during the semester may add to the balance in increments of \$100 by request at the Office of Dining Services in the Campus Center.

No refund will be credited to the student's account at the end of the semester if funds remain in the meal plan.

All residence hall students of Andrews University employees receiving 60% educational allowance must select a meal plan regardless of the student's age. Women living in Damazo Hall can select the Damazo Meal Plan. please contact your Student Financial Services financial advisor.

Meal plan cost per semester (\$1,800)

Café Account

Minimum amount to open a Café Account (\$50)

The Café Account is a plan for graduate and undergraduate students not living in a dormitory. Students may use their Café Account card to purchase food from the Terrace Café, Gazebo, or vending machines. To open a Café account with cash, check or credit card, visit the Office of Dining Services. To open a Café account with a credit balance on a student account, visit the Office of Student Financial Services.

University Apartments Charges

Apartments

Application Fee \$320

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	\$610
One-bedroom	\$640-710
Two-bedroom	\$700-770
Three-bedroom	\$760-825
Four-bedroom	\$880

* 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

Monthly Rental Rates

One-three bedroom houses (\$555-1000)

The Office of University Apartments provides apartment descriptions and application forms upon request. Application forms can also be downloaded from www.andrews.edu/apartments/. If notice of cancellation is received before the date of stated occupancy, the application fee is refunded minus the \$20 processing fee. Apartments or houses are assigned from the processing list in the order in which the application fee is received.

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

Single students wanting to share an apartment with a roommate will pay an additional \$20 rent per month. The monthly rent, along with the additional extra person charge, will be divided between the roommates.

Rent Payments

The first month's rent is prorated to the date of occupancy. Students are required to pay the first month's rent in advance. Thereafter, rent is due in advance on the 1st of each month. **A late fee of \$30** is charged for any payment made after the 10th of the month. Payments can be made in person, by using the drop box, by mail or online. Address all payments and inquiries to:

Office of University Apartments

Termination of Occupancy

All tenants are required to sign a year lease at the time of occupancy. At the end of the initial lease a new lease has to be signed if the tenant wishes to continue occupancy.

College of Arts & Sciences Charges

Center for Intensive English Programs

Language Training (Short-Term Intensives)

Individuals and groups may register for short-term intensives: fall semester, beginning in August and late October; spring semester, beginning in January and early March. The program fees (tuition) will be pro-rated. Housing and meal plans are available for an additional fee.

CIEP Fall and Spring Semesters

- **For credit ESL** - Students taking ESL classes in the Center for Intensive English Programs (CIEP) for credit pay regular AU undergraduate tuition rates.
- **Non-credit ESL** - Students taking non-credit ESL classes in the Center for Intensive English Programs (CIEP) pay the following tuition rates:
 - 12-16 non-credit hours/week - \$4800
 - Under 12 non-credit hours/week - \$400/non-credit hour
(Each course is 4 credits)

CIEP Summer Semester

- **For credit ESL** - Students taking ESL classes in the Center for Intensive English Programs (CIEP) for credit pay regular AU undergraduate tuition rates.
- **Non-credit ESL** - Students taking non-credit ESL classes in the Center for Intensive English Programs (CIEP) pay the following tuition rates:
 - 12-14 non-credit hours/week - \$4,000
 - Under 12 non-credit hours/week - \$400/non-credit hour
(Each course is 4 credit)

Please contact the Center for Intensive English Programs at ciep@andrews.edu for information regarding discounts available for CIEP students.

Transportation will be provided to and from the South Bend Airport upon request. Students are responsible for transportation from other airports to Andrews University. Tuition and fees do not include textbooks, health insurance, transportation to and from Andrews University. Health insurance is available through Andrews University for \$125 per month. Participants in each program must either show proof of insurance or purchase insurance at Andrews University.

Communication Club Fee for all Communication Majors and Communication MA students per year **\$25**

General Studies Degree Plan (Main Campus) **\$285**

International Language Studies

Reading examination in French or German for MA and doctoral candidates in the Seminary and the School of Graduate Studies & Research **\$230**
Credit by examination other than CLEP (College Level Examination Program) test for undergraduate students for course credit or to have the language requirements of the College of Arts & Sciences waived (no credits are given) **\$45**

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 \$30

Private music lesson practice room fee \$75 per semester

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. **\$155**

Wind Symphony, Chamber Singers, Ladies Chorus, Mens Chorus, and University Singers

MENC Collegiate Chapter Membership Fee **\$45**

Professional membership fee required for Bachelor of Music in Music Education majors

Lab fee for Music minors (per semester for two years) **\$50**

Lab fee for Music majors (per semester, excluding summer) **\$50**

Religion Professional Fees

Computer lab fees for theology/religion majors (per semester) taking more than 6 total credits **\$35**

AMA (Andrews Ministerial Association) club fees for theology/religion majors (per semester) taking more than 6 total credits **\$20**

Social Work Professional Fees

Freshmen and Sophomores **\$75**

Juniors and Seniors **\$145**

Graduate students **\$375**

Full-time graduate students (summer) **\$120**

(Charges per semester, excluding summer)

Department of Aviation Charges

Flight Majors: Flight-training fees are to be paid at the beginning of each semester. This is to insure that flight training progresses without interruption due to financial limitations. Any additional flight or ground instruction, beyond each training module, will incur additional hourly training fees. Students must plan to cover their own costs of the 1st class FAA medical, and in the case of international students, the TSA application fee. FAA written flight tests, charts and other materials are additional and cannot be charged against the flight training fees.

Please note: Flight training fees are non-refundable. Students should plan to complete their training within the semester they have enrolled for the course. If, due to special circumstances, approved by the department; students unable to complete the training may be given a specified extension to finish their flight during the following break or semester. Beyond that exception, unused hours after the semester enrolled are forfeited and will be unusable.

Aviation Professional Fee

Fall **\$100**

Spring **\$100**

International Flight Students: TSA Application Fee for Permission to Commence Flight Training **\$130**

The fee is required for all non-U.S. students training as Private, Instrument and Multi-engine pilots. An approved application allots one year of training for each of the above flight ratings. If a student does not complete the rating in that time frame, they will be required to repay the TSA fee and reapply to continue training.

Community (Non-Flight Majors) Taking Flight Training

Flight-training fees will be on a pay-as-you-go basis. Ground School classes are available with no university credit for \$370 per course for the private, instrument and commercial courses and \$980 for the CFI course. Credit for such courses may be obtained by registering through the registrar's office and paying regular tuition. For flight certificates without credit call the Department of Aviation for a cost estimate.

Flight Training Fees and Rates

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

Course Fees For Flight Training Labs

The full fee amount is due at the beginning of the semester/registration for each course.

Flight Courses

(Note: Flight Training 1-8 required for Flight degree)

AFLT121 Flight Training 1	\$7,700
AFLT122 Flight Training 2	\$7,845
AFLT226 Flight Training 3	\$4,950
AFLT227 Flight Training 4	\$10,550
AFLT321 Flight Training 5	\$7,645
AFLT322 Flight Training 6	\$5,470
AFLT323 Flight Training 7	\$8,010
AFLT324 Flight Training 8	\$6,450

OTHER AVIATION CLASSES		
AFLT426 Multiengine Flight Training		\$5,945
AFLT427 Multiengine Flight		\$9,725
AFLT356 Certified Flight Instructor (initial)		\$3,800
AFLT366 Certified Instrument Instructor (add on)		\$2,020
AFLT430 Crew Resource Management		\$1,500
AFLT467 Multiengine Flight Instructor (add on)		\$5,450
AFLT474 Techniques of Mission Flying		\$1,800
Maintenance Courses (\$25.00 per credit)		
AVMT108 Applied Science for Aerospace Tech	\$100.00	
AVMT114 Aircraft Electricity	\$50.00	
AVMT116 FAR's/Forms/Records/Publications	\$50.00	
AVMT120 Material and Process	\$100.00	
AVMT204 Aircraft Electrical Systems	\$50.00	
AVMT206 Powerplant Electrical Systems	\$100.00	
AVMT210 Aircraft Systems	\$100.00	
AVMT220 Aircraft Fuels and Fuel Systems	\$50.00	
AVMT226 Engine Fuel Metering Systems	\$50.00	
AVMT237 Aircraft Hydraulic/Pneumatic, Landing Gear	\$100.00	
AVMT304 Aircraft Metal Structures	\$100.00	
AVMT306 Aircraft Non-Metal Structures	\$50.00	
AVMT308 Aircraft Assembly/Rigging/Inspections	\$50.00	
AVMT310 Aircraft Gas Turbine Engines	\$100.00	
AVMT314 Aircraft Propellers and Engine Inspections	\$75.00	
AVMT316 Reciprocating Engine Systems/Overhaul	\$175.00	
AVIA140 Welding Technology	\$100.00	
AVIA250 Machine Shop	\$100.00	
Flight Physical*		
	\$110	
Electronic Flight Bag (iPad 32GB minimum)*		
	\$699	
Electronic Flight Publications (annually)*		
	\$100	
Headset		
	\$325	
*Estimate		
FAA Exams (Flight)**		
Written test**	\$150	
Flight Test**	\$500	

**** Subject to change**

Aviation Maintenance		
Required Minimum Tool Set	\$3,500	
Note: Maintenance students are required to have a Windows-compatible personal laptop.		

FAA Exams (Maintenance)***		
Written test***	\$150	
Oral/Practical test (each) AU Student***	\$200	
Oral/Practical test (each) Non-AU Student***	\$400	
***Subject to change		

Community Non-Credit Classes for Aviation Airframe and Powerplant Certificate		
For those wishing to attend classes to earn the FAA Airframe and Powerplant certificates without university credit, there is a cost of \$30,628 (52 credits) for the program (\$589 per AU credit equivalent, includes lab fee). Should the student want university credit at a later date, the difference between the then-current university tuition rate and the non-credit rate would have to be paid. FAA test fees are additional. Tool costs may be waived for students who own their own tools appropriate for program requirements. Contact the Department of Aviation for more details.		

School of Architecture & Interior Design Charges		
BSA, BSCM & BID Professional program application fee	\$45	
Professional education fees for BSA, MArch, BSCM & and BID programs		
Pre-professional year 1	\$640	
Pre-professional year 2	975	
Professional years 1 & 2 (BSCM)	640	
Professional years 1 & 2 (BID)	975	
Professional Track years 1 & 2 (BSA)	975	
MArch year	1110	
(Charges per semester)		

Fee for ARCH330 & ARCH530 Analytical Summer Abroad	Varies
(Contact School of Architecture, Art & Design)	

Architecture Replacement Fees, if applicable		
Mayline ruler		\$150
Key for drafting desk		\$15
Board cover		\$50
Cleaning fee		\$30

School of Health Professions Charges		
Medical Laboratory Sciences		
Professional fees—Fall		\$620
—Spring		\$620
—Summer		\$350

BS Nursing		
Professional Fee for BS Nursing (on-campus program) per semester (Fall/Spring)		
Distance Fee (per semester)		\$130

Online RN-BSN	Nurses from hospitals having agreements/contracts with AU per credit hour.	\$240
	Nurses from hospitals without a contract/agreement per credit hour.	\$407

Departmental NLN Upward Mobility Examination Fee	\$580
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Doctor of Nursing Practice		
Professional Fee, each semester		\$500
Distance Fee (per semester)		\$130
Tuition per credit		\$642
Confirmation Deposit (Non-refundable/Non-transferable to another year confirmation deposit-deadline August 1)		\$200
Nursing 670 Project Continuation		\$258
Nursing 675 Program Continuation		\$258

Public Health Nutrition & Wellness		
Professional Fees		
Nutrition and Dietetics Program, each semester (FDNT 351, 352, 441, 442)	\$360	
Exercise Science, per semester (Fall, Spring)(FTES 305, 355, LED 411, 412)	\$360	
BS Public Health (Fall, Spring) (PBHL 308, 315, 480)	\$360	

Masters of Public Health		
Professional Fee, each semester		\$410
Distance Fee (per semester)		\$130
Tuition per credit		\$553

Cost for Graduate Certificate (Dietetic Internship) - 12 credits (eligible for loans)		
Fee Title	Deadline	Cost
Application fee	February 15	\$50 non-refundable
Confirmation fee	May 1	\$400 non-refundable/non-transferable to another year
Professional fee		\$385 per semester
Distance fee		\$130 per semester
Tuition		\$4856 per semester

Physical Therapy Professional Programs		
These fees do not include transportation costs, general education fees, special tests, insurance, books, or graduation fees.		
DPT		
Confirmation Fee (non-refundable/non-transferable to another year)		\$500
DPT program block package rate		
Tuition per semester		\$11,561
Professional fee per semester*		\$ 400
Total package per semester**		\$11,961

Continuation fee, Physical Therapy Capstone Project/Program Continuation		
PTH 655 - Program Continuation		\$258

PTH 788 - Research Project Continuation \$258
 * Set by Department
 ** Students not taking the entire block of PT classes pay regular doctoral tuition up to a maximum of the PT package tuition rate and are not charged the PT professional fee for that semester.

t-DPT and DScPT programs (On Campus)

t-DPT Block Tuition (per semester)	\$6,283
DScPT Block Tuition (per semester)	\$5,174
Professional Fee (per semester)	\$400
Confirmation Fee (non-refundable/non-transferable to another year)	\$500
Continuation Fee, Physical Therapy Capstone Project/Program Continuation	
PTH 655 - Program Continuation	\$258
PTH 788 - Research Project Continuation	\$258

t-DPT and DScPT programs (Off Campus)

Regular credit (per credit)	\$642
Professional Fee (per semester)	\$250
Distance Fee (per semester)	\$130
Confirmation Fee (non-refundable/non-transferable to another year)	\$500
Competency credit (per credit)(PLA)	\$386
Continuation fee, Physical Therapy Capstone Project/Program Continuation	
PTH 655 - Program Continuation	\$258
PTH 788 - Research Project Continuation	\$258
CEU—Workshop fees	vary
Masters Speech Language Pathology	
Professional fee per semester	\$420
Orientation fee, (SPPA 500)	\$206
Confirmation deposit (non-refundable/non-transferable to another year)	\$500

Seventh-day Adventist Theological Seminary Charges

Full-Time Tuition

Master's degree (per credit)	\$1,106
Doctoral degree (per credit)	1,284

MDiv Registration Fee (per semester)

Fall, Spring (Up to 14 credits; Students in bulletins previous to 2018-2019 up to 16 credits)	3,161
Summer (Up to 12 credits)	2,376
Overload (per credit)	1,106

Off Campus [Up to 12 credits for year (summer-spring) of one week intensive and SOLC classes (SOLC additional fee applies)]	2,376
Off Campus - 13-24 credits for year (summer-spring)	2,376

General Fee (per semester)

Fall or Spring	402
Summer	150
(Except all students taking less than 5 credits and all students in any form of Distance Education)	130

Seminary Student Activity Fee (on-campus students)	15
Continuation Fee (per semester)	
Program Continuation GSEM668 and GSEM888.	780
DMin program extension fee, if granted.	1,373
Preparation for Comprehensive Exams GSEM680 and GSEM880.	220
Dissertation Proposal Preparation GSEM844	220

Application Fees

Application	60
Online Application	60
Psychological Evaluation	30
Background Check (Note: applicant is also responsible for any local municipality fees based on student residences if required)	30

Other Fees

Per credit recording and assessment fee—for Credit for Prior Learning (CPL)	100
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Academic Departmental Examination

Registration Administrative Fee—per test	45
Recording fee—per credit	50

Seminary Online Learning Center (SOLC)

MA or PTC distance tuition (per credit)	1,106
MDiv Students (in addition to the MDiv registration fee) are charged an additional SOLC fee (per credit)	130

Transfer

Certain seminary programs are discounted to prepare students for specific ministries. If a student enrolls and takes classes in a **discounted** or reduced fee program (less than the published Doctoral or Master's rate) and then wishes to apply those credits earned to a higher priced program, the student will pay the difference *in Tuition and Fees* to transfer or apply the discounted credits to the higher priced program at the time of transfer.

Program Specific Fees and Discounts

MA: Full-time on-campus students may apply for a tuition discount (based on GPA and other criteria), at the Seminary Dean's office each semester by drop/add date (see below).

MAR, MA (Rel Ed) Tuition Adjustment: 25% discount

MAPM, MAYYAM Tuition Adjustment: 25%–38% discount

MDiv: The MDiv fee is already discounted down to a flat registration fee (automatic). No further discounts are available except during summer semester, when an on-campus student taking less than 8 credits on campus may apply for a reduction/proration of the summer fee. Applications available in the Seminary Dean's office. Must be submitted by drop/add date of third session.

The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 14/16 for fall and spring semesters or over 12 for the summer) are charged at the regular per-credit master's tuition rate.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 50% tuition reduction (up to 9 credits), provided the class is not full and there are a sufficient number of students paying full tuition to warrant the teaching of the course. Directed study, laboratory courses, and study tours are not eligible for reduced tuition. Neither is this discount available for dual-enrollment students who have been accepted in a graduate degree program in the College of Arts & Sciences. Application form is available in the MDiv office, but should be submitted to the Dean of Arts & Sciences.

A per-credit recording fee is charged for prior learning (CPL).

DMin: NAD employees are eligible for a 56% discount off the published doctoral rate. Tuition includes general, graduation and editing fees.

DMiss: 50% discount off the published doctoral rate.

PhD/ThD: Visit the PhD program office for scholarship applications in January of each year

Seminary Scholarships and Discounts

Scholarships

Endowed/Named Scholarships—Application deadline will be set some time during spring semester for the next year.

Emergency Scholarship

Visit the Seminary Dean's office for details.

Seminary Spouse Discount

Available to master's-level students enrolled in Seminary programs whose spouses are enrolled full-time in a Seminary program. Student must submit application to Seminary Dean's office each semester by drop/add date. Details and applications are available in the Seminary Dean's office. Discount, if granted, would net Seminary master's tuition to \$150 per credit (maximum 9 credits per semester).

Note: The purpose of this section is to summarize the most common Seminary fees. Seminary students are still responsible for all fees and policies as set forth in this *Bulletin*.

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

Undergraduate Financial Assistance

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

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

FTIACS (defined below)

- Confirmed U.S. SAT or ACT scores (Test must be taken by July 15)
- Confirmed U.S. cumulative GPA (following the conclusion of the sixth semester for academy or high school)

Transfer Students (defined below)

- Confirmed cumulative college GPA

Contact the Office of Undergraduate Admissions for further details.

FTIAC (First Time In Any College)

Andrews Partnership Scholarships are merit scholarships awarded to students who have taken fewer than 25 college semester credits after graduating from high school. The award amounts are based upon a combination of cumulative high school GPA and ACT or SAT and can be calculated at the website www.andrews.edu/aps. The award levels are as follows:

Scholarship	4-Year Total
\$12,000	\$48,000
\$10,000	\$40,000
\$8,000	\$32,000
\$6,000	\$24,000

Additional Andrews Partnership Scholarship for FTIAC (First Time In Any College) Students

In addition to the Andrews Partnership Scholarship (based upon the combination of high school cumulative GPA and ACT/SAT scores) freshmen are eligible for an additional annual \$2,000 special APS for either (only one) of the following categories:

- ACT composite of 30 to 33
- SAT Evidence-based Reading and Writing (ERW) + Mathematics combination score of 1390 to 1510.
- pSAT-NMSQT ERW + Math Combinations score of 1350 to 1460.

Note: Andrews University awards the ACT/SAT Scholarship for students scoring a composite score of 34 (ACT) or 1520 (SAT Evidence-based Reading and Writing + Math) or higher or pSAT-NMSQT of 1470 (ERW and Math) or higher. This scholarship covers 100% tuition for up to 144 undergraduate credits for incoming freshman. For details listed below under National Merit/National Achievement Finalists Scholarship, National Hispanic Recognition Program Scholar and ACT/SAT Scholarship.

Continuing eligibility and time frames for this scholarship are the same as for the regular APS. Transfer students do not qualify for the additional APS for ACT or SAT scores since their APS is based upon their transfer cumulative college GPA. Transfer students may qualify for full tuition scholarship if they were National Merit/National Achievement Finalists, National Hispanic Recognition Scholar or ACT/SAT Scholarship. Students qualifying for the National Merit/National Achievement Finalists, National Hispanic Recognition Program Scholars or ACT/SAT Scholarship are **not** eligible for additional APS. All tests must be taken by July 15 to be evaluated to raise their APS.

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

GPA	Scholarship Amount
3.50 and higher	\$9,000
3.00 to 3.49	\$7,000
2.50 to 2.99	\$5,000
Below 2.50	\$3,000

Transfer students may qualify for full tuition scholarship if they were National Merit/National Achievement Finalist, National Hispanic Recognition Scholar or ACT/SAT Scholarship.

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 electronically to the Office of Development through finVue (can be found under the requirements section). 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 an AU Student Missionary or Taskforce Volunteer through Andrews University and enrolls full-time at Andrews University the year following the year of service. The scholarship is up to \$1,500 scholarship. It is not transferable to any other school nor any other student. To apply for this scholarship fill out an application accompanied by a letter of evaluation from your mission field supervisor with the Student Missions Program in the Office of Campus Ministries. This scholarship is not part of the Andrews Partnership Scholarship.

Summer Ministries Scholarship Program

Summer camp scholarship will be based on \$190 per week for a maximum of \$2,470. Summer camps that pay minimum wage or higher are not eligible for this scholarship. Student Financial Services will determine the amount of the scholarship based on the information received from camp directors in time for financial clearance.

Magabooks and HHES are matched 50% of the net earnings. The entire net earnings must be placed onto the student's account at Andrews University before the scholarship is given. The scholarship cap is \$2,600.

Summer scholarships for Andrews University Religion Department Barnabas Connection (Undergraduates Only) and Church/Conference outreach programs are matched 100% based on the information given to Student Financial Services from each organization. The entire scholarship must be placed onto the student's account at Andrews University. The scholarship cap is \$ 2,400.

All summer scholarships are awarded to **full-time** undergraduate and graduate students **in a degree program** attending the Berrien Springs campus and require full-time service. The scholarship closing date for consideration is October 31 of the current academic year.

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

Included and Excluded Funds

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

Continuing Eligibility

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

- The university's Satisfactory Academic Progress policy
- Complete a four-year degree in ten semesters or get permission for an APS extension from the associate vice president for Enrollment Management. Students are allowed terms of prorated APS for less-than-full-time attendance (minimum 6 full-price credits, i.e. half time; handled manually upon written request to Student Financial Services). A prorated term counts as one complete term of the ten Andrews Partnership Scholarship terms allowed. 9–11 credits=75% APS; 6–8 credits=50% APS.

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

Summer Enrollment

An Andrews Partnership Scholarship recipient may request the Andrews Partnership Scholarship during the summer term if all of the requirements are met. The summer term will count as one of the 10 semesters for which the Andrews Partnership Scholarship may be available. Usually the only aid available for summer is a student loan.

Special Andrews Partnership Scholarship

National Merit/National Finalists Scholarship, National Hispanic Recognition Program Scholar and APS/SAT Scholarship

Andrews University rewards National Merit/National Finalists, National Hispanic Recognition Program Scholar and ACT/SAT Scholarship (for a composite score of 34 ACT or 1550 SAT (Math + Verbal or higher) a special Andrews Partnership Scholarship that covers 100% tuition for four years for incoming freshmen with a cap of 144 credits and limited to a degree. To confirm receipt of the scholarship, submit appropriate records (award letter, certificate and/or official test scores) to the Office of Undergraduate Admissions. Gift aid is:

1. All gift aid received by the awardee, including a university scholarship or grant, cannot exceed the cost of full tuition. All gift aid is added in the following order: external scholarships, merit aid, and then need-based aid. Should the external scholarships and merit-aid portions exceed the cost of tuition per semester, then books, general fee, required course fees and the minimum costs of room and board may be included in the calculation. Gift aid, for the purpose of this policy, is defined as
 1. Any Andrews funds such as, but not limited to Andrews Gift, named scholarships, or honors scholarships.
 2. Any external aid received by the student for the purpose of school-related expenses such as, but not limited to, State grants, Federal grants, private scholarship grants, or denominational educational allowance.
2. No cash amount is paid directly to the student, nor may any funds be transferred to any other student's account. Tours are not included.
3. The length of the National Merit/National Achievement Finalists, National Hispanic Recognition Program Scholar and ACT/SAT Scholarship - Andrews Partnership Scholarship is nine (9) semesters with a cap of 144 credits and limited to a degree.
4. All National Merit/National Achievement Finalists, National Hispanic Recognition Program Scholar and ACT/SAT Scholarship - Andrews Partnership Scholarships may be renewed yearly if students maintain a 3.25 Andrews cumulative GPA.
5. Transfer National Merit/National Achievement Finalists, National Hispanic Recognition Program Scholar and ACT/SAT Scholarship are eligible to receive the scholarship according to the general scholarship rules plus the following additional rules:
 1. 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.
 2. The student must meet the GPA requirements as outlined in #5 above at his/her appropriate grade level.

Andrews Gift Aid

In addition to the Andrews Partnership Scholarship, Andrews University makes Andrews Gift monies available to help satisfy the student's need as determined by the financial aid information. To be eligible for Andrews Gift aid, students must file the Free Application for Federal Student Aid (FAFSA), www.fafsa.ed.gov. To complete your financial aid award, you will need to submit the AU Financial Information Sheet and any other documents required for verification by the Student Financial Services Office. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Tax Return Transcript. You can request one at www.irs.gov/individuals/get-transcript. The priority processing date is March 1. No electronic award letter will be prepared until Student Financial Services receives and processes these forms. Andrews Gift will be recalculated if outside resources are received after initial awarding.

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

Defining Financial Need

When figuring eligibility for financial aid, need is determined by the following Financial Aid Formula: Cost of Attendance - Expected Family Contribution = Need

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

Expected Family Contribution is determined by taking financial information provided by the student on the Free Application for Federal Student Aid (FAFSA) and calculating a result.

Educational Need is the difference between cost of attendance and expected family contribution. Need-based aid comes from Federal, State, and/or institutional funds.

General Information

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

Financial Aid Documents. To find required documents visit www.andrews.edu/sf. To complete your financial aid award, you will need to submit the Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Return Transcript. You can request one at www.irs.gov/individual/get-transcript. No award letter will be prepared until Student Financial Services receives and processes these forms. Priority processing date is March 1. The United States Department of Education selects some students for whom the school must verify the information submitted on their FAFSAs.

When to do the FAFSA. Students can file the FAFSA online after October 1 for the following academic year and sign electronically with the student's FSA Id. The Federal office will process aid eligibility only after receiving an electronic signature.

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

Federal, State, and Institutional 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 financial aid award.

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

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

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

- Accepted on regular, provisional, or probationary status (guest student status is not recognized for aid purposes).
- Enrolled in a program of study leading toward a degree or an approved certificate program.
- Registered for at least one-half of a full class load each semester.

A full class load is usually required for institutional aid.

Citizenship Requirements for Federal and State Aid.

1. A U.S. citizen or national (includes natives of American Samoa or Swains Island)
2. A U.S. permanent resident.

3. Citizens of the Freely Associated States: the Federated States of Micronesia and the republics of Palau and the Marshall Islands. Eligible only for Pell Grant.
4. Other eligible non-citizens.
5. 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 Permanent Resident/Resident Alien card. (I-151, I-551, I-551C).
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," ["Conditional Entrant" (valid only if issued before April 1, 1980)]. They may also have a Refugee Travel Document (Form I-571).
3. Cuban Haitian Entrant having a stamped across the face of the I-94 indicating that they have been classified as a "Cuban-Haitian Entrant (Status Pending)." Students without I-94 documentation may have their status confirmed by a Customs and Border Patrol stamp, showing class of admission and date admitted or paroled on their passport.
4. Victims of human trafficking will have a letter from Health and Human Services or a T-visa. Battered immigrants under the Violence Against Women Act (VAWA) will have an I-797 form, a court order from an immigration judge, or an I-360 form with approval or prima facie finding by USCIS.
5. Persons with a passport with an Arrival/Departure Record (I-94) stamped with the following endorsement: "Processed for I-551. Temporary Evidence of Lawful Admission for Permanent Residence. Valid until _____, Employment Authorized" with an A-number and valid date.
6. Persons with an unexpired foreign passport containing a machine readable immigrant visa (MRIV) in the passport, with a Customs and Border Protection inspector admission stamp and the statement "UPON ENDORSEMENT SERVES AS TEMPORARY I-551 EVIDENCING PERMANENT RESIDENCE FOR 1 YEAR." The MRIV must be in an unexpired foreign passport, endorsed, and is valid for one year from the date on the endorsement stamp.
7. Persons with a U.S. Travel Document containing a Re-entry Permit (I-327) or Refugee Travel Document (I-571) annotated with "Permit to Re-enter Form I-327."
8. Persons with at least 50% Native American blood born in Canada. They may need to provide proof of both qualifications.

Notes: Conditional Resident Aliens have documentation that expires. This documentation is acceptable to receive Federal Financial aid 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.

Certain Native American students born in Canada with a status under the Jay Treaty of 1789 may also be eligible for federal student aid.

Undocumented students, including DACA recipients, are not eligible for federal student aid, but you may still be eligible for institutional aid, in addition to private scholarships.

Class Loads and Financial Aid. Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three-fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund Policy.

The student's continued eligibility for financial aid is also based on his/her academic progress as described in the following chart:

Credit Hours for Class Loads			
Program/Level	Full-load	3/4 Load	Half-load
Undergraduate	12+	9-11	6-8
Physical Therapy	12+	9-11	6-8

Graduate School and Seminary	8+	6-7	4-5
MDiv	9+	6.75-8	4.5-6.74

Cost of Attendance Limitations. The maximum award a student can receive is regulated by Federal and State regulations. The university is required to ensure that the combined financial resources available to students from Federal and non-Federal sources do not exceed documented educational need. These sources include but are not limited to:

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

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

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

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

Students who have completed their financial aid process and later experience one of these special situations should ask their financial advisor to review their aid eligibility. To request this financial aid eligibility review, the independent student or the parent of a dependent student must provide a signed professional judgment request, with proof of change. Proof may include such documents as a death certificate, employer discharge letter, or last paycheck stub. 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.

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-president 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:

- October 1—The Free Application for Federal Student Aid (FAFSA) should be filed on-line at www.fafsa.ed.gov indicating Andrews University (school code 002238) as the first college to which the analysis report should be sent.
- After October 1—Submit the AU Financial Information Sheet (Undergraduates only) and other documents if selected for verification. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Tax Return Transcript. You can request one at www.irs.gov/individuals/get-transcript. Some campus based funds may not be available after March.

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

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

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

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

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

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

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

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

External Grants and/or Scholarships. Aid is returned to donor organizations according to each organization's own guidelines. Non-Title IV funds include:
State Grant/Scholarship
External Scholarships/Grants
Educational Allowance/Discounts

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

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

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

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

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

Federal Perkins Loan Program

Students who are no longer enrolled, have not paid on a Federal Perkins Loan obtained at Andrews University and request their academic transcripts must contact the Perkins Loan Collection Office for more information. This office is part of Student Financial Services on campus and can be contacted by calling 269-471-6271.

Work Study Program

Students employed under the Federal Work Study (FWS) program receive their entire paycheck. Earnings are paid both by Andrews University and the Federal government. Students must do everything necessary to reach the work earnings that are estimated in their award. Otherwise they must be prepared to pay the difference from personal or parental resources.

Federal Work Study (FWS). To be eligible for assistance under the Federal Work Study program, students must demonstrate financial need and have a minimum overall GPA of 2.00. This program parallels the student labor program of the university. Eligibility for this program is determined through the standard financial

aid application process. Students working under the Federal Work Study Program must be U.S. citizens or eligible non-citizens.

Satisfactory Academic Progress (SAP)

Students must make Satisfactory Academic Progress (**SAP**) toward the completion of their associate, baccalaureate, or graduate degrees to qualify for financial aid. All students who receive assistance from a financial aid program that requires Satisfactory Academic Progress must follow the university's financial aid policy. The financial aid recipient's 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 66.67% 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.

Semesters at AU Minimum AU GPA

1	1.50
2	2.00

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

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

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

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

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

Financial Aid Probation Appeal. Students who fail to maintain Satisfactory Academic Progress and who lose current semester financial aid may appeal such an action. All appeals must be made in writing. Students must provide Student Financial Services with a copy of their Academic Plan made with their Academic Department. If an appeal is approved, a student will be placed on Financial Aid Probation. Students will be re-evaluated at the end of the probationary semester for continued Financial Aid eligibility.

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

Adventist Colleges Abroad (ACA)

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

1. The student registers and has to be financially approved at the Andrews University Berrien Springs campus 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).
4. However, students are not eligible for:
 - Federal campus-based aid (Federal Work Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant)
 - Andrews University scholarships and grants while attending an ACA campus.

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

1. Complete the Free Application for Federal Student Aid (FAFSA) form online at www.fafsa.ed.gov indicating Andrews University as the first college of choice. Federal School code is 002238 for Andrews University.
2. Complete your financial aid award, you will need to submit the AU Financial Information Sheet and other documents if selected for verification. If you did not or could not use the IRS Data Retrieval Tool on the FAFSA, we will need an IRS Tax Return Transcript. You can request one at www.irs.gov/individuals/get-transcript.

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

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

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

When the verification process is complete, Student Financial Services credits the student's aid award(s) directly to his/her student account at Andrews University. A student applying for the Federal Direct Loan must sign a master promissory note and do loan counseling if these have not been done here at Andrews University before leaving for the ACA school. When a loan is approved, funds are credited directly to the student's account at Andrews University.

Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program

To enable students to participate in the Student Missionary and Taskforce volunteer service programs, especially students who have borrowed funds under the William D. Ford Federal Direct Loan or Federal Perkins Loan, Andrews University has a special academic loan deferral program for U.S.-citizen and permanentresident 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**
 1. All Andrews Student Missionary or Taskforce workers must register (before leaving for service) for IDSC296 or IDSC596 Student Missionary/Taskforce Experience for each semester they plan to be away. Students are charged a semester recording fee of \$84. 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.)
 2. Students receive a non-credit continuation entry on their grade for each semester.
 3. During this time financial aid is not available.
2. **Independent Study, TESOL Certificate, and Preparation for Mission Courses**

1. 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 \$47 per credit. Student missionaries are eligible to register for up to 8 credits of mission preparation courses during the summer prior to departure. These courses include: TESOL Certificate Program ENGL435 Topics in Linguistics: TESOL Certificate, ENGL460, ENGL465 and RELP325 Preparation for Mission Service.
2. 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.
3. 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.
4. Students will receive a deferred grade (DG) for each course. Upon their return from service, students must contact the course teacher and complete all requirements within one semester after the date of return from service. (A suggested list of alternative courses is available from the dean's office.)

Both categories of students must complete registration for both semesters before leaving the Andrews University campus for Student Missionary or Taskforce services. Financial Aid is not available for students enrolled in this program. A detailed procedure sheet for these programs may be secured from the Office of Campus Ministries.

3. **Non-Andrews students** do not register for any classes and work directly with Campus Ministries when requesting deferred payment on student loans.

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

The Student Missionary/Taskforce Experience course is designed so students who are registered will not lose their grace period and will not have to begin repayment of their student loan.

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

- Students currently choosing to make loan payments
- Students already in a loan deferment
- Students who have a Canadian Student Loan

Gift Assistance

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

Bureau of Indian Affairs. Grants are offered to students who are enrolled members of a federally recognized American Indian tribe and demonstrate financial need. Visit www.bia.gov and click "How do I...." to select your regional contact office.

Veterans' Education Benefits & Services. The University is approved for certification of students eligible to receive educational assistance from the Department of Veterans Affairs (DVA). Eligibility for VA educational assistance is determined by the Department of Veterans Affairs. Our regional office is located in St. Louis, Missouri. University services for students who receive educational assistance through the DVA are located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning VA educational assistance may be obtained by phone 269- 471-3286, e-mail veterans@andrews.edu, or a visit to the Office of Veterans Services. VA forms used for making application for educational assistance are available at the GI Bill webpage: www.benefits.va.gov/gibill. A printed copy of an application submitted online to the VA will be required by the University's Office of Veterans Services.

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

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs. If the student does not make satisfactory academic progress and is academically dismissed from the University, the U.S. Department of Veterans Affairs is notified and all veterans' benefits are ended by the USDVA. If a veteran is academically dismissed from the University but is later readmitted, the VA benefits cannot be resumed until the veteran has met the University requirements for reinstatement.

Vocational Rehabilitation & Employment. The University is approved for enrollment certification of veterans with service-connected disabilities who are eligible to receive Chapter 31, Title 38, U.S.C., educational assistance from the U.S. Department of Veterans Affairs. University services for veterans are coordinated through the Veterans Certifying Official in the Office of Veterans Services which is located in the Administration Building, first floor, in the Office of Student Financial Services. Information concerning educational assistance and campus procedures may be obtained by phone 269-471-3286, e-mail veterans@andrews.edu, website www.andrews.edu/sf or by visiting the Office of Veterans Services.

The veteran should make contact with the Vocational Rehabilitation & Employment Office (28), Detroit Regional Office at 313-471-3800. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at www.benefits.va.gov/vocrehab. Information and instructions are included on the reverse side of the application form. Following receipt of the application in the regional office, VA will make a determination of eligibility. If the veteran is eligible, VA will schedule an appointment with a Counseling Psychologist (CP) or Rehabilitation Counselor (RC) for an initial evaluation to establish the veteran's entitlement to vocational rehabilitation. Contractors may be utilized to assist in working with the veteran to gather information needed for the CP or RC to make an entitlement determination. The VRE case manager will provide VA Form 28-1905 Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status. This form is required for certification of enrollment which will be submitted to the VRE by the University Veterans Program Administrator in the Office of Veterans Services.

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 100 Nethery Hall, success@andrews.edu or 269-471-6096.

It is the responsibility of the student to visit the University's Office of Veterans Services at the beginning of each term for which the student desires to receive VRE educational assistance. All required paperwork must be completed before the Certification of Enrollment (VA Form 28-1905) will be submitted to the Vocational Rehabilitation & Employment Regional Office. Certification will be submitted after the last day to add or drop a course each term. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

A Purchase Request Form that includes VRE purchasing guidelines is available in the campus bookstore. It is required for all purchases at the campus bookstore. 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 VCO in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs.

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

If the student requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 100 Nethery Hall, success@andrews.edu or 269-471-6096.

Tuition Discounts

Local Business Employee—33 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. 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 APS or any other Andrews discretionary funds. This discount does not apply to courses taken in the Center for Intensive English or online classes.

Prior Baccalaureate Degree—33 Percent Tuition Discount. Students who have earned a baccalaureate degree may receive a 33% tuition reduction for courses taken for a second baccalaureate degree. This discount applies only to courses required to complete the 2nd degree. Courses included in the package tuition, but are not required for the 2nd degree, will be billed at full tuition. This discount does not apply to courses taken in the Center for Intensive English or online classes.

Application forms are available at the offices of the respective deans. The completed forms must be filed with the respective dean no later than two weeks after the beginning of each semester for which the 33% tuition reduction is requested. An official transcript showing all class work and the awarding of a bachelor's degree must be on file with the Office of Academic Records of the university before the 33% tuition reduction can be applied. Students eligible for the reduction must be enrolled for a second undergraduate degree and are not eligible to receive any other Andrews discretionary funds. Students enrolled in a graduate program but who must complete undergraduate prerequisites are eligible. **Note:** Forms are to be picked up at the dean's office of your appropriate school.

Limitations to the Prior Baccalaureate Degree Tuition Discount. The following limitations apply to this plan:

1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
2. In the School of Health Professions, this discount does not apply to PTH courses. The plan only applies to students accepted and enrolled for prerequisite requirements under the preferred acceptance guidelines.
3. This tuition reduction does not apply towards architecture degree.
4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business Administration, the plan does not apply to independent study/readings/research or internship credits. Also, it does not apply to any course not offered as a regularly scheduled class in a given semester.
6. The plan applies to tuition only, not for housing, food and similar charges.
7. The discount does not apply to laboratory fees, surcharges for applicable courses, private music or flight lessons, independent study or reading courses, student teaching, courses in the Center for Intensive English, international languages taught as prerequisites for advanced degrees, courses taken off campus, study tours, May Express classes or private tutoring GNST 091.
8. This plan is applicable to classes where space is available and where hiring of additional faculty or staff is not required. In the event a class is not available, notification is given as soon as possible after the end of the drop/add period.

Local Area Educators—33 Percent Tuition Discount. Full-time teachers employed in Michigan and Indiana area schools who are not fully credentialed may receive a 33% reduction of tuition for undergraduate, Master of Arts in Teaching, and Master of Arts in Educational Administration courses taken toward the completion of their teacher certification requirements. Application for the tuition reduction can be obtained in the dean's office and must be completed no later than the first two weeks of each semester. The student must provide proof of area school employment. Students eligible for this reduction are not eligible to receive APS or any other Andrews discounts or any other discretionary funds applied to the program receiving the 33% reduced tuition. This discount does not apply to courses taken in the Center for Intensive English or online classes.

Workers from Overseas Divisions—Tuition Discount. "When any division other than the North American Division sends its workers or their dependent children to attend colleges in the North American Division and makes financial payments from denominational funds on behalf of such students directly to the college concerned, the college will match dollar for dollar with the sending division, up to 25% of undergraduate tuition. If the person also receives a Federal or State scholarship (or grant), the school may reduce this discount in direct proportion to the amount of such scholarship. Such remittance must come through the division and on approval of the division committee" (North American Division Working Policy, F 80 15).

Retiree Tuition Discount. A retired person who has reached age 65 may receive a 50% tuition discount for up to three undergraduate or graduate credits annually.

Former Andrews University employees who have retired may receive a 50% tuition discount. Admission to limited enrollment courses is contingent upon space available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply fees are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. This discount does not apply to independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. Application for this 50% discount should be made to the dean of the school involved. The dean then authorizes the appropriate discount.

Students eligible for this reduction are not eligible to receive APS or 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 guest student status are not eligible to receive federal or institutional financial aid.
- **Course Load**—Students are awarded financial aid based on their percentage of full-time enrollment as defined in Class Loads and Financial Aid.

Special regulations apply to students who have completed all course work and are preparing theses, projects, or dissertations.

College of Arts & Sciences

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled fulltime provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses:
COMM 589 (Internship)
2. Is enrolled in a Project Continuation, Recital Continuation or Thesis Continuation course. Only students who have enrolled for the required number of project, recital or thesis credits but have not completed the work are eligible.

School of Health Professions

Students who have completed all course work in an approved graduate program may not have completed all work needed to complete a degree. A student may be deemed to be enrolled fulltime provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses:
PTH 881, PTH 882, PTH 883, PTH 884 (Clinical Internship)
NRS 680 (Internship)
2. Is enrolled in a Project Continuation or Thesis Continuation. Only students who have enrolled for the required number of project or thesis credits but have not completed the work are eligible.

Theological Seminary

Doctoral Students. Students who have completed all course work in an approved doctoral program must register for 1-6 credits under GSEM 796 - DMin Project/ Dissertation or 1-12 credits under GSEM 995 PhD-ThD Dissertation, or 1-14 credits under DSRE 995 - Doctoral Dissertation. If the candidate does not complete the dissertation, he/she must register for GSEM 788 - DMin Project Continuation or GSEM 888 - PhD-ThD Dissertation Continuation until the dissertation is completed to qualify for status as a full-time student. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Master's Students. To obtain full-time status for the MA degree, the student must register for GSEM 688 Master's Degree Continuation after he/she has registered for the allowable thesis credits but has not finished the work. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Andrews Graduate Scholarship

The Graduate Scholarship is a tuition reduction percentage, based on the GRE or GMAT scores and admission GPA.

Availability

1. The Graduate Scholarship is available for students in:
 - All on campus Master programs (except professional master programs).
 - Professional Doctoral level programs: EDS, EDD, DPT.
 - Doctoral programs PhD, ThD.
2. The Graduate Scholarship may be overlap with another scholarship from an Andrews University budget.
3. The Graduate Scholarship will not be available for programs that already have a discounted tuition below the standard tuition rate. If

the Graduate Scholarship is greater than the discount provided by the specific program, then the difference will be awarded as an additional scholarship.

4. The Graduate Scholarship does not apply for staff members that are using the free class benefit from Andrews University. If the Graduate Scholarship is greater than the discount for which the staff member is eligible for, the difference will be awarded as an additional scholarship.
5. The Graduate Scholarship will be assigned by the School of Graduate Studies and Research and applied by the Office of Student Financial Services at the time of a student's registration.

Scores

The scholarship is awarded if the student meets the GRE or GMAT scores as listed below and an admission GPA equal or greater than 3.0:

Tuition Reduction	Combined Verbal and Quantitative GRE scores	GMAT Scores	Admissions GPA
10%	≥300	≥500	≥3.00
25%	≥310	≥550	
50%	≥320	≥600	

Time Limits

The scholarship is available for the following number of semesters:

Master's Level programs 4 Semesters

EDS, EDD, DPT 6 Semesters

PHD, THD 8 Semesters

Eligibility

1. Graduate students who meet the appropriate GRE/GMAT scores and cumulative GPA are eligible for the Graduate Scholarship. Students are required to take the GRE/GMAT and submit official transcripts prior to admission. Students who take the GRE/GMAT and submit official transcripts during their first semester (for example, the test is offered only on Sabbath or once per year in their home country) and are eligible for the scholarship will receive the scholarship during their first semester.
2. A new graduate student may take the GRE/GMAT test multiple times during their first semester for the purpose of increasing their scholarship. In that case, the highest score will count toward the GRE/GMAT scholarship.
3. In order to retain the Graduate Scholarship, students are required to maintain the minimum GPA for their program. Students whose GPA falls below the required minimum for their program will permanently forfeit the scholarship.
4. Students applying and accepted to a second graduate degree, who already had received the Graduate Scholarship, may be eligible for the scholarship for the new program.

Summary Sheet of Graduate discounts

TUITION REDUCTION **	PROGRAMS
25%	MA Religion MA Religious Education For the MSW program when part of a dual degree with the seminary
33%	For the MSW program when part of the MSCID/MSW dual degree
From 25% to 38%	MA Youth and Young Adult Ministry MAPM Pastoral Ministry
45%	MA Communication (includes dual degree) PhD Counseling Psychology EdS School Psychology MA School Counseling MS Special Education MA Clinical Mental Health Leadership Certificate
50%	MA Religion (Online) MA TESOL MA English MS Biology MSCID Community and International Development DNP Nursing Practice MPH Public Health MBA Business Administration (Online)
56%	DMIN Ministry MDIV Divinity
Flat rate tuition	t-DPT Physical Therapy
Other programs with reduced tuition	DScPT Physical Therapy

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

Federal Aid

Students should read the General Information and Satisfactory Academic Progress sections to determine their eligibility for financial aid.

Federal Direct Loans are available to graduate students. To apply for this aid, refer to General Information.

Grants and Scholarships

Grant, scholarship, and assistantship funds are available through the offices of the various academic deans and department chairs. Grants and scholarships are gift aid; however, if a student is given an assistantship, this is considered to be employment and is processed through the Office of Employment. Application forms, if required, must be requested from and returned to the respective dean's office. The student does not need to complete any application paperwork for Student Financial Services to apply for and receive institutional aid. All aid received by the student (except assistantships), is taken into account when determining eligibility for a student loan.

Seminary Emergency Aid Fund. This emergency aid fund is available to seminary students for emergency relief only and is not a form of continuous financial aid. Students may apply for assistance through the seminary dean's office.

Student Employment Program

Work opportunities for graduate students are available through the university's Employment Office. Assistantships are available as arranged by the dean or department chairs of the school where the student is enrolled. For information regarding employment contact the Employment Office. The website is www.andrews.edu/hr/.

Federal Loans and Scholarships

Information on the following sources of financial aid may be obtained from Student Financial Services.

Loans

- Federal Direct Loan Program (Unsubsidized)
- Federal Graduate PLUS Loan

Scholarships

- Paul Douglas Teacher Scholarship

SAP Policy for Graduate Students with Financial Aid

Graduate students must meet the Andrews University Satisfactory Academic Progress (SAP) policy. The following minimum standards must be met for Federal and State financial aid purposes.

Students must maintain the minimum Andrews University graduate overall GPA required for the degree program in which they are enrolled. The SAP summary below indicates the minimum GPA required to meet the university's SAP policy for each type of degree program.

Degree	School	GPA	Maximum below B
PhD, EdD	SED	3.30	3
PhD, ThD	SEM	3.00	3
DMin	SEM	3.00	No policy
DPT, DScPT	SHP	3.00	See <i>PT Student Handbook</i>
EdS	SED	3.20	3
Master's	ALL	3.00	4
Professional Master's	SEM	2.50	No policy

Compliance with these requirements is monitored by Student Financial Services on a regular basis. Students must complete at least two-thirds of the number of credits attempted, regardless of their enrollment status (full-time or half-time), and maintain a 66.67% completion ratio. Exception may be made for courses whose requirements have a time-frame by design that extends beyond the limit of the semester in which it is registered.

Financial Aid Warning. Students who fail to meet the required SAP are placed on Financial Aid Warning status during the following semester. During the Financial Aid Warning semester, the student is eligible to receive financial aid as awarded. The student is allowed only one Financial Aid Warning semester for each degree program, except under extenuating circumstances. Academic performance during the warning semester determines the aid given in the following semesters. If the student again meets the minimum required, the student is returned to satisfactory progress status and is eligible to continue receiving aid as awarded. Students who fail to attain satisfactory progress after the Financial Aid Warning semester are no longer eligible for Federal financial aid.

Appeal Procedure. When failure to attain the required GPA is due to extenuating circumstances or circumstances beyond the reasonable control of the student, he/she may appeal for a semester of financial aid probation. All master's-level students may be allowed a maximum of a one semester probation. Doctoral-and specialist-level students may be allowed a maximum of a two-semester probation extension. However, the student must make the appeal for the second probation extension in the same manner as for the first appeal. Students should recognize that appeals are not "automatically" granted. Future financial aid is dependent on meeting SAP standards by the end of the probationary semester(s). All appeals must be made in writing and submitted to the appointed representative of the student's respective school. Proof must support the stated extenuating circumstances. The appropriate authorizing office sends written notification to Student Financial Services of the appeal details.

Explore Andrews Program

Nethery Hall Room 135
269-471-3382
explore@andrews.edu
<https://www.andrews.edu/exploreandrews/>

Aaron Moushon, Director

The Andrews Exploration Program recognizes that university provides students an invaluable opportunity to find personal and career focus through a range of academic and personal experiences. While many students start university with a determined plan, many need a structured way to clarify their future pathways.

The Andrews University Academic Exploration Program, also known as Explore Andrews, is designed to assist students in finding a desired academic plan and career through intentional and personal advising. Each student will be assigned an Explore academic advisor who will help guide the student through the first year of study at Andrews University. Students may choose an academic major at any time, but will continue to be advised by their Explore academic adviser until the end of the academic year. Students in the Explore Andrews Program may choose any major they desire, and the professional advisers in the Explore office will ensure that students are on a progressive graduation track regardless of major.

The Andrews University Academic Exploration Program will work closely with each student to better understand their abilities, talents and goals to help students understand their place in the world both before and after graduation. A review of high school curriculum, standardized test scores and institutional testing will help the student and their academic adviser explore program and career options suitable for each participant.

J.N. Andrews Honors Program

Nethery Hall, Room 108
269-471-3297
honors@andrews.edu
www.andrews.edu/honors/

L. Monique Pittman, Director

In 1966 Andrews University determined to offer undergraduate students greater opportunities for intellectual, spiritual, and social development. To reach this goal, it created the honors program to foster an atmosphere that is both intellectually challenging and distinctively Christian.

Starting in 2001–02, the program offered a completely new curriculum. SAGES is a text-based alternative to the standard General Education requirements. It involves 37 semester hours of honors courses and leads to the designation "John Nevins Andrews Scholar" at graduation.

SAGES (Scholars' Alternative General Education Studies)

Reflecting suggestions from students, faculty and alumni for a curriculum based on the study of original texts, independent research, and writing, SAGES provides a series of interdisciplinary courses that REPLACE General Education requirements for the bachelor of arts and bachelor of science degrees. Following a year-long introduction to Western civilization and culture, students pursue a series of thematically-organized seminars similar to a "Great Books" approach, though broader in sources and subjects. The track concludes with independent research resulting in a senior project.

Because SAGES replaces many lower-division courses, admission at the beginning of a college career is advisable. However, transfer and currently enrolled students with demonstrated academic achievement (GPA>3.33) may apply to SAGES and receive individual waivers for some—but not necessarily all—specific courses based on previous academic study. Those admitted as juniors and seniors must complete at least five seminars plus the Research Pro-Seminar and the senior project.

Students wishing to transfer out of SAGES should do so at the end of the first year and apply the courses taken towards a standard General Education track. In the sophomore and junior years, SAGES involves significantly different categories of courses than the standard General Education track. These will not replace many of the freshman and sophomore courses required at most universities.

Progress in SAGES. Students in SAGES who fail to enroll in honors courses, or whose cumulative GPA falls below 3.33, will be asked to withdraw from the program at the end of the academic year.

Graduation as a John Nevins Andrews Honors Scholar

At graduation, the university confers the distinction "John Nevins Andrews Scholar" on students recommended by the Honors Council who display outstanding scholarship, achieve a minimum overall college and honors GPA of 3.50, and complete SAGES. Titles of the senior thesis or project are listed in the graduation bulletin.

SAGES Requirements: Honors Track

Required Registrations

- HONS 105H - Western Heritage Credits: 5
- HONS 106H - Western Heritage Credits: 5
- HONS 115H - Transcribing the Self: Honors Composition Credits: 3
- HONS 215H - Scripture Credits: 3
- HONS 265H - Literature and the Arts Credits: 3
- HONS 345H - What Is "Other?" The Non-Western World Credits: 3
- HONS 365H - Cosmos Credits: 3
- HONS 398H - Research Pro-Seminar Credits: 1
- HONS 415H - Thinking Theologically: Christian Life and Faith Credits: 3
- HONS 497H - Senior Honors Project Credits: 1–6
- Life/Physical Sciences Credits: 8 (see regular General Education science requirements)
- Math Credits: 3 (minimum acceptable level: MATH 145)
- Physical Activity Courses (2) Credits: 2
- 48 hours Service Activity

Plus two courses selected from the following - 6

- HONS 225H - Materialism & Idealism Credits: 3
- HONS 245H - Meanings of America Credits: 3
- HONS 325H - Justice Credits: 3
- HONS 380H - Topics, Independent Study, and Research Credits: 1–4
- HONS 380 - Topic in Physics and Faith Credits: 3
- HONS 380 - Topic in Cognitive Science and Faith Credits: 3
- HONS 380 - Topic in Bioethics & Christian Faith Credits: 3

Total Requirements, Bachelor of Science: 50

Total Requirements, Bachelor of Arts: 50+4

(Intermediate Language)

Note:

These requirements have been altered slightly for students in some of the professional degree programs.

Sages Requirements: Professional Degree Programs		
Degree	Alteration in SAGES	Other Reductions + Cognates
BSA	Reduced by 1 elective (3 cr) Reduced HONS 365H	Math increased—4 cr Science reduced—one course

BBA	Reduced by 1 elective (3 cr) Reduced HONS 365H	Math increased—6 cr Science reduced—one course Required: RELT 390 PSYC 101 & SOCI 119
BSMLS	Reduced by 1 elective (3 cr)	
BS SPLAD	Reduced by 1 elective (3 cr)	
BHS Wellness with SPLAD Emphasis	Reduced by 1 elective (3 cr)	
BHS	Reduced by 1 elective (3 cr)	Required: PSYC 101
BFA	Reduced by 1 science course	
BMus	Reduced by 1 science course	
Music BS	Reduced by 1 elective (3 cr)	
BS Engineering/Computer Science	Reduced by 6 credits. Take one from HONS 265H or HONS 345H. Take one from HONS 225H, HONS 245H, HONS 265H, HONS 325H, HONS 345H, HONS 380	Science reduced—one course (Life Science)
Pre-Med	Reduced by 1 elective (3 cr)	
Education		
Elementary	Reduced HONS 415H Reduced by 1 elective (3 cr)	Add 5 hours religion required for certification
Secondary	Reduced HONS 415H Reduced by 1 elective (3 cr)	Add 5 hours religion required for certification

Honors Service Requirement

All honors students are required to complete 12 hours of voluntary service per academic year to total 48 hours by graduation.

Replacing General Education Requirements

Because of the integrated and interdisciplinary courses, students completing SAGES will satisfy their General Education requirements for the Bachelor of Science degree with 37 credits of honors courses and 13 credits of mathematics, science, and physical education. The Bachelor of Arts degree requires the identical courses and foreign language proficiency. In each case, the normal requirements are significantly reduced, which frees students' schedules for cognate courses and electives.

Admission to The Honors Program

Each summer the honors program admits a limited number of prospective freshmen whose interests and achievements—as portrayed in part by the application essay—suggest they will benefit from participation in SAGES.

Students accepted into honors surpass the following qualifications:

- A minimum overall GPA of 3.50 on all secondary credits
- Scores of 25 on the ACT or 1200 on the SAT mathematics and verbal sections combined

Recognizing that for some students either high school grades or standardized test scores may not satisfactorily predict the potential for academic success in college, a small number of students who show considerable promise on one measure but not the other may be admitted to the program upon the director's discretion.

Admission for Transfer and Currently Enrolled Students

Applications are welcomed from currently enrolled students and transfer students who wish to participate in the program. Successful applicants demonstrate an interest in Honors and possess at least a B+ average on all college courses. Application forms are available in the Honors Office and on the Honors website.

Society of Andrews Scholars

Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees and fees charged as part of the honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars, is required to continue in the J. N. Andrews Honors program.

National Honors Societies

The honors program works with the university's 17 departmental national honor societies to coordinate information and enhance their activities. It also works closely with the prestigious interdisciplinary national honor society Phi Kappa Phi which inducts about 30 junior and senior Andrews students each year who meet

the rigorous requirements. See Accreditations, Approvals & Memberships for more information.

Graduation Distinctions

Designations are conferred at graduation on students who, one semester before graduation, have completed 16 semester hours at Andrews University with the following overall GPAs:

3.500–3.749Cum Laude
3.750–3.899Magna Cum Laude
3.900–4.000Summa Cum Laude

Both the Andrews and Cumulative GPAs must be a minimum of 3.50 in order to be considered for the above designations.

Honors Audits

To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), which is indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply.

Honors

HONS 105H - Western Heritage

Credits: 5

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: HONS

HONS 106H - Western Heritage

Credits: 5

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: HONS

HONS 115H - Transcribing the Self: Honors Composition

Credits: 3

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: HONS

HONS 215H - Scripture

Credits: 3

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: HONS

HONS 225H - Materialism & Idealism

Credits: 3
Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: HONS

HONS 245H - Meanings of America

Credits: 3
Examines understandings of American society, culture and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan and King. Elective.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: HONS

HONS 265H - Literature and the Arts

Credits: 3
Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H Required.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 295H - Independent Study in (Topic)

Credits: 1–9
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 9 credits
Schedule Type: Independent
College Code: HONS

HONS 325H - Justice

Credits: 3
What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role, and critically examines the practical results of attempts to create greater social justice.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H. Elective.
Schedule Type: Lecture
Year Offering: Odd years
College Code: HONS

HONS 345H - What Is "Other?" The Non-Western World

Credits: 3
An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion and other intellectual endeavors with special focus on the non-Western world. Small group activities, field trips, guest presenters, films and special projects enrich the discussion of significant texts.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 106H, HONS 115H. Required.
Schedule Type: Lecture
College Code: HONS

HONS 365H - Cosmos

Credits: 3
An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected "key ideas" in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 115H. Required.
Schedule Type: Lecture
College Code: HONS

HONS 380 - Topic in Bioethics & Christian Faith

Credits: 3
A capstone seminar for Honors students in biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166 , HONS 265H
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 380 - Topic in Cognitive Science and Faith

Credits: 3
This topics course will be a readings-based seminar considering the possibility of integrating cognitive science (especially neuroscience and psychological science) and Christian faith in the domain of understanding human nature. The course will focus particularly on Adventist theological understandings of human nature in the context of ongoing debates about human free will in the cognitive sciences.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Elective.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 380 - Topic in Physics and Faith

Credits: 3
An interdisciplinary readings-based course which considers the relationship between Christian faith and science. Developments in physics and cosmology will be examined in light of Adventist Christian theological understanding.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HONS 365H, PHYS 142 or PHYS 242 or consent of instructor.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: HONS

HONS 380H - Topics, Independent Study, and Research

Credits: 1–4
Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects. Elective.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: HONS

HONS 398H - Research Pro-Seminar

Credits: 1
Preparation for the senior project. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Strongly recommended for all sophomores and must be completed prior to beginning Honors Thesis research.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Seminar
College Code: HONS

HONS 415H - Thinking Theologically: Christian Life and Faith

Credits: 3

A capstone Honors course exploring the intersection of constructive theology and contemporary issues from a distinctly Adventist perspective. Special attention is given to the correlation of God and human flourishing as enunciated through a wide range of pressing questions raised in the postmodern context. The aim of such an exploration is to deepen the faith of the participants and to instill a new appreciation for the conceptual and spiritual richness of the Great Controversy theme central to the Adventist worldview. Students are encouraged to foster critical reasoning and integrative thinking through a seminar-style engagement with selected primary texts in theology and philosophy.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): HONS 115H,HONS 215H Required.

Schedule Type: Lecture

College Code: HONS

HONS 495H - Independent Study (in any department)

Credits: 1–6

Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Elective.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: HONS

HONS 497H - Senior Honors Project

Credits: 0–6

Independent research or creative work to produce the Honors Thesis, typically supervised by a professor within the student's major field. The thesis is filed in the James White Library to facilitate wider access. Required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: HONS

Certificate

Interdisciplinary Innovation and Entrepreneurship Certificate

The Innovation and Entrepreneurship Certificate (I&E Certificate) is a 15-credit sequence to actively lay a foundation, build a core, shape and polish a student's capacity for Innovation and Entrepreneurship (I&E) through engagement in advanced projects and ancillary coursework in the Andrews Interdisciplinary Institute of Innovation and Entrepreneurship (AIIE) . This program complements any major and can be completed in 4 to 9 semesters. Completion involves a capstone course that is a practical implementation of a project or launch of a business. This program is designed to be of special interest to traditional and non-traditional students who have ambitions for establishing a startup company developing or offering an innovative product, process, ministry, organization, or service.

Total Credits - 15

Pre-I&E - 3

Courses available before formal acceptance into the I&E Certificate program.

INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play

Credits: 3

INEN 300 - I&E Seminar **Credits:** 0

Capstone - 3

A capstone that integrates all Interdisciplinary project work into a successful point of launch.

INEN 455 - Advanced Project - The Launch **Credits:** 3

Skill and Knowledge Development and Application - 6

Courses that will give students opportunities to develop and apply the knowledge and skills necessary for a successful launch.

INEN 225 - Prototyping and Tinkering **Credits:** 3

INEN 309 - The Implementation Tool Box **Credits:** 3

Elective - 3

Three credits of electives to be chosen in consultation with and approved by student's primary I&E advisor.

Innovation & Entrepreneurship

INEN 221 - Introduction to Innovation & Entrepreneurship - Foundations of Play

Credits: 3

An introductory course developing skills needed for creativity, innovation, problem solving, and entrepreneurship. Students play, tinker, and try new ideas with like-minded people. They will create a project proposal that demonstrates "spark" suitable for application for formal admission into the I&E Certificate program. Upon completion of this course, students will implement design thinking principles, uncover forces that drive economic and social vitality, develop an innovative and viable solution-based model, and recognize the difference between ideas and opportunities.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SBA

INEN 225 - Prototyping and Tinkering

Credits: 3

Students grow ideas through advance play in a creative maker-space. I&E players learn a variety of prototyping approaches and techniques ranging from the quick and dirty, useful for the brainstorming stage, to more precise and sophisticated, best for final design presentation. Upon completion of this course, students will

experiment with prototyping processes and reflect on successes and failures, apply discipline-specific methods of prototyping, and demonstrate the use of design thinking in model-making through an iterative process.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SBA

INEN 300 - I&E Seminar

Credits: 0

A required weekly seminar that incorporates rich discussion, selected readings, and guest speakers addressing topics in innovation and entrepreneurship. Students in this learning community connect with entrepreneurs and faculty across campus to gain access to new ideas and opportunities, learn from a cross-section of experts and problem-solvers, and exchange ideas with their peers. Students in the introductory course and after acceptance into the I&E Certificate program register for this course every semester. It is required for a minimum of four semesters, but continuation is strongly recommended until completion of the project. Upon completion, students will have made significant connections with faculty, entrepreneurs, experts, and peers and used ensuing ideas and opportunities to develop their project.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Seminar

College Code: SBA

INEN 309 - The Implementation Tool Box

Credits: 3

Students apply the knowledge and skills used in previous I&E courses to the planning process required for new venture development. They explore the legal, regulatory, and ethical issues faced by innovators and entrepreneurs as well as what it takes to be an effective member of a new venture team. Upon completion of this course, students will develop a business plan or philanthropic proposal and present a needs analysis with regards to social innovation, patents, copyrights, funding, and venture capital.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SBA

INEN 455 - Advanced Project - The Launch

Credits: 3

A practicum that focuses on the actual launch of the project with a mentor. Upon completion of the course, students, under the mentorship of an appropriate expert, will demonstrate the steps required to launch the proposed idea.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Independent

College Code: SBA

College of Arts & Sciences

Keith E. Mattingly, *Dean*
Donald L. May, *Associate Dean*
Ruben Perez-Schulz, *Assistant Dean*
Rhonda Root, *Assistant Dean*
Gary W. Burdick, *Assistant Dean for Graduate Programs*
Konnely Santana, *Administrative Assistant*
Maya Wilson, *Assistant to the Dean for Financial & Strategic Planning*

Nethery Hall, Room 135
Phone: 269-471-3411
Fax: 269-471-6236
cas-info@andrews.edu
www.andrews.edu/cas/

Mission

To empower students for academic, professional, and service excellence in the liberal arts and sciences with distinctive Seventh-day Adventist perspective and purpose.

Pre-Professional

Pre-Professional Program in Dental Assistant and Dental Hygiene

Rob Zdor, *Coordinator*
zdor@andrews.edu
269-471-6696
Price Hall (Science Complex)

Students interested in a dental assistant career should obtain information concerning the program from the school to which they wish to apply.

Students planning a career in dental hygiene should complete two years of college work before entering a professional school.

Upon completion of an additional two years of prescribed college work at a professional school, the student will earn a bachelors degree in dental hygiene. For more information about dental hygiene, contact the American Dental Hygienists' Association: www.adha.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-dental Hygiene Curriculum—64

Loma Linda University admission requirements

- At least 64 semester units of accredited college coursework
- GPA of 3.0 or higher in science courses is recommended
- Courses must be a C or higher to meet LLUSD requirements
- Science courses must be completed within five (5) years of admission
- Proficiency in verbal and written English
- 20 hours minimum of observation/shadowing
- Dental assisting experience is strongly recommended

- Three letters of reference, including: spiritual leader, science professor, and employer
- A formal interview (by invitation only)
- Official transcripts from all schools attended

The following courses are recommended for the first two years before entering Loma Linda University. Students interested in applying to other professional schools should obtain specific entrance requirements for those schools. *Specifically required courses are signified with an *.*

Cultural and Spiritual Heritage—17-20

(must include both areas)

- Religion—3 semester units per year of attendance at an SDA college
- Humanities—14 semester units from three of the content areas listed below
 - History & Civilization
 - Art History & Art Appreciation
 - Music History & Music Appreciation
 - Performing Arts (4 units max)
 - Literature
 - Foreign Language
 - Philosophy & Ethics

Scientific Inquiry and Analysis—32

Physical & Natural Sciences—23

- BIOL 221* & BIOL 222*
- BIOL 260*
- BCHM 120* and CHEM 110*—one academic year covering inorganic, organic, and biochemistry with lab
- MATH 145*

Social Sciences—9

- SOCI 119*
- PSYC 101*
- ANTH 200*

Communication Skills—9

- ENGL 115* and ENGL 215*
- COMM 104*

Health and Wellness—5

- 1 course covering Personal Health or Nutrition
- Physical education (2 activity courses)

Pre-Professional Program in Dentistry

Students from departments within the College of Arts & Sciences

Rob Zdor, *Coordinator*, zdor@andrews.edu; 269-471-6696; Price Hall (Science Complex)

David Randall, randalld@andrews.edu; 269-471-3259, Halenz Hall (Science Complex)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science, as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Dental Education Association: www.adea.org/ and the American Dental Association www.ada.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required courses for applicants to Loma Linda

University:

English Composition—6
Foundations of Biology—10
General Chemistry—8
Organic Chemistry—8
General Physics—8
Biochemistry—4

Recommended:

Human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre-dental credits: 96

Pre-Professional Program in Law

Paula Dronen, Coordinator
269-471-3216, dronenp@andrews.edu
Buller Hall, Room 135

Law schools prescribe no particular college program. Therefore, a pre-law student may select his or 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, 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 website for the Law School Admission Council: www.lsac.org provides a great deal of helpful information and is a good resource for students who are interested in preparing for, and getting into, law school.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-Professional Program in Medicine

Students from Departments within The College of Arts & Sciences

Lisa Ahlberg: 269-471-6287
Daniel F. Gonzalez (MLS): 269-471-6043
Daniel Gonzalez-Socoloske (Biology): 269-471-6085
H. Thomas Goodwin: 269-471-3242
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Pamela Litvak: 269-471-3240
Kanya Long: 269-471-3263
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Marlene N. Murray: 269-471-6243
Benjamin Navia: 269-471-6527
Timothy Newkirk: 269-471-3605
D. David Nowack: 269-471-6065
David Randall: 269-471-3259
Karen Reiner: 269-471-3622
Tasha T. Simpson: 269-471-6283
Denise L. Smith: 269-471-3242
Science Complex

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aamc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

In light of adequate preparation for the Medical College Admissions Test (MCAT) and changes in medical school requirements, students should incorporate classwork in the following areas into their curriculum:

- Biochemistry
- Sociology
- Psychology
- Statistics

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required Courses

For Applicants to Loma Linda University School of Medicine

English Composition—6
Foundations of Biology—10
General Chemistry—8
General Physics—8
Organic Chemistry—8
Religion—9

Students should maintain an A/B average in science as well as overall.

Pre-Professional Program in Occupational Therapy

Students from departments within the College of Arts & Sciences

Harvey Burnett, *Coordinator*, harveyb@andrews.edu; 269-471-6881; Buller Hall 221
Kanya Long, kanya@andrews.edu; 269-471-3263; Price Hall (Science Complex)

An occupational therapist helps people cope with psychological or physiological dysfunction.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Prerequisites for Loma Linda University

Admission

To be eligible for admission, the applicant must have completed a minimum of 96 quarter units (64 semester units) at an accredited college or university. The following prerequisites are required and must be completed successfully with a grade of C or better. Upon successful completion of didactic and fieldwork requirements, students will graduate from LLU with a bachelor's degree in health science and a master's in occupational therapy. Students are then eligible to take the NBCOT's National OT board exam.

Prerequisites: Domain 1: Spiritual and Cultural Heritage

Religious studies, 4 quarter units per year of full-time study.

(Applies only to students attending Seventh-day Adventist colleges.)

Minimum 20 quarter units, or 14 semester units. Choose from three subject areas: fine arts, history, civilization, literature, modern language, or philosophy. English as a second language may not be included. A maximum of 4 quarter units will be accepted in applied or performing art/music.

Prerequisites: Domain 2: Scientific Inquiry and Analysis: Natural Sciences

Human Anatomy with lab

Human Physiology with lab: 2 semesters or quarters of A&P are required.

Select one additional science course from chemistry, physics or physical science.

Mathematics: Two years of HS mathematics or equivalent. Accepted courses include algebra I&II, geometry, with grades of C or better. (These credits do not transfer although they meet the math requirement.)

Completed Need Social Sciences:

Sociology

General Psychology

Human Growth & Development. (Other acceptable equivalents are Developmental Psychology, Life Cycle, or Child Psychology and Adolescent Psychology.)

Prerequisites: Domain 3: Communication (9–13 quarter units, or 6–9 semester units)

Freshman English Composition, complete sequence, as required by the college you attended or are currently attending.

Note: If you test out of any Freshman English courses, you are still required to meet the minimum number of units for this Domain.

Speech, public speaking

Domain 4:

Health education (personal health or nutrition)

Two physical activities courses

Electives

Minimum requirement for entry is 96 quarter units, or 64 semester units.

Computer knowledge in the following areas is required: creating college level papers and assignments, Internet-based research, e-mail usage, PowerPoint presentations, online learning components.

Observation/Volunteer Service

40 hours of observation in occupational therapy settings. Documentation of community service performed is permissible as partial fulfillment of this requirement. Documentation of observation and/or community service must be submitted prior to admission consideration.

CPR—infant, child and adult. BLS health care provider. We only accept CPR from American Heart Association. This certification is not needed for the admissions process, but will be required upon acceptance to the program.

Note:

A minimum grade of C is required for transfer credit. C- and D grades are not transferable.

Pre-Professional Program in Optometry

Marlene Murray, *Coordinator*

mmurray@andrews.edu

269-471-3241

Price Hall (Science Complex)

As a general rule, a minimum of two years of college work is required by optometry school. However, most students entering optometry schools have completed three or four years of college. The following courses with minor variations meet the entrance requirements of most optometry schools. For more information, contact the American Optometric Association: www.aonet.org and the Association of Schools and Colleges of Optometry: www.opted.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional

schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-optometry Suggested Courses

English Composition, Writing Seminars — 8

Foundations of Biology — 10

General Chemistry — 8

General Physics — 8

Introduction to Psychology — 3

Mathematics — 6

Microbiology or Bacteriology — 3

Organic Chemistry — 8

Physical Education — 2

Religion — 6

Social Sciences — 8

Statistics — 3

Pre-Professional Program in Pharmacy

D. David Nowack, *Coordinator*

269-471-6065

Halen Hall (Science Complex)

Entrance requirements to colleges of pharmacy vary; therefore, it is imperative that students familiarize themselves with the requirements of the school of their choice. (Ferris State University [FSU], Wayne State University, and University of Michigan operate accredited colleges of pharmacy in the state of Michigan.) Information about the various schools of pharmacy can be found on the American Associate of Colleges of Pharmacy website: www.aacp.org. The doctor of pharmacy curriculum requires 2 years of pre-pharmacy and 4 years of professional pharmacy education.

The following prepharmacy courses are those required by FSU. FSU offers a calculus course in the summer that satisfies the prepharmacy requirements and require the PCAT for admission. Science courses with a grade of D are not transferable.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-pharmacy Curriculum

General Chemistry — 8

English Composition — 6

Foundations of Biology — 10

Communication (COMM 104 or COMM 320) — 2 or 3

Introduction to Psychology or Principles of Sociology — 3

Elementary Statistics (STAT 340 or STAT 285) — 3

General Microbiology — 4

Organic Chemistry — 8

Calculus (MATH 191) — 4

Macroeconomics — 3

Cultural Enrichment (one at 200-level) — 9

Pre-Professional Program in Physician Assistant

Students from departments within the College of Arts & Sciences

Benjamin Navia: bnavia@andrews.edu; 269-471-6527; Price Hall (Science Complex)

D. David Nowack: nowack@andrews.edu; 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 extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, or emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or via phone at 800-708-7581. PA programs and education can be accessed via the web: www.aapa.org.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-Professional Program in Public History

Stephanie Carpenter, *Coordinator*
carpenter@andrews.edu
269-471-3291
Buller Hall, Room 135

Public or applied history refers to careers in history-related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master's degree in a public or applied history or certification upon completion of certain graduate courses is needed prior to employment. The Department of History & Political Science recommends as curricula a major in history with a second major or minor and electives as the most advantageous undergraduate basis for a public-history career. Curriculum recommendations are available from the department chair.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Pre-Professional Program in Respiratory Care

Bill Chobotar, *Coordinator*
269-471-3262
Price Hall (Science Complex)

Andrews University offers prerequisite course work to prepare students who wish to enter a 2-year Associate of Science degree program or a 4-year Bachelor of Science degree program in Respiratory Care. Admission requirements vary among professional respiratory care programs. Not all professional programs accept transfer credits. Therefore, as soon as possible, interested students should contact the programs of choice for the most current prerequisite requirements. A list of accredited respiratory care programs may be obtained from the American Association for Respiratory Care, 11030 Ables Lane, Dallas, TX 75229 (phone 972-243-2272 and ask for the Education Department) or explore the web at: www.aarc.org/patient_resources/schools.html.

Pre-Professional Programs

Although essentially a liberal arts college, the College of Arts & Sciences offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Loma Linda University:

Interested students may complete the prerequisites for Loma Linda University's Respiratory Care Education Program while attending Andrews University. Check with the above listed coordinator for the required course work. The Pre-LLU/RC student may then apply and transfer to LLU through its selective admissions process as a second-year student in their program.

Pre-Professional Program in Veterinary Medicine

Katherine Koudele, *Coordinator*
269-471-6299
Smith Hall 112

Entrance requirements vary among veterinary medical colleges. Students should check the websites of their choice for the most current requirements. Accredited veterinary schools are listed on the website of the American Veterinary Medical Association (www.avma.org). Students, in consultation with their departmental advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.

Agriculture

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www.andrews.edu/agriculture/

Faculty

Katherine Koudele, *Chair*
Garth B. Woodruff

Emeritus

Thomas N. Chittick
Stanley H. Beikmann

Adjunct Faculty

Jessica Balsis
Stanley H. Beikmann
Dayle Birney
Jolene Birney
Holly D. Shaffer

Mission

The mission of the Agriculture Department at Andrews University is to transform our students as they are educated to:

- Seek Knowledge
 - Learn current, sustainable, practices and procedures in their chosen area of agriculture based on a strong scientific foundation and hands-on experience
- Affirm Faith
 - Realize our sacred obligation as the caretakers of this planet to preserve and improve it
- Change the World
 - Put the knowledge and experience gained into practice to improve:
 - the production and quality of life of animals and the humans who interact with them
 - the quality of the soil and water in agriculture areas
 - the beauty of living spaces with plants
 - food security for those in need now and for all of us in the future

Programs

Bachelor of Science. The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in animal science with a minor to complement their intended purpose.

Bachelor of Technology. The BT degree is a professional degree. Graduates are prepared for supervisory and management positions in production agriculture such as crops or dairy herd management, horticulture or the landscape industry.

Associate of Science. The two-year AS degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

Certificate. The Horticulture Certificate is designed to be a supplemental credential to equip those who desire to achieve the goals of improving the health of themselves and others through healthy food production and/or beautiful landscape development and maintenance with the knowledge they need. The classroom knowledge is put into practice in laboratories associated with classes as well as in an on-campus internship in the University's gardens, orchards, and greenhouses.

Associates

Agriculture AS

The Associate of Science degree in Agriculture prepares students for entry-level positions in their chosen area of specialization. It also provides a science-based foundation for students who already have significant practical experience. The credits earned in this two-year degree are fully transferrable to the four-year BT Agriculture degree at this university.

Total Credits: 62

Major:Core Requirements-30

- AGRI 118 - Soil Science **Credits: 4**
- AGRI 270 - Management of Agriculture Enterprises **Credits: 3**
- AGRI 395 - Internship in _____ **Credits: 1–6**
- HORT 205 - Plant Science **Credits: 4**
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI, HORT courses to fulfill remaining 30 credits required.

Andrews Core Experience - 32

Life and Physical Sciences

- HORT 150 - iGrow **Credits: 4**

Fine Arts

- HORT 350 - History of Landscape Architecture **Credits: 3**

Bachelors

Agriculture, Agribusiness Concentration BT

The Bachelor of Technology degree in Agribusiness is a professional degree for students looking for a future in agricultural management or supervision. This degree is a preparation for a sales position or large farm/production management role. Additionally, because of the business component of this degree, it is an easy blend into the AU MBA program. The agricultural portion is widely flexible to allow focus on a specific area of interest: corps, greenhouse production, horticulture, dairy management or another area of animal science.

Total Credits: 124

Major: Core Requirements-60

- AGRI 175 - First Year Seminar **Credits: 1**
- AGRI 118 - Soil Science **Credits: 4**
- AGRI 270 - Management of Agriculture Enterprises **Credits: 3**
- AGRI 394 - Internship & Career Preparation **Credits: 1**
- AGRI 335 - Research Methods **Credits: 1**
- AGRI 395 - Internship in _____ **Credits: 1–6**
- AGRI 450 - Environmental Leadership **Credits: 3**
- AGRI 497 - Capstone In _____ **Credits: 1–6**
- AGRI 415 - Senior Seminar **Credits: 1**
- HORT 205 - Plant Science **Credits: 4**
- ACCT 205 - Accounting for Decision Making and Control **Credits: 3**
- BSAD 341 - Business Law **Credits: 3**
- BSAD 355 - Principles of Management **Credits: 3**
- ECON 226 - Principles of Microeconomics **Credits: 3**
- Or
- ECON 208 - Principles of Economics **Credits: 3**
- FNCE 317 - Business Finance **Credits: 3**

- Agriculture major credits selected in consultation with an advisor from ANSI, AGRI, HORT courses to fulfill the remaining 60 required.

Andrews Core Experience

Fine Arts

- HORT 350 - History of Landscape Architecture **Credits: 3**

Life Sciences

- HORT 150 - iGrow **Credits: 4**

Math Requirement

- MATH 166 - College Algebra for Business **Credits: 3**

Agriculture, Animal Husbandry Concentration BT

The Bachelor of Technology degree in Animal Husbandry is a professional degree for students looking for a future in agricultural management or supervision. This degree is a preparation for a sales position or large farm/production management role. The agricultural portion is widely flexible to allow focus on a specific area of interest: dairy management or another area of animal science.

Total Credits - 124

Major: Core Requirements - 60

Core Requirements - 15

- AGRI 175 - First Year Seminar **Credits: 1**
- AGRI 270 - Management of Agriculture Enterprises **Credits: 3**
- AGRI 335 - Research Methods **Credits: 1**
- AGRI 394 - Internship & Career Preparation **Credits: 1**
- 3 Credits of AGRI 395 - Internship in _____ **Credits: 1-6**
- AGRI 415 - Senior Seminar **Credits: 1**
- AGRI 450 - Environmental Leadership **Credits: 3**
- AGRI 497 - Capstone In _____ **Credits: 1-6**

Undergraduate Electives - 18

Select 18 credits from the following courses, in consultation with your advisor.

- ANSI 114 - Introduction to Animal Science **Credits: 3**
- ANSI 305 - Animal Nutrition **Credits: 3**
- ANSI 325 - Domestic Animal Behavior **Credits: 3**
- ANSI 340 - Production/Management of _____ **Credits: 3**
- ANSI 425 - Issues in Animal Agriculture, Research and Medicine **Credits: 3**
- ANSI 440 - Animal Reproduction **Credits: 3**
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI, and HORT courses to fulfill the remaining 60 required.

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Fine Arts

- HORT 350 - History of Landscape Architecture **Credits: 3**

Animal Science BS

The Bachelor of Science degree in Animal Science prepares students for management-level employment in an animal-related field or admission to graduate school. Students interested in pursuing a career in veterinary medicine

will need to complete additional science classes to meet the prerequisites for veterinary colleges. See "Recommended for Pre-Vet" and "Pre-Professional Program in Veterinary Medicine" below for more details.

Total Credits: 124

Major: Core Requirements - 40

Core Requirements

- AGRI 175 - First Year Seminar **Credits: 1**
- AGRI 270 - Management of Agriculture Enterprises **Credits: 3**
- 1 Credits of AGRI 395 - Internship in _____ **Credits: 1-6**
- AGRI 415 - Senior Seminar **Credits: 1**
- AGRI 450 - Environmental Leadership **Credits: 3**
- AGRI 497 - Capstone In _____ **Credits: 1-6**
- ANSI 114 - Introduction to Animal Science **Credits: 3**
- ANSI 305 - Animal Nutrition **Credits: 3**
- ANSI 340 - Production/Management of _____ **Credits: 3**
- ANSI 425 - Issues in Animal Agriculture, Research and Medicine **Credits: 3**
- ANSI 435 - Animal Genetics **Credits: 3**
- ANSI 440 - Animal Reproduction **Credits: 3**
- ANSI 445 - Physiology of Domestic Animals **Credits: 4**
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI and HORT courses to fulfill the remaining 40 required.

Cognates - 16-18

- BIOL 165 - Foundations of Biology **Credits: 4,5**
- BIOL 166 - Foundations of Biology **Credits: 4,5**
- CHEM 131 - General Chemistry I **Credits: 4**
- CHEM 132 - General Chemistry II **Credits: 4**

Recommended for Pre-Vet

- BCHM 421 - Biochemistry I **Credits: 4**
- CHEM 231 - Organic Chemistry I **Credits: 3**
- CHEM 232 - Organic Chemistry II **Credits: 3**
- PHYS 141 - General Physics I **Credits: 4**
- PHYS 142 - General Physics II **Credits: 4**

Andrews Core Experience

Students must take all courses designated in the BA/BS Degree Requirements of the Andrews Core Experience while noting the following course substitutions.

Fine Arts

- HORT 350 - History of Landscape Architecture **Credits: 3**

Horticulture, Landscape Design BT

The Horticulture – Landscape Design degree is a professional degree built to equip students with an extensive knowledge base in ornamental horticulture and environmental design. Ecology, botany, and art are combined in this degree to equip students to work in the ever growing 'green industry,' joining creative professionals who like nature and working with it. The graduates of this degree are ready for immediate employment with many offered a position before graduation.

Total Credits: 124

Major: Core Requirements - 60

Core Requirements - 44

- AGRI 118 - Soil Science **Credits:** 4
- AGRI 270 - Management of Agriculture Enterprises **Credits:** 3
- 3 Credits of AGRI 395 - Internship in _____ **Credits:** 1–6
- AGRI 415 - Senior Seminar **Credits:** 1
- AGRI 450 - Environmental Leadership **Credits:** 3
- 2 Credits of AGRI 497 - Capstone In _____ **Credits:** 1–6
- HORT 136 - Landscape Drafting and Graphics **Credits:** 4
- HORT 137 - Fundamentals of Landscape Design **Credits:** 4
- HORT 205 - Plant Science **Credits:** 4
- HORT 226 - Plant Systematics & ID **Credits:** 3
- HORT 315 - Landscape Structures and Materials **Credits:** 3
- HORT 441 - Advanced Landscape Graphics **Credits:** 4
- HORT 442 - Advanced Site Design **Credits:** 4

Landscape Design Concentration - 14

- AGRI 137 - Practicum in _____ **Credits:** 1–6
- AGRI 240 - Fundamentals of Irrigation **Credits:** 3
- AGRI 308 - Principles of Weed Control **Credits:** 3
- AGRI 390 - Agriculture Study Tour **Credits:** 0
- ARCH 126 - Drawing and Graphics Studio **Credits:** 3
- ARCH 150 - Introduction to Architecture and Design **Credits:** 3
- ART 104 - Drawing I **Credits:** 3
- ART 200 - Color Theory and Use **Credits:** 3
- HORT 208 - Propagation of Horticultural Plants **Credits:** 3
- HORT 227 - Woody Plant Identification II **Credits:** 3
- HORT 228 - Herbaceous Plant Identification **Credits:** 3
- HORT 340 - Land Surveying **Credits:** 2
- HORT 360 - Arboriculture **Credits:** 3
- HORT 365 - Urban Landscape Design **Credits:** 3
- HORT 375 - Landscape Estimating **Credits:** 3
- HORT 378 - Integrated Insect/Disease Management **Credits:** 4
- HORT 429 - Computer Landscape Design **Credits:** 3
- Agriculture major credits selected in consultation with an advisor from AGRI, ANSI, and HORT courses to fulfill the remaining 60 required.

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Life Sciences

- HORT 150 - iGrow **Credits:** 4

Fine Art

- HORT 350 - History of Landscape Architecture **Credits:** 3

International Agriculture Development BT

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skill and experience to prepare them for entry-level positions in agriculture or international development. Additionally, students who complete this degree and suggested electives will be eligible to enter the one-year Master of Science in Community & International Development program at Andrews University with Advanced Standing. Students are required to participate in a domestic as well as an international internship so that the experience of other cultures is embedded in the program. Job opportunities are numerous with NGO's, domestic and international governments and the mission field.

Students interested in smaller scale agriculture and international adventure with a purpose will find this degree a good fit.

Program Description

The BT degree is a professional degree. Graduates are prepared for supervisory and management positions in production agriculture such as Agribusiness, crops, dairy herd management, horticulture or the landscape industry.

Total Credits: 124

Major: Core Requirements - 60

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development or to pursue an advanced degree. Students who complete this degree will be eligible to enter the MS Community & International Development program at Andrews University with Advanced Standing.

Core Requirements — 43

- AGRI 118 - Soil Science **Credits:** 4
- AGRI 175 - First Year Seminar **Credits:** 1
- AGRI 240 - Fundamentals of Irrigation **Credits:** 3
- AGRI 270 - Management of Agriculture Enterprises **Credits:** 3
- AGRI 335 - Research Methods **Credits:** 1
- AGRI 390 - Agriculture Study Tour **Credits:** 0
- AGRI 394 - Internship & Career Preparation **Credits:** 1
- 2 Credits of AGRI 395 - Internship in _____ **Credits:** 1–6
- AGRI 415 - Senior Seminar **Credits:** 1
- AGRI 450 - Environmental Leadership **Credits:** 3
- AGRI 497 - Capstone In _____ **Credits:** 1–6
- 2 Credits of AGRI 498 - International Internship in _____ **Credits:** 1–6
- ANSI 114 - Introduction to Animal Science **Credits:** 3
- ACCT 205 - Accounting for Decision Making and Control **Credits:** 3
- HORT 205 - Plant Science **Credits:** 4
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
- SOCI 160 - Introduction to International Development **Credits:** 3
- SOCI 421 - Development Theory & Practice **Credits:** 3
- SOCI 431 - Needs Assessment and Capacity Mapping **Credits:** 3

Major Electives - 15

- AGRI 308 - Principles of Weed Control **Credits:** 3
- AGRI 345 - Topics in _____ **Credits:** 1–4
- AGRI 467 - Concepts of International Agriculture **Credits:** 3
- AGRI 468 - International Agricultural Implementation **Credits:** 3
- ANSI 305 - Animal Nutrition **Credits:** 3
- ANSI 340 - Production/Management of _____ **Credits:** 3
- ANSI 440 - Animal Reproduction **Credits:** 3
- HORT 208 - Propagation of Horticultural Plants **Credits:** 3
- SOCI 350 - Social Policy **Credits:** 2 *
- SOCI 408 - Emergency Preparedness **Credits:** 2 *
- SOCI 432 - Research Methods II: Introduction **Credits:** 3 *

*Required elective for advanced placement in MSCID.

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Life Sciences

- HORT 150 - iGrow **Credits:** 4

Social Sciences

- ECON 225 - Principles of Macroeconomics **Credits:** 3
Or
- ECON 208 - Principles of Economics **Credits:** 3

Fine Arts

- HORT 350 - History of Landscape Architecture **Credits:** 3

Undergraduate Minors

Agriculture Minor

Total Credits: 20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Certificates

Horticulture Certificate

The Horticulture Certificate is a supplemental credential for currently enrolled students. It is designed to equip those who desire to improve their own health and that of others through healthy food production and/or beautiful landscape development and maintenance with the knowledge they need. The classroom knowledge is put into practice in laboratories associated with classes as well as in an on-campus internship in the University gardens, orchards, and greenhouses.

Total Credits: 14

Requirements

- HORT 150 - iGrow **Credits:** 4
- HORT 350 - History of Landscape Architecture **Credits:** 3
- AGRI 270 - Management of Agriculture Enterprises **Credits:** 3
- 1 Credit of AGRI 395 - Internship in _____ **Credits:** 1-6 (on campus)

Electives - 3

Agriculture major credits selected in consultation with an advisor from major elective courses to fulfill the remaining 3 credits required.

Pre-Professional

Pre-Professional Program in Veterinary Medicine

Katherine Koudele, *Coordinator*
269-471-6299
Smith Hall 112

Entrance requirements vary among veterinary medical colleges. Students should check the websites of their choice for the most current requirements. Accredited veterinary schools are listed on the website of the American Veterinary Medical Association (www.avma.org). Students, in consultation with their departmental

advisor, can develop individualized programs to meet the entrance requirements for their preferred veterinary schools.

Agriculture

AGRI 118 - Soil Science

Credits: 4

Factors affecting soil formation, soil texture, particle size, pore space and their impact on soil air/water relations, and chemical characteristics of soils, including pH, ion exchange, and maintenance of soil fertility.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

Year Offering: Alternate years

College Code: CAS

AGRI 137 - Practicum in _____

Credits: 1-6

Fifty hours per credit of supervised practical experience in one area of concentration. May be repeated in different areas for a maximum of 6 credits. Topics to be chosen in consultation with an advisor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Practicum

Term Offering: Fall, Spring

College Code: CAS

AGRI 175 - First Year Seminar

Credits: 1

This course is an orientation to the diverse field of agriculture. It covers the departmental expectations, goal setting for senior year, internship and project possibilities, and senior portfolio development. Also covered are department/university resources designed to help students be successful in college and in preparation for their eventual career.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

AGRI 206 - Farm Machinery

Credits: 3

Selection and operation of farm equipment, based on the initial cost and economic performance, including factors governing the site and type of farm machines, their capacity, efficient use, adjustment and repair.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab

Year Offering: Alternate years

College Code: CAS

AGRI 240 - Fundamentals of Irrigation

Credits: 3

Design, installation, drawing, interpretation and maintenance of plastic or metal irrigation systems and control devices for proper sprinkler coverage.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

AGRI 270 - Management of Agriculture Enterprises

Credits: 3

An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online
Year Offering: Alternate years
College Code: CAS

AGRI 285 - Undergraduate Research

Credits: 0–3
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are beginning to establish their knowledge of Agriculture, Horticulture or Animal Science at the college level.

Lecture/Lab: Weekly: Minimum of four hours of work per credit.
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
Special Approval: Instructor permission required

Term Offering: fall, Spring
College Code: CAS

AGRI 304 - Forage Crop Production

Credits: 3
Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage and feeding.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

AGRI 308 - Principles of Weed Control

Credits: 3
Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Year Offering: Alternate years
College Code: CAS

AGRI 330 - Economic Botany

Credits: 3
This class explores the botany of commercial crops worldwide including: importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production. Production and management of commercial vegetable crops; includes planting, cultural care, harvesting and post-harvesting procedures and marketing.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

AGRI 335 - Research Methods

Credits: 1
A preparation for a successful project in Agriculture related fields, that has been explored and practiced: this includes learning how to ask a good research question, conduct a literature review, develop appropriate research methodology, find resources to fund research, and properly present project results

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

AGRI 345 - Topics in _____

Credits: 1–4
A class based on selected topics of current interest in agriculture.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

AGRI 390 - Agriculture Study Tour

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

AGRI 394 - Internship & Career Preparation

Credits: 1
An exploration of job possibilities in each student's area of study. Includes: job searching, expectation development, opportunity evaluation and professional communication skills. To be taken in tandem with first semester of AGRI 395.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: AGRI 395 or AGRI 498
Schedule Type: Practicum
Term Offering: Spring
College Code: CAS

AGRI 395 - Internship in _____

Credits: 1–6
Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated by a departmental faculty member. Students submit a report of their experience and must complete a minimum of 120 hours of work experience for each credit earned.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

AGRI 415 - Senior Seminar

Credits: 1
A synthesis course required of all bachelor degree students, in which each student assembles a portfolio, conducts career research and prepares for job or graduate school interviews.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Term Offering: Fall
College Code: CAS

AGRI 440 - Topics in _____

Credits: 1–4
A class based on selected topics of current interest in agriculture.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

AGRI 450 - Environmental Leadership

Credits: 3
The study of an individual's leadership role within environmental complexities. This class will integrate current leadership theory with disciplines steeped in our natural environment. Animal scientists, agriculturalists, landscape architects are some of our first responders to environmental issues on this earth. This class will explore many of those environmental issues while developing better leadership understanding and one's own leadership ideology.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

AGRI 467 - Concepts of International Agriculture

Credits: 3
A study of the relative significance of the role of external institutions and agency, financial programs for agricultural development, human resource development and agricultural education as a means of fostering worldwide agricultural development to counter-balance the threat to global food security and to overcome food deficits.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture

Year Offering: Alternate years
College Code: CAS

AGRI 468 - International Agricultural Implementation

Credits: 3

The application of scientific agricultural principles of food production, utilizing cultural practices based on appropriate agricultural technologies that support a philosophy of sustainability for future generations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

AGRI 497 - Capstone In _____

Credits: 1–6

A capstone class to combine and apply a student's learning and acquired skill-set to specific research, program development, or design demands. This class will result in publishable quality artifacts used in senior portfolio development, and should consist of one sizable project in the senior's area of expertise. Planned to progress into Spring semester as AGRI 499, for a full year experience. To be taken in the Fall of the senior year.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
Term Offering: Fall
College Code: CAS

AGRI 498 - International Internship in _____

Credits: 1–6

Supervised internship of on-the-job international work experience in agriculture/horticulture. Students submit a report of their experience to be evaluated by a departmental faculty member and must complete 120 hours of work experience for each credit earned.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

AGRI 499 - Project in _____

Credits: 1–6

Individual research in some field of agriculture under the direction of the faculty.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 10 credits
Schedule Type: Independent
College Code: CAS

AGRI 540 - Topics in:

Credits: 1–6

Students are able to select offerings from various contemporary Agriculture topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

Animal Science

ANSI 114 - Introduction to Animal Science

Credits: 3

Farm animal anatomy, reproductive and digestive physiology, nutrition, genetics, housing, health management and production of animal products.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ANSI 125 - Livestock Handling Methods

Credits: 3

Principles and practices of handling livestock including proper catching, restraint,

injections, tagging, grooming and hoof trimming.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

ANSI 150 - Companion Animal Care

Credits: 3

Principles and practices on how to choose the right pet, keep it healthy, pet grooming, training and correcting behavioral problems. Animal species covered are dogs, cats, small caged pets, birds, fish, reptiles and amphibians.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

ANSI 250 - Dairy Facilities

Credits: 3

A study of various types of milking systems, housing and manure handling systems of dairy cattle of all ages and production levels. Ventilation, stall and barn dimensions, and bedding will be some of the topics covered.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ANSI 278 - Dairy Health and Disease

Credits: 3

Principles and practice of physical examination of dairy cattle and the causes, preventions and treatment of infectious and metabolic diseases by system. Also included are dairy cattle breeding and genetics.

Lecture/Lab: Weekly: one 2-hour lecture and one 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab

Term Offering: Spring

College Code: CAS

ANSI 305 - Animal Nutrition

Credits: 3

Principles of feed chemistry and nutrient utilization, digestive tract anatomy and physiology including digestion, absorption, metabolism of feeds by domestic species, nutrition related diseases/deficiencies, ration formulation and feeding management.

Lecture/Lab: Weekly: 3 lectures

Grade Mode: Normal (A-F,I,W)

Recommended: CHEM 131 or higher.

Schedule Type: Lecture, Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

ANSI 325 - Domestic Animal Behavior

Credits: 3

Physiological basis for each type of behavior and its development, communication methods, normal and aberrant behavior in each domestic animal species as well as treatments for problem situations.

Lecture/Lab: Weekly: 2 lectures and 1 lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

ANSI 340 - Production/Management of _____

Credits: 3
Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of dairy cattle, equine, poultry and small livestock.

Lecture/Lab: Weekly: 2 lectures and 1 lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Fall, Spring
College Code: CAS

ANSI 379 - Small Animal Health and Disease

Credits: 3
Proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, birds, pocket pets, reptiles.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 420 - Canine Gross Anatomy

Credits: 4
Study of macroscopic skeleton, muscles, internal organs, blood vessels and nerves using preserved, latex-injected specimens. Comparisons made with the live dog through palpation.

Lecture/Lab: Weekly: 2 lectures and two 3-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: BIOL 166
Schedule Type: Lecture, Lab, Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 425 - Issues in Animal Agriculture, Research and Medicine

Credits: 3
Study of the ethical issues that challenge animal researchers, producers, caretakers, and veterinarians to treat and raise animals humanely yet effectively.

Course/Lab Fee: Yes
Course Attribute: Service Course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ANSI 430 - Lactation Physiology

Credits: 3
Anatomy and physiology of the udder, milk secretion, disease prevention and treatment, milking management and milking systems.

Lecture/Lab: Weekly: 2 lectures and 1 lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: BIOL 166
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ANSI 435 - Animal Genetics

Credits: 3
Basic genetics principles, cytogenetics, immunogenetics, population genetics and quantitative genetics, biotechnology, gene mapping and the use of molecular tools to research inherited disorders using examples of veterinary medicine.

Grade Mode: Normal (A-F,I,W)
Recommended: BIOL 166
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ANSI 440 - Animal Reproduction

Credits: 3
Anatomy and physiology of farm animal reproduction including the cellular and endocrine components as well as management aspects.

Lecture/Lab: Weekly: 2 lectures and 1 lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: BIOL 166
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ANSI 445 - Physiology of Domestic Animals

Credits: 4
Physiology of digestive, cardiovascular, pulmonary, excretory, nervous and skeletomuscular systems in domesticated ruminants and monogastrics.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 450 - Equine Exercise Anatomy & Physiology

Credits: 3
The anatomy and physiology of the limbs (shoulder and pelvic girdles, legs, feet) as well as the respiratory tract, all of which are vital to a horse's usefulness.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ANSI 455 - Equine Health and Disease

Credits: 3
Topics covered in depth are: the causes of infectious (e.g. tetanus, strangles) and non-infectious (e.g. laminitis, colic, injury), diseases of horses, their prevention, diagnosis and treatment.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ANSI 540 - Topics in_____

Credits: 1–6
Students are able to select offerings from various contemporary animal science topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: CAS

Horticulture

HORT 136 - Landscape Drafting and Graphics

Credits: 4
Introduces and develops proficiency in technical drafting for landscape design including symbols, 2-D and 3-D drawings, sections and elevations, titles blocks, legends and plan organizations. Studio puts graphics to work with a broad range of landscape projects represented. Introduces students to the residential design process and uses live projects to practice skills.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/lab
College Code: CAS

HORT 137 - Fundamentals of Landscape Design

Credits: 4

Introduces and develops the principles of design, design theory, site analysis, functional diagramming, circulation, spatial planes and design schematics. Course will explore both hardscape and softscape principles. Class integrates the design process in drawing plans of all sizes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Recommended: HORT 136

Schedule Type: Studio

Term Offering: Spring

College Code: CAS

HORT 150 - iGrow

Credits: 4

An introduction to the horticultural and landscape field. This class offers basic care of the home landscape with ornamental trees and shrubs, perennials and annuals. This class covers growing fruits and vegetables for the small garden as well as some of the horticultural basics of plant science and soil science. Topics will cover pruning, training, insects, pests and disease, fertilizing techniques, plant basics, landscape design and more. Labs in the greenhouse and gardens while exercising scientific methods.

Course Attribute: Life Science

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab, Interactive Online

College Code: CAS

HORT 205 - Plant Science

Credits: 4

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.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

HORT 208 - Propagation of Horticultural Plants

Credits: 3

Intended to acquaint students with the processes of sexual and asexual reproduction, especially as it applies to the horticultural industry. Asexual reproduction investigates methods of clonal reproduction utilizing non-flowering plant parts such as cutting, grafting, layering, and micro propagation (tissue culture).

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Recommended: HORT 150 or HORT 205

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

HORT 226 - Plant Systematics & ID

Credits: 3

Plant systematics, keying native plants & plant morphology. The identification and recognition of local woody and herbaceous specimen. Focus on identification, environmental requirements, domestic and native value,omenclature and preservation. Class introduces botanical principles and mastering a broad range of local flora.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

HORT 227 - Woody Plant Identification II

Credits: 3

Introduction to the identification and recognition of the deciduous, evergreen and broad leafed evergreen shrubs and vines of the northern. Focus will be on shape,

color, size, texture, environmental requirements and the landscape value of native and cultivated shrubs and vines of the northern temperate zone.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

HORT 228 - Herbaceous Plant Identification

Credits: 3

Identification and recognition of shape, size, color, texture, and environmental requirements of the nonwoody plants providing color and ground cover in the landscape.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

HORT 315 - Landscape Structures and Materials

Credits: 3

Course combines lecture, drawing and hands-on labs covering an array of hardscape materials including retaining walls, decks and arbors, patios, fencing, edging, pools and more.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Alternate Years

College Code: CAS

HORT 340 - Land Surveying

Credits: 2

Course introduces the principles of land surveying such as measurements of distance, elevation and angles, instrumentation and mapping, and GIS.

Lecture/Lab: Weekly: 1 lecture and a 2-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: CAS

HORT 350 - History of Landscape Architecture

Credits: 3

A study of landscape history throughout civilization and its impact upon society and the environment. Course will look at the origin of landscape architectural styles and characteristics, and explore the influence of historical landscape design personalities upon the American landscape.

Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: CAS

HORT 360 - Arboriculture

Credits: 3

Care of shade and ornamental trees living under environmental stress of urbanization, their legal protection and value. Includes tree anatomy and physiology, soils, nutrition and water relationships, transplanting, disease and insect control, mechanical injury and pruning to develop a healthy tree.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: CAS

HORT 365 - Urban Landscape Design

Credits: 3

Designing landscapes to meet the environmental challenges and conditions of

urban spaces. Circulation patterns for conducting business, aesthetic and functional aspects of design for corporate/institutional, governmental agencies and municipal areas.

Course/Lab Fee: Yes
Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136, HORT 137
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

HORT 369 - Greenhouse Environment and Production

Credits: 3
Concepts and principles of commercial plant production in the greenhouse environment. Topics include structure and environment of the greenhouse, production of bedding and potting plants and cut flowers.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
College Code: CAS

HORT 375 - Landscape Estimating

Credits: 3
An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

HORT 378 - Integrated Insect/Disease Management

Credits: 4
Study of significant diseases and insects of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lecture/Lab
Year Offering: Alternate years
Term Offering: Spring
College Code: CAS

HORT 429 - Computer Landscape Design

Credits: 3
Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Studio emphasizes skill development and proficiency in integrating software and hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: CAS

HORT 441 - Advanced Landscape Graphics

Credits: 4
Advanced exploration and application of graphics applying to all aspects of landscape architecture. Working in multiple environments and media. Work will include plan view, 2D and 3D hand graphics. Products will be professional quality presentations including both artistic and verbal communication skills.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136 and HORT 137
Schedule Type: Studio

Term Offering: Fall
College Code: CAS

HORT 442 - Advanced Site Design

Credits: 4
Landscape Architecture concepts relating to the challenging problems of design. Field application through live projects encompassing all aspects of landscape architecture and presentation. This class is focused on synthesizing significant previous class work and applying it to a real customer setting.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: HORT 136, HORT 137, HORT 226, HORT 227, HORT 228 and HORT 441
Schedule Type: Studio
Term Offering: Spring
College Code: CAS

HORT 540 - Topics in:

Credits: 1–6
Students are able to select offerings from various contemporary Horticulture topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

Behavioral Sciences

Buller Hall, Room 211
Phone: 269-471-3152
bhsc-info@andrews.edu
www.andrews.edu/bhsc/

Faculty

Harvey J. Burnett, *Chair*
Karl G. Bailey, *Director of Behavioral Neuroscience*
Dawn Dulhunty, *Director of off-campus International Development Program (IDP)*
Herbert W. Helm
Øystein S. LaBianca
Lionel N. A. Matthews
Duane C. McBride, *Director of the Institute of Prevention of Addictions*
Melissa Ponce-Rodas
Joel Raveloharimisy, *Director of on-campus Community & International Development Program (CIDP)*

Faculty Emeritus

Larry S. Ulery

Adjunct Faculty

Robert Bates
Winston Craig
Stephanie Goddard
Cleran Hollancid
Gary L. Hopkins
Harold James
Fredrick Kosinski
Stacey Nicely
Susan Singer
Arian Timoti
Kristen Witzel
Penelope Webster
Alicia Worley de Palacios

Mission

The Department of Behavioral Sciences is concerned with the study of how human beings think and behave, both as individuals and in social, spiritual and cultural settings. By providing students with the discoveries and procedures accumulated from this versatile field of study, our goal is to empower students to utilize their knowledge to further the mission of the Seventh-day Adventist Church and to restore men and women to the image of our Maker.

The Department of Behavioral Sciences is organized as a consortium where faculty share expertise and research endeavors in related disciplines. The behavioral sciences are concerned with the study of how human beings think and behave as individuals, and in sociocultural and ecological systems.

Undergraduate Program Policies/Administration

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Department Aims

This department aims (1) to introduce students to the salient discoveries and procedures accumulated from research in behavioral sciences disciplines and (2) to empower students to utilize this knowledge in furthering the mission of Seventh-day Adventists: restoring men and women to the image of their Maker. The department fulfills these aims by three principal means: (1) instruction by Christian professors; (2) course work which develops a strong liberal-arts foundation and interdisciplinary preparation leading to many different fields of Christian service;

and (3) extracurricular participation by students in voluntary religious activities, community service, and research.

Minors, Cognates and Electives

Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals. Students should counsel with advisors in selecting cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

Research Sequence

It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

Research Application Process

This section describes the competitive application process for undergraduate research beyond the undergraduate research methods sequence in the Behavioral Sciences Department. Students wishing to be considered as undergraduate researchers will need to write a cover letter with a statement of research interests (based on either current faculty interests or the students' own interests or prior in-class assignments), and attach a resume to an application (which has a section that includes the research classes and experience) to be considered as an undergraduate researcher. Applications will be reviewed at Spring faculty meetings for the next academic year, and each faculty member may select up to three projects to mentor for the following year (depending on other load considerations) from these applications. Students will receive an acceptance or rejection letter following the decision of the faculty. Faculty may also select students to mentor by direct invitation of the faculty member. A goal of this requirement is to set clear expectations for a specific end goal for the research project (such as conference poster, presentation, or research article).

Graduate Program Policies/Administration: On-Campus

The following details are related to the on-campus Community and International Development Program.

Contact Info

Buller Hall, Room 203
Phone: 269-471-6538; 269-471-6675
Fax: 269-471-3108
E-mail: cidp@andrews.edu
www.andrews.edu/cidp

Administration

Joel Raveloharimisy, *Director*

Program Description

The Department of Behavioral Sciences offers master's-level education leading to a Master of Science in Community & International Development (MSCID). The competencies graduates are expected to acquire include social-science foundations of community and international development, especially with regard to understanding the causes of poverty and the meaning of people-centered development; skills related to planning, implementing, and evaluating development projects including grantsmanship; knowledge of basic principles of organizational behavior; leadership and management as they relate to not-for-profit organizations; understanding of ethical principles and financial analysis for assuring individual and organizational accountability; competency in at least one concentration area of development emphasis to meet the student's career goals; mastery of social research methods appropriate to the chosen field of concentration, and the ability to communicate effectively to stakeholders about community development program and plans. Courses are taught on the campus of Andrews University: students who are interested may attend up to one off-campus intensive session with the MS in International Development.

Depending in part on previous work experience, graduates who pursue the Master of Science in Community and International Development may find employment working for inner-city development agencies, education based service-learning organizations, faith-based community service organizations, grass-roots community advocacy groups, national and international faith-based NGOs, United Nations organizations, government organizations, and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MSCID training make students viable candidates for a host of consultancy positions requiring persons with skills in grant writing, not-for-profit administration, education and philanthropy.

Graduate Program Policies/Administration: Off-Campus

The following details are related to the off-campus International Development Program.

Contact Info

Buller Hall, Room 226
Phone: 269-471-3668
Fax: 269-471-3108
E-mail: idp@andrews.edu
www.andrews.edu/idp

Administration

Dawn Dulhunty, *Director*
Romulus Chelbegean, *Concentration Advisor*
Lilliane Doukhan, *Concentration Advisor*
Tevni Grajales Guerra, *Concentration Advisor*
Herbert Helm, *Concentration Advisor*
Clive Holland, *Concentration Advisor*
Darius Jankiewicz, *Concentration Advisor*
Thomas Lowing, *Concentration Advisor*
Marcella Myers, *Concentration Advisor*
Lucile Sabas, *Concentration Advisor*
David Steen, *Concentration Advisor*

Program Description

Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life for people everywhere. Through its Off-Campus Programs, Andrews University has made it possible for students to earn degrees at off-campus locations around the world. The International Development Program is one such option. The principal purpose of this program is to provide a venue for leadership training of professionals whose work responsibilities and life situation do not permit a return to full-time study at a university campus. The interdisciplinary program takes three to five years to complete and it draws on the strength of all six schools of the university. Students attend 2-3 week intensive sessions at extension sites in various locations around the world. The goal of the program is to strengthen organizations in project management skills and administration. The ultimate goal is to enable graduates to acquire whatever capacities they need to be effective agents in assisting communities to attain well-being for its present members and their future generations.

Administration of the Program

The Master of International Development Administration degree follows an off-campus format and is known as the International Development Program (IDP). This program is administered by a number of committees. The IDP Coordinating Committee includes program administrators and faculty (current and emeritus) of Andrews University who regularly attend the off-campus sessions to advise students, provide guidance on curricula, selection of teachers, and student learning outcomes. Program recommendations are also sent to the following committees for appropriate action: IDP Council, Department of Behavioral Sciences, Off-campus Programs, CAS Graduate Council, and the University Graduate Council. Further, these committees receive council from the IDP Advisory Board, which consists of academics, representatives of NGO organizations, and church administrators.

The day-to-day administration of the program is the responsibility of the International Development Program office headed by the Director of the International Development Program.

Teaching Sites

The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but currently include Chile (Spanish), Ghana (English), Italy (English), Kenya (English), Rwanda (French and English), South Africa (English), South Sudan (English), and Togo (French). A university campus is the preferred venue in each region for the teaching sessions.

Bachelors

Behavioral Sciences BS

Behavioral Sciences Core Courses - 15

- SOCI 432 - Research Methods II: Introduction **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 450 - Social Psychology **Credits:** 3

Choose one of these three courses

- ANTH 124 - Introduction to Anthropology **Credits:** 3
- ANTH 200 - Cultural Anthropology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of these two courses

- SOCI 474 - Social Thought and Theory **Credits:** 3
- PSYC 269 - History and Systems of Psychology **Credits:** 3

Suggested Andrews Core Experience Courses

- PHIL 224 - Introduction to Philosophy **Credits:** 3
- BHSC 235 - Culture, Place and Interdependence **Credits:** 3

Cognate

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

Electives - 24

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Behavioral Sciences, Anthropological Archaeology Concentration BS

Anthropological Archaeology — 39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses — 15

Choose one of these

- ANTH 124 - Introduction to Anthropology **Credits:** 3
- ANTH 200 - Cultural Anthropology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of these

- SOCI 474 - Social Thought and Theory **Credits:** 3
- PSYC 269 - History and Systems of Psychology **Credits:** 3

- SOCI 432 - Research Methods II: Introduction **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 450 - Social Psychology **Credits:** 3

Anthropological Archaeology Core — 15

Choose one of these

- ANTH 124 - Introduction to Anthropology **Credits:** 3
- ANTH 200 - Cultural Anthropology **Credits:** 3
- ANTH 205 - Introduction to Archaeology **Credits:** 3
- ANTH 435 - Museum and Lab Methods **Credits:** 3
- ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East **Credits:** 3
- ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology **Credits:** 1–8

Select at least 9 credits from the following choices:

- ANTH 440 - Topics: **Credits:** 1–3 (ANEA 510)
- ANTH440 - Topics: Bible Lands Explorations (ANEA 514)
- ANTH440 - Topics: Archaeology of Palestine (ANEA 614)
- RELB 111 - Introduction to the Old Testament **Credits:** 3

Suggested Andrews Core Experience Courses

- BHSC 235 - Culture, Place and Interdependence **Credits:** 3
- BIOL 100 - Human Biology **Credits:** 4
- PHIL 224 - Introduction to Philosophy **Credits:** 3
- RELT 348 - Christians and the Environment **Credits:** 3

Cognate — 3

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

Recommended:

For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Note:

*Students pursuing this major who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development (MSCID) Program if they take at least five of the following: ACCT 121, SOCI 408, SOCI 421, SOCI 431, SOCI 433, SOCI 434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Computer Policy

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Behavioral Sciences, Anthropology Concentration BS

Anthropology — 39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses — 15

- SOCI 432 - Research Methods II: Introduction **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 450 - Social Psychology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of the following courses

- SOCI 474 - Social Thought and Theory **Credits:** 3
- PSYC 269 - History and Systems of Psychology **Credits:** 3

Anthropological Core — 15

- ANTH 124 - Introduction to Anthropology **Credits:** 3
- ANTH 200 - Cultural Anthropology **Credits:** 3
- ANTH 205 - Introduction to Archaeology **Credits:** 3
- ANTH 455 - Ethnography **Credits:** 3
- ENGL 440 - Language and Culture **Credits:** 3

Select at least 9 credits from the following choices:

- ANTH 417 - Cultural and Developmental Anthropology **Credits:** 3
- ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East **Credits:** 3
- ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology **Credits:** 1–8
- BHSC 440 - Topics: **Credits:** 1–4 *
- PLSC 460 - Area Study: **Credits:** 3
- SOCI 425 - Racial and Ethnic Relations **Credits:** 3
- SOCI 160 - Introduction to International Development **Credits:** 3

Suggested Andrews Core Experience Courses

- BHSC 235 - Culture, Place and Interdependence **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- PHIL 224 - Introduction to Philosophy **Credits:** 3
- RELT 348 - Christians and the Environment **Credits:** 3

Choose one of the following courses

- BIOL 165 - Foundations of Biology **Credits:** 4,5
- BIOL 208 - Environmental Science **Credits:** 4

Cognate — 3

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

Recommended:

For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

Note:

*Students pursuing this major who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development (MSCID) Program if they take at least five of the following: ACCT121, SOCI408, SOCI421, SOCI431, SOCI433, SOCI434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Psychology, Brain and Cognition BS

The Psychology: Brain and Cognition major provides students with training in experimental psychology, including a mentored undergraduate research experience that can lead to presentation and publication of the original research with a faculty member.

Major: Core Requirements - 19-25

- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 105 - Careers and Plans for the Psychology Major **Credits:** 0
- PSYC 180 - Dealing with Your Mind **Credits:** 3
- PSYC 301 - Human Development **Credits:** 3
- PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1
- PSYC 432 - Research Methods II: Introduction **Credits:** 3
- PSYC 433 - Research Methods III: Advanced Research Design **Credits:** 3
- PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits:** 3

Major: Concentration Requirements - 21-22

- BIOL 477 - Neurobiology **Credits:** 3
- PSYC 364 - Learning and Behavior **Credits:** 3
- PSYC 445 - Cognitive Psychology **Credits:** 3
- PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3
- PSYC 465 - Physiological Psychology **Credits:** 3
- One upper division elective from biology, mathematics, biochemistry or psychology

Choose one of the following:

- PSYC 449 - Neuropsychopharmacology **Credits:** 3
- BIOL 450 - Neuropsychopharmacology **Credits:** 3

Select one of the following options:

*Option 1**

Choose two credits from one of the following:

- PSYC 498 - Research Project in Psychology **Credits:** 0–3
- HONS 497H - Senior Honors Project **Credits:** 0–6

*Application Requirements for Option 1: Acceptance as an undergraduate researcher by a specific faculty member through a competitive process or direct faculty invitation is required prior to enrolling in either of these project courses. Please see the Research Application Process for more information.

Option 2

- PSYC 485 - Professional Portfolio **Credits:** 0
- One Upper Division Psychology Elective **Credits:** 3

Students who are planning to apply to medical school should expect to take an additional 20 credits of natural sciences (a second semester of General Chemistry, two semesters of Organic Chemistry, and two semesters of General Physics), and should take BCHM421 Biochemistry I as a major elective. Students are also recommended to register for BIOL450 instead of PSYC449 if preparing for medical school.

Cognates - 9

- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3
- BIOL 165 - Foundations of Biology **Credits:** 4,5
- BIOL 166 - Foundations of Biology **Credits:** 4,5
- CHEM 131 - General Chemistry I **Credits:** 4

Choose one of the following:

- RELT 385 - Bioethics and Christian Faith **Credits:** 3
- RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Choose one of the following sociocultural awareness classes or experiences:

- PSYC 475 - Topics: **Credits:** 1–4 - Cultural Psychology, 3 credits
- BHSC 440 - Topics: **Credits:** 1–4 - Cultural Psychology, 3 credits
- An international student missionary experience
- Attending Adventist Colleges Abroad
- An AU tour which deals with cultural concepts
- ANTH 200 - Cultural Anthropology **Credits:** 3
- PSYC 475 Topics: Community Psychology **Credits:** 3
- BHSC 225 - Global Social Issues **Credits:** 3

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Psychology, General BA

Within the BA in Psychology program, two tracks are available: General and Pre-Professional. The Pre-Professional track is designed for students planning a graduate degree. Whichever program students choose, they should consult with their advisors and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. For both options, 21 credits must be selected from courses numbered 300 or above.

Major: Core Requirements — 9

- PSYC 101 - Introduction to Psychology **Credits:** 3
- PSYC 105 - Careers and Plans for the Psychology Major **Credits:** 0
- PSYC 301 - Human Development **Credits:** 3
- PSYC 432 - Research Methods II: Introduction **Credits:** 3

Major: Concentration Requirements - 13-16

Learning, Memory, and Brain - 6

Choose one of the following two courses

- PSYC 465 - Physiological Psychology **Credits:** 3
- PSYC 180 - Dealing with Your Mind **Credits:** 3

Choose one of the following two courses

- PSYC 364 - Learning and Behavior **Credits:** 3
- PSYC 445 - Cognitive Psychology **Credits:** 3

History, Social, Personality, and Abnormal - 6

Choose a minimum of two of the following four courses

- PSYC 269 - History and Systems of Psychology **Credits:** 3
- PSYC 450 - Social Psychology **Credits:** 3
- PSYC 454 - Theories of Personality **Credits:** 3
- PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

Capstone - 1-4

Choose one of the following four options

Option 1

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1 (with a presentation at the meeting)
PSYC 498 - Research Project in Psychology **Credits:** 0–3

Option 2

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1 (without a presentation at the meeting)
PSYC 485 - Professional Portfolio **Credits:** 0

Option 3

PSYC 480 - Field Experience **Credits:** 1–8

Option 4

PSYC 490 - Practicum in Psychology **Credits:** 3

Major Electives - 6–9

Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 31 credits in psychology.

Cognates — 16–32

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3 (or HONS 105H, HONS 106H, and HONS 415H for Honors Students)

Choose one of the following three options

Option 1

BIOL 221 - Anatomy and Physiology I **Credits:** 4
BIOL 222 - Anatomy and Physiology II **Credits:** 4

Option 2

BIOL 221 - Anatomy and Physiology I **Credits:** 4
PSYC 465 - Physiological Psychology **Credits:** 3

Option 3

BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5

Choose one of the following two courses

ANTH 200 - Cultural Anthropology **Credits:** 3
SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of the following sociocultural awareness classes or experiences

PSYC 475 - Topics: **Credits:** 1–4 Cultural Psychology, 3 credits
BHSC 440 - Topics: **Credits:** 1–4 Cultural Psychology, 3 credits
An international student missionary experience
Attending Adventist Colleges Abroad
An AU tour which deals with cultural concepts
PSYC 475 Topics: - Community Psychology Credits: 1–4
ANTH 200 - Cultural Anthropology Credits: 3
BHSC 225 - Global Social Issues **Credits:** 3

Additional Information

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Graduation Requirements

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking.

As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Psychology, General BS

Within the BS in Psychology there are three tracks available: General, Pre-Professional, and Brain & Cognition. Pre-Professional is designed for students planning a graduate degree, while Brain & Cognition provides students with training in experimental psychology. Whichever program students choose, they should consult their advisors and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. For all three options, 27 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 9

PSYC 101 - Introduction to Psychology **Credits:** 3
PSYC 105 - Careers and Plans for the Psychology Major **Credits:** 0
PSYC 301 - Human Development **Credits:** 3
PSYC 432 - Research Methods II: Introduction **Credits:** 3

Major: Concentration Requirements - 31

Learning, Memory, and Brain - 6

Choose one of the following two courses:

PSYC 465 - Physiological Psychology **Credits:** 3
PSYC 180 - Dealing with Your Mind **Credits:** 3

Choose one of the following two courses:

PSYC 364 - Learning and Behavior **Credits:** 3
PSYC 445 - Cognitive Psychology **Credits:** 3

History, Social, Personality, & Abnormal - 6

Choose a minimum of two of the following four courses:

PSYC 269 - History and Systems of Psychology **Credits:** 3
PSYC 450 - Social Psychology **Credits:** 3
PSYC 454 - Theories of Personality **Credits:** 3
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

Capstone - 1-4

Choose one of the following four options:

Option 1

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1 (with a presentation at the meeting)
PSYC 498 - Research Project in Psychology **Credits:** 0–3

Option 2

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1 (without a presentation at the meeting)
PSYC 485 - Professional Portfolio **Credits:** 0

Option 3

PSYC 480 - Field Experience **Credits:** 1–8 (2 credits required)

Option 4

PSYC 490 - Practicum in Psychology **Credits:** 3

Cognates — 16–22

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3 (or HONS 105H, HONS 106H, and HONS 415H for honors students)

Choose one of the following three options:

Option 1

BIOL 221 - Anatomy and Physiology I **Credits:** 4
BIOL 222 - Anatomy and Physiology II **Credits:** 4

Option 2

BIOL 221 - Anatomy and Physiology I **Credits:** 4

PSYC 465 - Physiological Psychology **Credits:** 3

Option 3

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

Choose one of the following two courses:

SOCI 119 - Principles of Sociology **Credits:** 3

ANTH 200 - Cultural Anthropology **Credits:** 3

Choose one of the following sociocultural awareness classes or experiences:

3 Credits of PSYC 475 - Topics: **Credits:** 1–4 Cultural Psychology

3 Credits of BHSC 440 - Topics: **Credits:** 1–4 Cultural Psychology

An international student missionary experience

Attending Adventist Colleges Abroad

An AU tour which deals with cultural concepts

ANTH 200 - Cultural Anthropology **Credits:** 3

BHSC 225 - Global Social Issues **Credits:** 3

3 Credits of PSYC 475 - Topics: **Credits:** 1–4 Community Psychology

Undergraduate Electives

Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 40 credits in psychology.

Additional Information

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Graduation Requirements

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Teaching Sites

This BS in General Psychology program is also offered at Hong Kong Adventist College.

Psychology, Pre-Professional BA

Within the BA in Psychology there are two options available - the General Program and the Pre-Professional Program. 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. As a BA degree, students are also expected to take an international language to at least the intermediate level. 21 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 16

Introduction - 3

PSYC 101 - Introduction to Psychology **Credits:** 3

PSYC 105 - Careers and Plans for the Psychology Major **Credits:** 0

Developmental - 3

PSYC 301 - Human Development **Credits:** 3

Or other developmental course

Professional Convention - 1

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1

Methodology - 9

PSYC 432 - Research Methods II: Introduction **Credits:** 3

PSYC 433 - Research Methods III: Advanced Research Design **Credits:** 3

PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits:** 3

Major: Concentration Requirements-15

Learning, Memory, and Brain - 6

PSYC 465 - Physiological Psychology **Credits:** 3

Choose one of the following two courses:

PSYC 364 - Learning and Behavior **Credits:** 3

PSYC 445 - Cognitive Psychology **Credits:** 3

History, Social, Personality, & Abnormal

Choose a minimum of two of the following four courses:

PSYC 269 - History and Systems of Psychology **Credits:** 3

PSYC 450 - Social Psychology **Credits:** 3

PSYC 454 - Theories of Personality **Credits:** 3

PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

Capstone 1-3

Choose one of the following four options:

Option 1:

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1 (with a presentation at the meeting)

PSYC 498 - Research Project in Psychology **Credits:** 0–3

Option 2:

PSYC 405 - Midwestern Psychological Association Meeting **Credits:** 1 (without a presentation at the meeting)

PSYC 485 - Professional Portfolio **Credits:** 0

Option 3:

PSYC 480 - Field Experience **Credits:** 1–8 (minimum of 2 credits required)

Option 4:

PSYC 490 - Practicum in Psychology **Credits:** 3

Electives

Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 31 credits in psychology.

Cognates: 19-35

PHIL 224 - Introduction to Philosophy **Credits:** 3

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3 (Honors students who take HONS105H, HONS106H, and HONS415H will meet the RELT340 requirement)

Choose one of the following three options:

Option 1:

BIOL 221 - Anatomy and Physiology I **Credits:** 4

BIOL 222 - Anatomy and Physiology II **Credits:** 4

Option 2:

BIOL 221 Anatomy and Physiology I **Credits:** 4

PSYC 465 - Physiological Psychology **Credits:** 3

Option 3:

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

Choose one of the following two courses:

SOCI 119 - Principles of Sociology **Credits:** 3

Choose one of the following sociocultural awareness classes or experiences:

3 Credits of BHSC 440 - Topics: **Credits: 1–4** Cultural Psychology
 3 Credits of PSYC 475 Topics in Psychology: Cultural Psychology
Credits: 1-4
 An International student missionary experience
 Attending Adventist Colleges Abroad
 An AU tour which deals with cultural concepts
 ANTH 200 - Cultural Anthropology **Credits: 3**
 3 Credits of PSYC 475 Topics in Psychology: Community Psychology
Credits: 1-4
 BHSC 225 - Global Social Issues **Credits: 3**

Recommended

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Major Field Test

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the behavioral sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum; this computer must be purchased by the student's second year in the program or the semester of the first research class, whichever is earlier. Students are responsible for maintaining their computer with the required software appropriate for the courses that they are enrolled in as they progress through the curriculum. A list of required software and minimum specifications that a laptop must meet is available in the Department of Behavioral Sciences office; use of the computer varies by course.

Occupational Therapy

For those interested in occupational therapy, the following psychology classes are often required for entry into occupational therapy programs: PSYC 101 - Introduction to Psychology, PSYC 301 - Human Development, PSYC 450 - Social Psychology, Statistics BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences and PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS, Research Design PSYC 432 - Research Methods II: Introduction and PSYC 433 - Research Methods III: Advanced Research Design, SOCI 119 - Principles of Sociology, and ANTH 200 - Cultural Anthropology. Other classes from disciplines outside our department often include: Anatomy and Physiology BIOL 221 - Anatomy and Physiology I BIOL 222 - Anatomy and Physiology II, and English ENGL 115 - College Writing I and ENGL 215 - College Writing II. Some programs may want a class (or classes) in other areas such as Biology, Chemistry, Physics, or others. If you know which program(s) you may be interested in for graduate school, it is recommended that you look at their program and see which prerequisite classes they require. It is recommended that students consult with their advisors in regards to which courses should be taken.

Psychology, Pre-Professional BS

Within the BS in Psychology there are three tracks available: General, Pre-Professional, and Brain & Cognition. Pre-Professional is designed for students planning a graduate degree while Brain & Cognition provides students with training in experimental psychology. Whichever program students choose, they should consult their advisors and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization. In each track, 27 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 16

PSYC 101 - Introduction to Psychology **Credits: 3**
 PSYC 105 - Careers and Plans for the Psychology Major **Credits: 0**
 PSYC 301 - Human Development **Credits: 3** (or other developmental course)
 PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1**
 PSYC 432 - Research Methods II: Introduction **Credits: 3**
 PSYC 433 - Research Methods III: Advanced Research Design **Credits: 3**
 PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS **Credits: 3**

Major: Concentration Requirements - 16-18

Learning, Memory, and Brain - 6

PSYC 465 - Physiological Psychology **Credits: 3**

Choose one of the following two courses:

PSYC 364 - Learning and Behavior **Credits: 3**

PSYC 445 - Cognitive Psychology **Credits: 3**

History, Social, Personality, and Abnormal - 9

Choose three of the following four classes:

PSYC 269 - History and Systems of Psychology **Credits: 3**

PSYC 450 - Social Psychology **Credits: 3**

PSYC 454 - Theories of Personality **Credits: 3**

PSYC 460 - Psychology of Abnormal Behavior **Credits: 3**

Capstone - 1-3

Choose one of the following four options:

Option 1

PSYC 405 - Midwestern Psychological Association Meeting **Credits: 1** (with a presentation at the meeting)

PSYC 498 - Research Project in Psychology **Credits: 0–3**

Option 2

PSYC 405 - Midwestern Psychological Association Meeting **Credits:**

1 (without a presentation at the meeting)

PSYC 485 - Professional Portfolio **Credits: 0**

Option 3

PSYC 480 - Field Experience **Credits: 1–8** (2 credits required)

Option 4

PSYC 490 - Practicum in Psychology **Credits: 3**

Cognates — 19–25

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**

PHIL 224 - Introduction to Philosophy **Credits: 3**

RELT 340 - Religion and Ethics in Modern Society **Credits: 3** (or HONS 105H,

HONS 106H and HONS 415H for Honors Students)

Choose one of the following three options:

Option 1

BIOL 221 - Anatomy and Physiology I **Credits: 4**

BIOL 222 - Anatomy and Physiology II **Credits: 4**

Option 2

BIOL 221 - Anatomy and Physiology I **Credits: 4**

PSYC 465 - Physiological Psychology **Credits: 3**

Option 3

BIOL 165 - Foundations of Biology **Credits: 4,5**

BIOL 166 - Foundations of Biology **Credits: 4,5**

Choose one of the following two courses:

SOCI 119 - Principles of Sociology **Credits: 3**

ANTH 200 - Cultural Anthropology **Credits: 3**

Choose one of the following sociocultural awareness classes or experiences:

3 Credits of BHSC 440 - Topics: **Credits: 1–4** Cultural Psychology

3 Credits of PSYC 475 Topics in Psychology: Cultural Psychology **Credits: 1-4**

An international student missionary experience

Attending Adventist Colleges Abroad

An AU tour which deals with cultural concepts

ANTH 200 - Cultural Anthropology **Credits: 3**

3 Credits of PSYC 475 Topics in Psychology: Community Psychology **Credits: 1-4**

BHSC 225 - Global Social Issues **Credits: 3**

Undergraduate Electives

Electives may be chosen from psychology courses not required within the core concentration requirements, or those approved by the advisor/chair, to meet the minimum of 40 credits in psychology.

Additional Information

Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology

Graduation Requirements

Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Occupational Therapy

For those interested in occupational therapy, the following classes are often required for entry into occupational therapy programs:

Psychology: PSYC 101 - Introduction to Psychology, PSYC 301 - Human Development, PSYC 450 - Social Psychology,
Statistics: BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences, PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS,
Research Design: PSYC 432 - Research Methods II: Introduction, PSYC 433 - Research Methods III: Advanced Research Design,
Sociocultural: SOCI 119 - Principles of Sociology, ANTH 200 - Cultural Anthropology.
Anatomy and Physiology: BIOL 221 - Anatomy and Physiology I, BIOL 222 - Anatomy and Physiology II,
English: ENGL 115 - College Writing I, ENGL 215 - College Writing II.

Some programs may want a class (or classes) in other areas such as Biology, Chemistry, Physics, or others. If you know which program(s) you may be interested in for graduate school, it is a good idea to look at their program and see which prerequisite classes they require. It is recommended that students consult with their advisors in regards to which courses should be taken.

Sociology BA

Sociologists study the formation and interaction of human groups and the individual's relationship to social groups. There is a focus on the role of various groups in socialization of the individual into norms, values and behaviors. There is also a focus on the development of major social institutions and how they interact with each other and impact socialization across time and cultures. Sociologists use a theoretical framework that examines how institutions and groups function for the success of a society, the conflicts that may be inherent in group interaction and how human beings can change institutions and their relationship.

Major: Core Requirements - 12

SOCI 119 - Principles of Sociology **Credits:** 3
BHSC 225 - Global Social Issues **Credits:** 3
SOCI 432 - Research Methods II: Introduction **Credits:** 3
SOCI 474 - Social Thought and Theory **Credits:** 3

Major: Concentration Requirements — 17-18

SOCI 425 - Racial and Ethnic Relations **Credits:** 3
SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3

Choose one of the following courses:

SOCI 315 - Introduction to Criminal Justice **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3

Choose one of the following courses:

SOCI 420 - Medical Sociology **Credits:** 3
SOCI 366 - Drugs and Behavior **Credits:** 3

Choose two of the following three courses:

SOCI 350 - Social Policy **Credits:** 2
SOCI 455 - Development Policy and Analysis **Credits:** 3
SOCI 470 - Demography **Credits:** 3

Required Andrews Core Experience Courses — 6

ANTH 200 - Cultural Anthropology **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Recommended Andrews Core Experience Course - 3

FMST 201 - Personal Relationships **Credits:** 3

Cognates — 12

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
PHIL 224 - Introduction to Philosophy **Credits:** 3
PSYC 450 - Social Psychology **Credits:** 3

Choose one of the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3
PSYC 180 - Dealing with Your Mind **Credits:** 3

Note:

Major field test is required. It is expected that all majors will attend at least one professional conference before graduation.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Sociology BS

Total Credits: 38-39

(27 credits must be selected from courses numbered 300 or above)

Major: Core Requirements - 29-30

SOCI 119 - Principles of Sociology **Credits:** 3
SOCI 420 - Medical Sociology **Credits:** 3
SOCI 425 - Racial and Ethnic Relations **Credits:** 3
SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3
SOCI 432 - Research Methods II: Introduction **Credits:** 3
SOCI 474 - Social Thought and Theory **Credits:** 3

Choose one of the following courses

FMST 201 - Personal Relationships **Credits:** 3
SOCI 366 - Drugs and Behavior **Credits:** 3

Choose one of the following courses

SOCI 315 - Introduction to Criminal Justice **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3

Students seeking admission to graduate school should take:

SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 3
SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 3

Students not seeking admission to graduate school may take:

SOCI 350 - Social Policy **Credits:** 2

SOCI 470 - Demography **Credits:** 3

Major: Additional Requirements - 9

SOCI 350 - Social Policy **Credits:** 2

SOCI 410 - Social Gerontology **Credits:** 3

SOCI 440 - Sociology of the Family **Credits:** 3

SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2

General Education Program - 9

PSYC 101 - Introduction to Psychology **Credits:** 3

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Cognates - 15

ANTH 200 - Cultural Anthropology **Credits:** 3

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

ECON 225 - Principles of Macroeconomics **Credits:** 3

PHIL 224 - Introduction to Philosophy **Credits:** 3

PSYC 450 - Social Psychology **Credits:** 3

Recommended

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

Major Field Test

Majors are required to take the Major Field Test in Sociology before graduation.

Note:

It is expected that all majors will attend at least one professional conference before graduation.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Sociology, Community and International Development Concentration BS

Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally community development workers could work overseas in international relief and development agencies as well as for church-based mission programs. 27 credits must be selected from courses numbered 300 or above. Students qualify for entry into the BS CID when they:

Earn a minimum GPA of 2.00

Receive grades of C or better in all required program prerequisite and cognate courses

Total Credits: 51-56

Major: Core Requirements - 15

SOCI 119 - Principles of Sociology **Credits:** 3

SOCI 474 - Social Thought and Theory **Credits:** 3

BHSC 225 - Global Social Issues **Credits:** 3

PSYC 450 - Social Psychology **Credits:** 3

SOCI 432 - Research Methods II: Introduction **Credits:** 3

Major: Concentration Requirements - 27-32

SOCI 350 - Social Policy **Credits:** 2

SOCI 408 - Emergency Preparedness **Credits:** 2

SOCI 421 - Development Theory & Practice **Credits:** 3

PSYC 475 - Topics: **Credits:** 1-4 (Topics in Psychology: Community Psychology)

SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 3

SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 3

SOCI 497 - Internship **Credits:** 1,2

BSAD 355 - Principles of Management **Credits:** 3

CIDP Madagascar Study Tour **Credits:** 6

Major: Electives - 9

Choose 9 credits from the following courses:

ECON 225 - Principles of Macroeconomics **Credits:** 3

SOCI 315 - Introduction to Criminal Justice **Credits:** 3

SOCI 345 - Juvenile Delinquency **Credits:** 3

SOCI 366 - Drugs and Behavior **Credits:** 3

SOCI 410 - Social Gerontology **Credits:** 3

SOCI 420 - Medical Sociology **Credits:** 3

SOCI 425 - Racial and Ethnic Relations **Credits:** 3

SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3

SOCI 440 - Sociology of the Family **Credits:** 3

SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2

SOCI 470 - Demography **Credits:** 3

Required Andrews Core Experience Course - 3

ANTH 200 - Cultural Anthropology **Credits:** 3

Cognate - 3

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

Additional Information

Completion of this concentration prepares a student for Track 2 within the Master of Science in Community & International Development (MSCID) program, which allows students to finish the degree in one year instead of the usual two.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Sociology, Criminal Justice Concentration BS

BS Sociology: Criminal Justice provides a foundation in criminal law, legal procedures, and criminology to help prepare students for a career in the criminal justice profession. Students should consult their advisor in regards to their sociology classes, general or elective classes. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

BS Sociology: Criminal Justice - 48

27 credits must be selected from courses numbered 300 or above.

Major: Core Requirements - 18

SOCI 119 - Principles of Sociology **Credits:** 3
PLSC 260 - Introduction to American Law **Credits:** 3
PLSC 326 - American Political Institutions: Judiciary **Credits:** 3
PLSC 335 - Criminal Law **Credits:** 3
SOCI 315 - Introduction to Criminal Justice **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3
SOCI 235 - Police Organization, Administration and Community Dynamics **Credits:** 3

Major: Concentration Requirements - 12

Choose a minimum of four courses from this group:

SOCI 408 - Emergency Preparedness **Credits:** 2
SOCI 425 - Racial and Ethnic Relations **Credits:** 3
SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3
SOCI 474 - Social Thought and Theory **Credits:** 3
SOCI 480 - Field Experience **Credits:** 1–8
SOCI 497 - Internship **Credits:** 1,2
PLSC 350 - State and Local Government **Credits:** 3
PLSC 366 - Terrorism and Political Theory **Credits:** 3
SOCI 366 - Drugs and Behavior **Credits:** 3
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

Major: Additional Requirements - 3

SOCI 432 - Research Methods II: Introduction **Credits:** 3

Cognates - 15

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
PSYC 101 - Introduction to Psychology **Credits:** 3
BHSC 225 - Global Social Issues **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Choose one of the following courses:

PSYC 450 - Social Psychology **Credits:** 3
PSYC 454 - Theories of Personality **Credits:** 3

Recommended Andrews Core Experience - 8

PSYC 180 - Dealing with Your Mind **Credits:** 3
CHEM 100 - Consumer Chemistry **Credits:** 4
FTES 138 - Cardio Development **Credits:** 1

Undergraduate Electives - 6

Electives may be chosen from Content Course not taken to meet minimum requirements, or from the recommended electives listed below, or other SOCI or PSYC courses in the undergraduate program, or those approved by the advisor/chair.

ANTH 200 - Cultural Anthropology **Credits:** 3
COMM 435 - Crisis Communications **Credits:** 3
PSYC 315 - Organization and Human Resources **Credits:** 3
SOCI 445 - Emergency Planning **Credits:** 2
SOCI 449 - Disaster Response and Emergency Operations **Credits:** 2
SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2

Sociology, Criminal Justice Concentration BS (Pre- Professional)

The BS Sociology: Criminal Justice provides a foundation in criminal law, legal procedures, and criminology to help prepare students for a career in the criminal justice profession. The Pre-Professional Emphasis is designed for students planning a graduate degree. Students should consult their advisor and classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

Major Requirements: 45 credits

Major: Core Requirements - 21

SOCI 119 - Principles of Sociology **Credits:** 3
PLSC 260 - Introduction to American Law **Credits:** 3
PLSC 326 - American Political Institutions: Judiciary **Credits:** 3
PLSC 335 - Criminal Law **Credits:** 3
SOCI 235 - Police Organization, Administration and Community Dynamics **Credits:** 3
SOCI 315 - Introduction to Criminal Justice **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3

Major: Concentration Requirements - 12

Choose 12 credits from the following courses:

SOCI 408 - Emergency Preparedness **Credits:** 2
SOCI 425 - Racial and Ethnic Relations **Credits:** 3
SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3
SOCI 474 - Social Thought and Theory **Credits:** 3
SOCI 480 - Field Experience **Credits:** 1–8
SOCI 497 - Internship **Credits:** 1,2
SOCI 498 - Research Project in Sociology **Credits:** 0–3
PLSC 350 - State and Local Government **Credits:** 3
PLSC 366 - Terrorism and Political Theory **Credits:** 3
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3
SOCI 366 - Drugs and Behavior **Credits:** 3

Major: Additional Requirements - 9

SOCI 432 - Research Methods II: Introduction **Credits:** 3
SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 3
SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 3

Major Electives - 3

Electives may be chosen from Content Courses not taken to meet minimum requirements, from the recommended electives listed below, other SOCI or PSYC courses in the undergraduate program, or those approved by the advisor/chair.

ANTH 200 - Cultural Anthropology **Credits:** 3
COMM 435 - Crisis Communications **Credits:** 3
PSYC 315 - Organization and Human Resources **Credits:** 3
SOCI 445 - Emergency Planning **Credits:** 2
SOCI 449 - Disaster Response and Emergency Operations **Credits:** 2
SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2

Cognates - 15

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
BHSC 225 - Global Social Issues **Credits:** 3
PSYC 101 - Introduction to Psychology **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Choose one of the following courses:

PSYC 450 - Social Psychology **Credits:** 3
PSYC 454 - Theories of Personality **Credits:** 3

Recommended Andrews Core Experience - 8

Social Sciences

PSYC 180 - Dealing with Your Mind **Credits:** 3

Life and Physical Sciences

CHEM 100 - Consumer Chemistry **Credits:** 4

Fitness Education

FTES 138 - Cardio Development **Credits:** 1

Sociology, Emergency Preparedness Concentration BS

Andrews University's BS in Sociology, with a concentration in Emergency Preparedness provides students with an "all hazards" approach in understanding the emergency preparedness process which includes understanding the core tenants of emergency management: preparedness, prevention, response, recovery and mitigation. Students will develop skills in planning and preparing for emergencies, the management of operations during an emergency, the implementation of recovery efforts after an emergency, and the after action assessment process. Opportunities in also developing essential skills such as, ethical decision making, critical thinking, analytical inquiry, and strategic planning are part of the curriculum. The concentration will also prepare students to assess risk and vulnerability associated with natural and man-made disasters and terrorism. Key principles and methods of incident management of various types of disasters, including the collaboration with all stakeholders, will be examined. Students will have the opportunity to understand the emergency preparedness process in the context of a Christian worldview. Upon completion of the concentration, students will be able to work in various areas of emergency preparedness at the local, state or federal level, including non-governmental disaster relief agencies.

Emergency Preparedness — 44-46

27 credits must be selected from courses numbered 300 or above

Major: Core Requirements - 9

SOCI 119 - Principles of Sociology **Credits:** 3
BHSC 225 - Global Social Issues **Credits:** 3
SOCI 432 - Research Methods II: Introduction **Credits:** 3

Major: Concentration Requirements - 23-25

SOCI 408 - Emergency Preparedness **Credits:** 2
SOCI 445 - Emergency Planning **Credits:** 2
SOCI 449 - Disaster Response and Emergency Operations **Credits:** 2
SOCI 478 - Principles and Practice of Hazards Mitigation **Credits:** 3
SOCI 425 - Racial and Ethnic Relations **Credits:** 3
COMM 435 - Crisis Communications **Credits:** 3
PLSC 366 - Terrorism and Political Theory **Credits:** 3
PSYC 483 - Disaster Psychology **Credits:** 3
SOCI 490 - Capstone in Emergency Preparedness (Practicum) **Credits:** 1-3

Major Electives - 12

Choose 12 credits from the following courses:

SOCI 315 - Introduction to Criminal Justice **Credits:** 3
SOCI 420 - Medical Sociology **Credits:** 3
SOCI 430 - Gender Roles in Contemporary Society **Credits:** 3
SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 3
SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 3
SOCI 497 - Internship **Credits:** 1,2
SOCI 498 - Research Project in Sociology **Credits:** 0-3
PLSC 260 - Introduction to American Law **Credits:** 3
PLSC 350 - State and Local Government **Credits:** 3
PSYC 315 - Organization and Human Resources **Credits:** 3
SOWK 477 - Community Assessment and Capacity Mapping **Credits:** 2
SOCI 460 - Death and Grief in Contemporary Society **Credits:** 2
SOCI 475 - Topics: **Credits:** 1-4 (Intro to Emergency Management)

Required Andrews Core Experience Courses — 11-15

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Choose one of the following courses:

BIOL 208 - Environmental Science **Credits:** 4
Or BIOL 260 - General Microbiology **Credits:** 4

Choose one of the following options:

Option 1:

CHEM 100 - Consumer Chemistry **Credits:** 4

Option 2:

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

Cognates — 3

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

Additional Information

Majors are required to take the Major Field Test in Sociology during the semester prior to graduation. In addition, it is expected that all majors will attend at least one professional conference before graduation.

Computer Policy

In the Behavioral Sciences, the computer is an indispensable tool for collecting and working with data, accessing scientific reports, and for writing and critical thinking. As a result, the Department of Behavioral Sciences requires students to have a laptop computer in order to meet the requirements of the curriculum. Students are responsible for maintaining their computer with the required software appropriate for the courses they are enrolled in as they progress through the curriculum. Use of the computer varies by course.

Undergraduate Minors

Anthropology Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Anthropology (20)

ANTH 124 - Introduction to Anthropology **Credits:** 3
ANTH 200 - Cultural Anthropology **Credits:** 3

Choose one of these two courses

ANTH 455 - Ethnography **Credits:** 3
ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology **Credits:** 1-8

Note:

Students interested in emphasizing archaeology should also select:

ANTH 205 - Introduction to Archaeology **Credits:** 3
ANTH 435 - Museum and Lab Methods **Credits:** 3

Cognates

Recommended cognates for students interested in archaeology include:

BHSC 235 - Culture, Place and Interdependence **Credits:** 3
SOCI 160 - Introduction to International Development **Credits:** 3
SOCI 432 - Research Methods II: Introduction **Credits:** 3

Behavioral Sciences Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Behavioral Sciences (20)

Selected from at least three of the following five areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.

Community and International Development Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Community and International Development (20)

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3
SOCI 160 - Introduction to International Development **Credits:** 3
SOCI 408 - Emergency Preparedness **Credits:** 2
SOCI 421 - Development Theory & Practice **Credits:** 3
SOCI 432 - Research Methods II: Introduction **Credits:** 3

In Addition, 3 credits of upper division BHSC, PSYC, or ANTH credits, subject to advisor approval.

add 3 credits of upper division BHSC, PSYC, or ANTH credits, subject to advisor approval.

Choose one of these two courses

PSYC 315 - Organization and Human Resources **Credits:** 3
BSAD 355 - Principles of Management **Credits:** 3

Andrews Core Experience requirement:

ANTH 200 - Cultural Anthropology **Credits:** 3

Other recommended course:

SOCI 480 - Field Experience **Credits:** 1–8 (2)
(Students will complete a minimum 200-hr internship.)

Advanced Standing:

A minor in Community and International Development progresses toward advanced study. Students with this minor who wish to pursue the Master of Science in Community and International Development (MSCID) will qualify for advanced standing (one-year degree) if they also take at least one of the following:

SOCI 350 - Social Policy **Credits:** 2
SOCI 433 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 3
SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 3
SOCI 455 - Development Policy and Analysis **Credits:** 3

Criminal Justice Minor

Criminal Justice provides a foundation in criminal law, legal procedures, and criminology to help prepare students for a career in the criminal justice profession. Students should consult their advisor and classes should be chosen with occupational goals in mind. Students must earn at least 12 credits from courses number 300 or above.

Minor in Criminal Justice - 21

SOCI 119 - Principles of Sociology **Credits:** 3
SOCI 315 - Introduction to Criminal Justice **Credits:** 3
PLSC 260 - Introduction to American Law **Credits:** 3
PLSC 326 - American Political Institutions: Judiciary **Credits:** 3

Choose one of the following courses:

SOCI 235 - Police Organization, Administration and Community Dynamics **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3
PLSC 335 - Criminal Law **Credits:** 3

Choose 6 credits from the following courses:

SOCI 366 - Drugs and Behavior **Credits:** 3
SOCI 408 - Emergency Preparedness **Credits:** 2
SOCI 425 - Racial and Ethnic Relations **Credits:** 3
BHSC 225 - Global Social Issues **Credits:** 3
COMM 435 - Crisis Communications **Credits:** 3
PLSC 366 - Terrorism and Political Theory **Credits:** 3

PSYC 450 - Social Psychology **Credits:** 3
PSYC 454 - Theories of Personality **Credits:** 3
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3
SOWK 440 - Assessment and Treatment of Victims of Violence **Credits:** 2

Family Studies Minor

Course Requirements - 20

FMST 201 - Personal Relationships **Credits:** 3
PSYC 301 - Human Development **Credits:** 3
PSYC 420 - Human Sexuality **Credits:** 3
SOCI 440 - Sociology of the Family **Credits:** 3
SOWK 101 - Orientation to Human Services **Credits:** 2
SOWK 410 - Children and Families at Risk **Credits:** 2

Choose one of the following three courses

COMM 445 - Family Communication **Credits:** 3
FMST 454 - Family Violence Across the Lifespan **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3

Psychology Minor

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Psychology (20)

PSYC 101 - Introduction to Psychology **Credits:** 3

At least one of:

PSYC 364 - Learning and Behavior **Credits:** 3
PSYC 445 - Cognitive Psychology **Credits:** 3
PSYC 449 - Neuropsychopharmacology **Credits:** 3
PSYC 465 - Physiological Psychology **Credits:** 3
PSYC 471 - Behavior Modification **Credits:** 3

And at least one of:

PSYC 269 - History and Systems of Psychology **Credits:** 3
PSYC 450 - Social Psychology **Credits:** 3
PSYC 454 - Theories of Personality **Credits:** 3
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3

Remaining 11 credits to be chosen from the other PSYC courses.

Sociology Minor

Sociologists study the formation and interaction of human groups and the individual's relationship to social groups. There is a focus on the role of various groups in socialization of the individual into norms, values and behaviors. There is also a focus on the development of major social institutions and how they interact with each other and impact socialization across time and cultures. Sociologists use a theoretical framework that examines how institutions and groups function for the success of a society, the conflicts that may be inherent in group interaction and how human beings can change institutions and their relationship.

Minor in Sociology: 21

Minor: Core Requirements - 12

SOCI 119 - Principles of Sociology **Credits:** 3
SOCI 474 - Social Thought and Theory **Credits:** 3
BHSC 225 - Global Social Issues **Credits:** 3

Choose one of the following three courses:

SOCI 315 - Introduction to Criminal Justice **Credits:** 3
SOCI 345 - Juvenile Delinquency **Credits:** 3
SOCI 366 - Drugs and Behavior **Credits:** 3

Minor Electives - 9

Choose three electives from the following courses:

- SOCI 420 - Medical Sociology **Credits: 3**
- SOCI 425 - Racial and Ethnic Relations **Credits: 3**
- SOCI 430 - Gender Roles in Contemporary Society **Credits: 3**
- SOCI 440 - Sociology of the Family **Credits: 3**
- SOCI 470 - Demography **Credits: 3**

Masters

Community and International Development MSCID

The Community and International Development program requires 35+ credits of coursework and internship. SOCI 421 and SOCI 455 (CIDS 520 and CIDS 555) are required to meet degree requirements. If the courses were not taken at the undergraduate level, the student will be required to take them in addition to the requirements for the degree.

Students with previous completed or current enrollment in a masters will only need to complete 30 credits and a concentration will not be required.

All applicants must meet the following criteria, in addition to general admission requirements of the Andrews University School of Graduate Studies & Research:

- A Bachelor's Degree from an accredited college or university.
- An overall undergraduate GPA of 3.00 or 3.0 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program.
- Completed Graduate Application packet.
- Completed coursework in Statistics and Research II. Provisional acceptance may be granted without these courses with the expectation that the student will take them during the first year of enrollment. Credits for these prerequisites will not apply toward the MSCID.
- The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the exam is not required. A reading knowledge of a foreign language is strongly recommended for those planning on graduate work.

Regular Degree Program - 35+

CIDP Core Courses - 9

- CIDS 520 - Development Theory and Practice **Credits: 3**
- CIDS 524 - Humanitarian Studies: Theory and Practice **Credits: 3**
- CIDS 555 - Development Policy and Analysis **Credits: 3**

Research Tools & Skills - 5-6

- CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits: 2**

Choose one of the following options:

Option 1:

- SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits: 2**
- SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits: 2**

Option 2:

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

Option 3:

Option 4:

- EDRM 611 - Applied Statistical Methods I **Credits: 3**

Capstone - 9-10

- CIDS 554 - Poverty Analysis & Reduction Strategies **Credits: 3**
- CIDS 573 - Project Cycle Management **Credits: 3**
- CIDS 670 - Comprehensive Exam **Credits: 0**
- CIDS 680 - Field Practicum **Credits: 1,2**
- CIDS 698 - Research Project **Credits: 2,3**

Cross-Cutting Issues - 12-18

Choose 12-18 credits from the following:

- ACCT 505 - Survey of Accounting for Decision Making and Control **Credits: 2**
- ANTH 517 - Cultural and Developmental Anthropology **Credits: 2**
- BSAD 515 - Organizational Behavior & Leadership **Credits: 3**
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits: 3**
- CIDS 523 - Humanitarian and Development Practice **Credits: 1-3**
- CIDS 575 - Topics **Credits: 1-6**
- SOCI 508 - Emergency Preparedness **Credits: 2**

Concentrations - 12

The concentration area is selected by individual choice and will draw on University faculty strengths. The program director/advisor, in consultation with the student, will select a minimum of 12 credits of elective courses related to the chosen concentration to meet the student's career goals.

Students may choose an area of concentration that aligns with their research and career interests. Concentration areas are listed below, along with courses a student may take in each area. Students, in consultation with their advisor, may substitute courses within a concentration area. Additionally, students may choose a different area of concentration, contingent upon documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

Development Communication

- COMM 536 - Issues in Intercultural Communication **Credits: 2,3**
- COMM 540 - Communication in Development Practice **Credits: 2,3**
- COMM 590 - Graduate Seminar in _____ **Credits: 2,3**
- JOUR 570 - Multimedia Messaging **Credits: 3**
- PREL 510 - Advancement and Communication **Credits: 2**

Development Education

- CIDS 550 - Education for Sustainable Development **Credits: 3**
- EDCI 650 - Curriculum Design: _____ **Credits: 3**
- EDCI 684 - International Perspectives on Curriculum **Credits: 3**
- EDCI 696 - Project Implementation **Credits: 1-3**
- SOCI 565 - Demography **Credits: 3**

Disaster Preparedness and Management*

- CIDS 690 - Independent Study **Credits: 1-3**
- COMM 535 - Crisis Communications **Credits: 2**
- SOCI 508 - Emergency Preparedness **Credits: 2**
- SOCI 514 - Migrant & Refugee Issues **Credits: 2,3**
- SOCI 549 - Disaster Response and Emergency Operations **Credits: 2**
- SOCI 555 - Emergency Planning **Credits: 2**
- SOCI 578 - Principles and Practice of Hazards Mitigation **Credits: 3**

* Students who take this concentration have the option to obtain the Michigan or equivalent Professional Emergency Manager Designation (PEM) certification in lieu of registering for concentration courses, except for SOCI 508 Emergency Preparedness. (SOCI 508 covers the FEMA Professional Development Series required for PEM prerequisites).

Global Health

- FDNT 545 - Nutrition and Wellness Programs **Credits: 2-4**
- FDNT 570 - Maternal and Child Health **Credits: 3**
- SOCI 554 - Community Health & Human Disease **Credits: 2**
- SOWK 660 - Advanced Practice Evaluation **Credits: 3**

NGO Development and Operations

- ACCT 455 - Accounting for Not-for-Profit Organizations **Credits: 3**
- BSAD 515 - Organizational Behavior & Leadership **Credits: 3**
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits: 3**
- BSAD 556 - Topics in _____ **Credits: 1-3**
- BSAD 560 - Intercultural Business Relations **Credits: 3**

BSAD 670 - Management of Human Resources **Credits:** 3
 COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
 MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

Peace Studies

This concentration is offered in cooperation with Anabaptist Mennonite Biblical Seminary (AMBS) for the purpose of establishing a limited articulation of graduate courses as part of an academic exchange program between the Master of Science in Community and International Development program at Andrews University and the Master of Arts: Peace Studies program at Anabaptist Mennonite Biblical Seminary. Students will work with the Director of CIDP to choose appropriate courses and steps to take to get registered. Students will not register for these courses through Andrews. They will take the courses from AMBS and register through the AMBS system and be transferred to AU.

Peace Studies Core Courses: (12)

HTE 550 Introduction to Peace Studies and Nonviolence
 HTE 644 Christian Attitudes Toward War, Peace, & Revolution
 CHM 542 Education for Peace and Justice
 CHM 633 Conflict, Communication, and Conciliation
 HTE 641 Economic Justice and Christian
 HTE 643 International Politics in Christian Perspective
 CHM 608 Christian Spirituality for Peace-and-Justice-Making

Youth in Development

CHMN 553 - The Church and Social Issues **Credits:** 2,3
 CHMN 574 - Perspectives in Church Marketing **Credits:** 2,3
 CHMN 623 - Innovative Evangelism **Credits:** 2,3
 CHMN 656 - Evangelistic Small Groups **Credits:** 2,3
 CIDS 550 - Education for Sustainable Development **Credits:** 3
 CIDS 580 - Organizational & Community Leadership **Credits:** 1,2
 CIDS 590 - Issues in Gender and Development **Credits:** 3
 DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3
 DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
 DSRE 626 - Ministry to At-Risk Youth **Credits:** 2,3
 DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3
 DSRE 678 - Spiritual Nurture of Children **Credits:** 2,3
 SOCI 510 - Gender Roles in Contemporary Society **Credits:** 3
 SOCI 515 - Racial and Ethnic Relations **Credits:** 3
 SOWK 660 - Advanced Practice Evaluation **Credits:** 3

Assistantships

Students may have the opportunity to apply for graduate assistantships within the Community and International Development Program. Please apply in the CIDP Office.

Additional Information

The schools and departments regulate policies that govern the elective courses offered as part of the concentration package and some may not be available. Some elective courses may require prerequisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration.

The Field Practicum and Research Project/Thesis will necessarily be related to the area of concentration in order to provide students with an in-depth understanding of the chosen area, and with the possibility of applying course work in practice. Students are required to undertake a 720-hour internship (approximately 6 months at 30 hours per week) through a field placement with a domestic, national, or international organization/project. Internships are based on prior approval and advice from the program director. Arrangements for the internship will be made by the program director/advisor pending availability and feasibility of the placement proposed by the student.

Masters Dual Degrees

Note: Because each dual degree is listed in two schools you will find duplicates. The content is identical except for order of information.

Master of Science in Community & International Development/Master of Youth &

Young Adult Ministry Dual Degree MSCID/MAYYAM

Dual Degree Program Description

The Dual Degree Program in Community and International Development (CIDP) and Youth and Young Adult Ministry (MAYYAM) allows students to complete two degrees in three years. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. This amounts to a total of 69 credits to fulfill the Dual Degree.

The MAYYAM program is a 48-credit degree but it will share (use) six elective credits with the CIDP program thereby reducing MAYYAM credits to 42.

The CIDP program will reduce the required number of credits from 39 to 30 by removing the concentration requirement. In addition, up to two CIDP elective credits can be fulfilled through MAYYAM courses reducing the CIDP credits to 28. Finally, CIDP's 1-credit Practicum requirement will be fulfilled through MAYYAM's required practicum. Reducing the CIDP credits to 27.

Since both the CIDP and MAYYAM programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

Combined Total Credits - 69

CIDP Total Credits - 27

CIDP Program Requirements - 30

Core Requirements - 10

CIDS 520 - Development Theory and Practice **Credits:** 3
 CIDS 555 - Development Policy and Analysis **Credits:** 3
 SOCI 508 - Emergency Preparedness **Credits:** 2
 ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2

Development Management - 11

CIDS 530 - Community Assessment & Planning **Credits:** 3
 CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
 CIDS 536 - Project Design, Implementation & Evaluation **Credits:** 3

Choose one of the following courses:

CIDS 515 - Organization and Human Resources **Credits:** 3
Or BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3

Research - 6

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 2
 SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 2
 CIDS 670 - Comprehensive Exam **Credits:** 0

Choose one of the following courses:

CIDS 698 - Research Project **Credits:** 2,3
Or CIDS 699 - Master's Thesis **Credits:** 3,4

Practicum - 1

This course is fulfilled through the MAYYAM degree practicum course DSRE 660

Electives - 2

These electives are fulfilled through MAYYAM degree courses.

CIDP Admission Requirements

Acceptance Criteria

Applicants to the regular two-year standing program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research.

A bachelor's degree from an accredited college or university.

An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;

Completed Graduate Application packet.

Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment.

Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference and/or other information.

GRE

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Language Requirements

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

CIDP Additional Information

Assistantships

Students have the opportunity to apply for graduate assistantships - administrative, teaching or research.

MAYYAM Total Credits - 42

MAYYAM Program Requirements - 48

Core Requirements - 18

- 2 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
- CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2
- Two courses in Old Testament and/or New Testament (4 cr req)
- Two courses in Theology. One ethics course recommended. (4 cr req)
- 2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3
- One course in Conflict Resolution or Church Leadership from Christian Ministry (2 cr req)
- One course in World Missions (2 cr req)

Youth Ministry Emphasis - 12

- 2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
- 2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3
- 2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
- 2 Credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3
- 2 Credits of CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3
- 2 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipling **Credits:** 2,3
- Or 2 Credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3

Youth Ministry Electives - 6

- DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- DSRE 619 - Religious Experience in Adolescence **Credits:** 2,3
- DSRE 626 - Ministry to At-Risk Youth **Credits:** 2,3
- DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3 (Choose no more than two topics from Campus Chaplaincy, Children's Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry)
- DSRE 678 - Spiritual Nurture of Children **Credits:** 2,3
- CHMN 553 - The Church and Social Issues **Credits:** 2,3

- CHMN 555 - Pastoral Counseling **Credits:** 2,3
- CHMN 574 - Perspectives in Church Marketing **Credits:** 2,3
- CHMN 616 - Spirituality in Ministry **Credits:** 2,3
- CHMN 623 - Innovative Evangelism **Credits:** 2,3
- CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

Practicum - 6

- 6 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry **Credits:** 1-6
- *Registration is normally allowed only after the student has earned 24 credits or more.

Electives - 6

These electives are fulfilled through the CIDP course requirements.

MAYYAM Denominational Certification

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MAYYAM Graduation Requirements

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

MAYYAM Additional Information

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

Master of Science in Community and International Development/ Master of Divinity MSCID/MDiv

To provide a Dual degree option for seminary students who are interested in pursuing a career in providing humanitarian or development services either as missionaries or as development practitioners.

Distinctive Features:

Students will receive practical training in:

- Finding Innovated approaches to improving quality of life of church and community members
- Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
- Assessing the needs of the community they will serve
- Fundraising and Grant writing
- Program Management
- Managing Humanitarian Crisis and Programs
- Program Design, Monitoring & Evaluations
- Analyze, evaluate and design and execute Policy that affect constituents and local community.
- Advocacy
- Research (design, analysis and recommendations)

Students will receive 6 months of Field experience. This increases their job readiness and marketability. CID/Seminary based Dual degree students will have two options:

- A six-month supervised internship abroad or in a local community full time.
- Utilizing knowledge and skills from both degrees. This is the regular standard for the HDS degree.

Work 6 months in the church and community selected for TFE assignment.
Students will be expected to identify humanitarian needs and issues in their churches and surrounding community and provide a feasible solution.

The knowledge and skills provided will allow students to more confidently address issues in their church and community. Student will be able to use both biblical and research/professional based answers to respond to social and economic issues in their community. An understanding of the humanitarian field and its expectations will increase the legitimacy of programs they implement and chances of receiving funding.

A CID degree will allow students to be more marketable to other fields outside of the church and improve their chances for employment. CID degree holders have a wide range of potential career paths in which the spiritual and physical contributions could be greatly beneficial. These roles generally fall into the following categories (not including exclusively pastoral roles):

- Practitioner:** project management and implementation in the field
- Policy/Advisory:** research, evaluation, lessons learned and developing policy recommendations to use within the organization and to advocate outside of the organization
- Advocacy & Outreach:** ministry, campaigning, lobbying, fundraising, media, communications
- Support:** human resources, finance, logistics, IT, etc.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Community and International Development Program in the College of Arts & Sciences. Students can potentially complete the two degrees in 3 years; 2 years in the Theological Seminary and 1 year in the Community and International Development Program.

The objectives of this program are to prepare students to better follow Christ's model for ministry by Equipping Pastors, Evangelists and missionaries with important tools, skills and knowledge in order to address the socio and economic needs of their churches and community.

- Students who receive this degree will have a more holistic view of the Church's mission and their community. They will receive practical training in:
- Finding Innovative approaches to improving quality of life of church and community members
 - Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
 - Assessing the needs of the community they will serve
 - Fundraising and Grant writing, Program Management
 - Managing Humanitarian Crisis and Programs
 - Program Design, Monitoring & Evaluations
 - Analyze, evaluate and design and execute Policy that affect constituents and local community.
 - Advocacy
 - Research (design, analysis and recommendations)

Since both the MSCID and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of each degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 95

Graduation requirements consist of the satisfactory completion of 95 semester credits with an overall grade point average of 3.0 GPA for the MA CIDS program. and 2.75 or higher for the MDiv program. 65 credits are MDiv credits, and 30 credits are Master of Community and International Development credits.

- 13 MDiv credits are used to fulfill equivalent MSCID requirements:
- MSSN 546 - Mission in Cultural and Religious Context (3 Cr)
 - CHMN 543 - Christian Leadership in a Changing World (2 Cr)
 - CHMN 560 - Theological Field Education (2 Cr)
 - 6 Credits of Electives with consultation of advisors

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

- Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
OR Biblical Literacy Exam 80% - August
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.
- Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2
OR Church Policy Exam 80% - August, September
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.
- Credits of CHMN 505 - Biblical Preaching **Credits:** 2
- Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3
OR Adventist Heritage Placement Exam 80%
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.
- Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3
- Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3
- Credits of NTST 520 - Introduction to the New Testament **Credits:** 2
- Credits of NTST 530 - Introduction to Revelation **Credits:** 2
- Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (*C- or higher*)
OR Greek Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (*C or higher*)
OR Greek Placement Exam 60% or higher - May, August
- Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3
- Credits of OTST 565 - Pentateuch **Credits:** 3
- Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (*C- or higher*)
OR Hebrew Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (*C+ or higher*)
OR Hebrew Placement Exam 65% or higher - May, August
- Credits of THST 521 - Christian Theology I **Credits:** 2,3
- Credits of THST 522 - Christian Theology II **Credits:** 2,3

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

- 2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

- On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits: 0**

Christian Ministry Credits: 15

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits: 3**

2 Credits of CHMN 555 - Pastoral Counseling **Credits: 2,3**

Choose one 3 credit Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits: 2–6**

CHMN 644 - Field Evangelism: Chaplaincy **Credits: 3**

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits: 3–6**

1 Credit of CHMN 567 - Health Ministry **Credits: 1–3**

2 Credits of CHMN 523 - Worship: Word and Music **Credits: 2,3**

Choose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits: 2,3**

CHMN 607 - Preaching from the Old Testament **Credits: 2,3**

CHMN 609 - Media Ministry **Credits: 2,3**

CHMN 614 - Preaching from Daniel or Revelation **Credits: 2,3**

CHMN 627 - Black Preaching **Credits: 2,3**

CHMN 632 - Contextualized Preaching: _____ **Credits: 2,3**

CHMN 633 - Preaching the Literary Forms of the Bible **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 637 - Seminar in Preaching **Credits: 2,3**

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education **Credits: 2–8**

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits: 2,3**

CHMN 606 - Mission-Shaped Church Planting **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 641 - Practicum in Military Chaplaincy **Credits: 2-8**

CHMN 656 - Evangelistic Small Groups **Credits: 2,3**

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3** Must be taken in entry semester (Fall or Spring) of MDiv Program

2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**

2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits: 2,3**

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**

2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits: 2**

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 **Credits: 2,3**

CHIS 609 - The Church in the Middle Ages **Credits: 2,3**

CHIS 620 - Seminar in Christian Biography **Credits: 2,3**

CHIS 625 - Seminar in Church-State Thought **Credits: 2,3**

CHIS 629 - History of Christian Spirituality **Credits: 2,3**

CHIS 630 - History of Jewish Experience **Credits: 2,3**

CHIS 634 - Reformation Theology **Credits: 2,3**

CHIS 635 - History of the African American Churches **Credits: 2,3**

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

CHIS 640 - Reformation: _____ **Credits: 2,3**

CHIS 650 - English Reformation and Rise of Puritanism **Credits: 2,3**

CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits: 3**

CHIS 655 - Wesley and Methodism **Credits: 2,3**

CHIS 657 - Seminar in Reformation Theology **Credits: 3**

CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits: 3**

CHIS 660 - History of Religion in America **Credits: 2,3**

CHIS 664 - History of American Religious Thought **Credits: 2,3**

CHIS 665 - Modern Church History **Credits: 2,3**

CHIS 668 - History of Religious Liberty **Credits: 2,3**

CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits: 2,3**

CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 680 - History of Sabbath and Sunday **Credits: 2,3**

CHIS 682 - Seminar in Church History **Credits: 3**

CHIS 683 - The Pastor, Church and Civil Law **Credits: 3**

CHIS 684 - Seminar in History of Sabbath and Sunday **Credits: 3**

CHIS 685 - Studies in Church History **Credits: 2,3**

CHIS 686 - Development of Prophetic Interpretation **Credits: 2,3**

CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits: 2,3**

CHIS 688 - Contemporary Trends **Credits: 2,3**

CHIS 689 - History of Worship and Liturgy **Credits: 3**

CHIS 690 - Independent Study **Credits: 1–3**

World Mission Credits: 3

MSSN 561 - Christian Witness and World Religions **Credits: 3**

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins **Credits: 2,3**

3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits: 3**

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

THST 615 - Doctrine of the Church **Credits: 2,3**

THST 616 - Doctrine of God **Credits: 2,3**

THST 617 - The Works of God **Credits: 2,3**

THST 618 - The Works of Christ **Credits: 2,3**

THST 619 - Principles and Methods of Theology **Credits: 2,3**

THST 630 - Doctrine of Christ **Credits: 2,3**

THST 637 - Biblical Eschatology **Credits: 2,3**

THST 639 - Doctrine of the Holy Spirit **Credits: 2,3**

THST 640 - Doctrine of Salvation **Credits: 2,3**

THST 647 - Human Nature and Destiny **Credits: 2,3**

THST 649 - Seminar in Theological Issues: _____ **Credits: 2,3**

THST 678 - Science and Religion **Credits: 2,3**

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

THST 623 - Contemporary Adventist Theological Issues **Credits: 2,3**

THST 624 - Protestant Theological Heritage **Credits: 2,3**

THST 625 - Early Christian Theology **Credits: 2,3**

THST 626 - Modern Christian Theology **Credits: 2,3**

THST 627 - Roman Catholic Life & Thought **Credits: 2,3**

THST 628 - Contemporary Theology **Credits: 2,3**

THST 629 - History and Theology of Ecumenism **Credits: 2,3**

THST 656 - Seminar in Historical

Theology: _____ **Credits: 2,3**

THST 667 - Postmodernism and the Church **Credits: 2,3**

THST 676 - History of Philosophy **Credits: 2,3**

3 Credits of THST 605 - Principles of Christian Ethics **Credits: 2,3**

OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics Course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):

THST 600 - Christian Personal Ethics **Credits: 2,3**

THST 634 - Christian Social Ethics **Credits: 2,3**

THST 643 - Christian Professional Ethics **Credits: 2,3**

THST 644 - Theological Ethics **Credits: 2,3**

THST 659 - Seminar in Philosophy, Theology, and

Ethics: _____ **Credits: 2,3**

THST 660 - Church and Society **Credits: 2,3**

CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits: 2**

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)

OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective
- *Intermediate Greek proficiency required. (NTST List A):*

NTST 645 - Hebrews **Credits:** 2,3

NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3

NTST 648 - Revelation **Credits:** 2,3

NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3

NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3

NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3

NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective
- *Intermediate Greek proficiency required. (NTST List B):*

NTST 613 - Love, Marriage and Divorce **Credits:** 2,3

NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3

NTST 616 - Theology of Luke-Acts **Credits:** 2,3

NTST 623 - New Testament Theology of Prayer **Credits:** 2,3

NTST 627 - New Testament Theology of Salvation **Credits:** 2,3

NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3

NTST 629 - New Testament Ecclesiology **Credits:** 2,3

NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3

NTST 633 - Social Issues in the New Testament **Credits:** 2,3

NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3

NTST 641 - Theology of the Johannine Writings **Credits:** 2,3

NTST 647 - Eschatology **Credits:** 2,3

NTST 667 - Topics in New Testament Theology **Credits:** 2,3

NTST 668 - New Testament Ethics **Credits:** 2,3

NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3

NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3

NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective
(NTST List C):

NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3

NTST 615 - New Testament Archaeology **Credits:** 2,3

NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3

NTST 635 - Intertestamental Literature **Credits:** 2,3

NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3

NTST 654 - Second Century Christianity **Credits:** 2,3

NTST 680 - Greco-Roman World **Credits:** 2,3

NTST 684 - Judaism and the New Testament **Credits:** 2,3

NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3

NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective
- *Intermediate Hebrew proficiency required (OTST List A):*

OTST 628 - Methods of OT Exegesis **Credits:** 2,3

OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3

OTST 664 - Pentateuch **Credits:** 3

OTST 666 - Historical Books **Credits:** 3

OTST 668 - Psalms/Wisdom Literature **Credits:** 3

OTST 675 - Minor Prophets **Credits:** 3

OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3

OTST 686 - Major Prophets **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics
Core Elective - *Intermediate Hebrew proficiency required (OTST List B):*

OTST 619 - Theology of the Old Testament **Credits:** 2,3

OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3

OTST 627 - Jewish Life and Thought **Credits:** 2,3

OTST 685 - Principles of Hermeneutics **Credits:** 2,3

2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3

OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required **OTST510 Archaeology & the Bible**.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

NTST 615 - New Testament Archaeology **Credits:** 2,3

OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3

OTST 604 - History of the Ancient Near East **Credits:** 2,3

OTST 635 - History of Israel **Credits:** 2,3

MS Community & International Development (MSCID) Credits: 30

MSCID Degree Prerequisites

Students must complete the following prerequisite courses or their equivalent.

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits:** 3

And

SOCI 432 - Research Methods II: Introduction **Credits:** 3

OR

SOCI 532 - Research Methods II: Introduction **Credits:** 2

Community and International Development Core

Foundation Courses Credits:12

CIDS 520 - Development Theory and Practice **Credits:** 3

CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3

CIDS 555 - Development Policy and Analysis **Credits:** 3

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

Skills Courses Credits: 11

CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2

CIDS 573 - Project Cycle Management **Credits:** 3

ACCT 505 - Survey of Accounting for Decision Making and Control **Credits:** 2

OR

CIDS 575 - Topics: **Credits:** 1–6

SOCI 508 - Emergency Preparedness **Credits:** 2

OR

CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3

Research Options Credits: 3-4

Student should choose either the Qualitative or Quantative Research Option

Qualitative Research Option Credits: 3-4

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3

OR

COMM 520 - Communication Research I **Credits:** 3

OR both of the following courses

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 2

SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 2

Quantitative Research Option Credits: 3

EDRM 611 - Applied Statistical Methods I **Credits:** 3

Experience Capstone Credits: 4-10

CHMN 560 - Theological Field Education **Credits:** 1,2

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

OR

CIDS 680 - Field Practicum **Credits:** 1,2

CIDS 698 - Research Project **Credits:** 2,3

CIDS 670 - Comprehensive Exam **Credits:** 0

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

- Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.
- Minimum of 2.5 Undergraduate GPA
- Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.
- If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.
- Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.
- 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.
- Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations
 - Church board where the applicant is a member
 - Church administrator, pastor, or elder
 - General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Application Deadline

Given that applying and obtaining pertinent documents for admission can be a long endeavor, the student must start the application process at least 4-6 months before the desired starting semester. See University deadlines for individual semesters [here](#).

Master of Science in Community and International Development

Applicants to the Dual degree program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.
- Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student

would be expected to take them during the first year of enrollment. Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

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

Master of Science in Community and International Development/Master of Social Work Dual Degree MSCID/MSW

Dual Degree Program Description

Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MSCID programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the requirements for the second degree would be met through completion of the requirements shown below.

MSCID Degree Requirements - 39-40 Credits

CIDP Core Courses - 11 Credits

- CIDS 520 - Development Theory and Practice **Credits:** 3
- SOCI 508 - Emergency Preparedness **Credits:** 2
- ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
- Remaining 3 credit hours satisfied by SOWK 630 - Policy for Social Change

Development Management - 10 Credits

- CIDS 530 - Community Assessment & Planning **Credits:** 3
- CIDS 536 - Project Design, Implementation & Evaluation **Credits:** 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2

Choose one of the following three courses:

- CIDS 515 - Organization and Human Resources **Credits:** 3
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

Research Tools & Skills - 6-7 Credits

- SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 2
- SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 2
- CIDS 670 - Comprehensive Exam **Credits:** 0
- CIDS 698 - Research Project **Credits:** 2,3 **OR** CIDS 699 - Master's Thesis **Credits:** 3,4

Practicum - 1 Credit

Field experience must be planned in consultation with both programs in order to satisfy all requirements.

Satisfied by: SOWK 635 - Advanced Field Experience **Credits:** 1–5

Concentration Electives - 12 Credits

SOWK 660 - Advanced Practice Evaluation

SOWK core credits may be applied to a CIDP concentration at the discretion of the CIDP Program Director.

MSW Degree Requirements

Basic Courses

SOWK 501 - Foundations of Practice I **Credits:** 4

SOWK 502 - Foundations of Practice II **Credits:** 4

SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2

SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2

SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2

SOWK 550 - Social Policy **Credits:** 2,3

SOWK 561 - Social Work Research I **Credits:** 2

SOWK 562 - Social Work Research II **Credits:** 2

SOWK 601 - Advanced Practice I **Credits:** 3

SOWK 602 - Advanced Practice II **Credits:** 2

SOWK 605 - Advanced Clinical Assessment **Credits:** 3

SOWK 630 - Policy for Social Change **Credits:** 3

SOWK 660 - Advanced Practice Evaluation **Credits:** 3

SOWK 689 - Advanced Professional Seminar **Credits:** .5

Field Experience

SOWK 535 - Generalist Field Experience Credits: 4 = 400 hours

SOWK 510 - Generalist Field Seminar **Credits:** .5

SOWK 635 - Advanced Field Experience Credits: 5 = 500 hours

SOWK 610 - Advanced Field Seminar **Credits:** .5

Electives - 10 Credits

MSW Emphasis Options

Administration & Development Emphasis

CIDS 520 - Development Theory and Practice **Credits:** 3

Choose one of the following courses

CIDS 515 - Organization and Human Resources **Credits:** 3 **OR** BSAD 515 -

Organizational Behavior & Leadership Credits: 3 **OR** BSAD 530 -

Leadership & Management of Not-for-Profit Organizations Credits: 3

International Social Work Emphasis

CIDS 536 - Project Design, Implementation & Evaluation **Credits:** 3 (Satisfies

SOWK 675 - Topics: Grantwriting Credits: 1)

SOWK 537 - International Social Work **Credits:** 2

Collaborative Program Objectives

To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;

To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Admission Requirements

Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country.

Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

Students must maintain a minimum cumulative GPA of 3.0;

No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39-40 credit hours for the two-year regular program, which includes 12 elective credits (minimum of 4 courses). Students with certain prerequisites may qualify for the 30-credit advanced standing program. The two-year regular MSW degree requires 46 core credit hours, plus 10 elective hours. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program, while those with a lower GPA must complete the Advanced Standing Plus requirements.

These program models create a curriculum that allows for the integration of 21–24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share courses in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSCID/MSW SOCIAL WORK COURSES 215 dual degree program would register for social work core classes in lieu of certain CIDP courses and would take an emphasis in either Administration & Development or International Social Work. Students will take shared courses as outlined below.

MSW Requirements

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

English Language Requirement

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.

TOEFL ITP (paper-based) - A minimum score of 550

TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section

MELAB - 80 with a minimum of 80 on each section

IELTS (Academic version) - 6.5

PTE (Academic version) - 54

2. Nelson Denny - score of 13 and

3. Personal interview with MSW program director or designee.

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE ScoreScholarship

320 50% tuition reduction

310 25% tuition reduction
300 10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Anthropology

ANTH 124 - Introduction to Anthropology

Credits: 3

An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural beginnings, introduction to the study of cultural variation, and models of culture.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

College Code: CAS

ANTH 200 - Cultural Anthropology

Credits: 3

Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding "ourselves" and those we call "others."

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced

College Code: CAS

ANTH 205 - Introduction to Archaeology

Credits: 3

An introduction to some of the discoveries made by archaeologists and to some of the methods whereby their discoveries are made. Advances in archaeological method and theory over the past 100 years are explained and illustrated.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

College Code: CAS

ANTH 417 - Cultural and Developmental Anthropology

Credits: 3

Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world-making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real-world problems.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

ANTH 435 - Museum and Lab Methods

Credits: 3

Methods for preparation and preservation of archaeological finds. Conservation, cleaning, cataloguing, and classification. Analysis of lithics, ceramics, faunal and floral remains, metals, and glass.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

ANTH 440 - Topics:

Credits: 1-3

Topics in cross-cultural anthropology.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

ANTH 455 - Ethnography

Credits: 3

An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

Year Offering: Alternate years

College Code: CAS

ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East

Credits: 3

Perspectives on the Middle East History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives on women, families, tribes, and states. Islam and the modern world. Offered as credit on summer tours.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

ANTH 495 - Independent Studies/Readings in Anthropology

Credits: 1-3

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

ANTH 496 - Supervised Fieldwork in Anthropology or Archaeology

Credits: 1-8

Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 8 credits

Schedule Type: Blended Learning, Practicum

College Code: CAS

ANTH 517 - Cultural and Developmental Anthropology

Credits: 2

Introduction to the basic concepts, methods and theories of cultural anthropology. Anthropological perspectives on culture change, globalization, global and local world-making, indigenous knowledge, sustainable community development, and project management. Special emphasis on anthropological principles and techniques that inform development work including application of anthropological knowledge and research to real-world problems.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

ANTH 555 - Ethnography

Credits: 2,3

Introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnography fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ANTH 600 - Seminar in Cultural Anthropology

Credits: 2,3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Seminar

College Code: CAS

Behavioral Sciences

BHSC 100 - Philosophy of Service and Civic Engagement

Credits: 2

Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

BHSC 225 - Global Social Issues

Credits: 3

This course addresses issues which may include poverty, gender, health disparities, education, immigration, inequality, and anthropocene issues with an emphasis on their impact on global humanitarian and development issues from a Christian perspective.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences

Credits: 3

Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point-estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square and ANOVA.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

BHSC 235 - Culture, Place and Interdependence

Credits: 3

Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

BHSC 300 - Philosophy of Service Fieldwork

Credits: 1,2

Provides an opportunity for the practical application of the theories, principles and concepts learned in BHSC 100.

Course/Lab Fee: Yes

Course Attribute: Service course

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): BHSC 100 or permission of Service Learning Coordinator. 20 hours of service is required for each credit registered for. Does not apply to a major or minor.

Schedule Type: Blended Learning, Practicum

College Code: CAS

BHSC 378 - Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

BHSC 405 - Introduction to Public Health

Credits: 3

An overview of some of the important content areas and disciplines that make up Public Health, including Health Promotion and Education and Education, Environmental Health, Epidemiology, Disease Prevention, Global or International Health issues and other aspects of our environment that effect the Public Health.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: CAS

BHSC 438 - Workshop

Credits: 0–3

Provides an opportunity to study in a focused area within the behavioral sciences. A paper is required for more than one credit and may be required for one credit.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

BHSC 440 - Topics:

Credits: 1–4

Examines emerging issues in the behavioral sciences.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning

College Code: CAS

BHSC 480 - Professional Conference:

Credits: 0–1

This course provides an opportunity for students to attend a professional conference or meeting, allowing them to study and present research in a focused area within the Behavioral Sciences Fields – Psychology, Sociology, Anthropology, and Geography. Students taking this course for credit must be required to do a presentation or poster at the conference or to complete a literature review.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

BHSC 495 - Independent Study/Readings in Behavioral Sciences

Credits: 1–3

Individual assignments and/or reports and/or individualized research in behavioral sciences are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: CAS

BHSC 498 - Research Project in Behavioral Sciences

Credits: 0–3

An independent research project in behavioral sciences typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

Special Approval: Instructor permission required

College Code: CAS

BHSC 575 - Topics:

Credits: 1–5

Examines emerging issues in the Behavioral Sciences.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

BHSC 578 - Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

BHSC 590 - Internship

Credits: 1–3

To be arranged in cooperation with the student's advisor.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Blended Learning, Practicum

College Code: CAS

BHSC 648 - Workshop

Credits: 1,2

Provides an opportunity to study in a focused area within the behavioral sciences.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

BHSC 690 - Independent Study/Readings/Research Project in Behavioral Sciences

Credits: 1–3

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

Comm & Intl Development

CIDS 515 - Organization and Human Resources

Credits: 3

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 520 - Development Theory and Practice

Credits: 3

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

CIDS 523 - Humanitarian and Development Practice

Credits: 1–3

Develop strategic approaches to understanding and addressing challenges in the relationship between humanitarian and development practice. Cross-cutting topics will be grounded in ethics, faith, and religious principles and practice.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 524 - Humanitarian Studies: Theory and Practice

Credits: 3

This course will offer a practical and in-depth analysis of the complex issues and skills needed to engage in humanitarian work.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 525 - Ethics in Development

Credits: 2

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

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: CAS

CIDS 530 - Community Assessment & Planning

Credits: 3

Introduction to concepts and methods of conducting a community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

CIDS 535 - Budgeting, Fundraising & Grantsmanship

Credits: 2

Program planning based on need and capacity will be used to develop grant proposals to address the need. Hands-on experience is sought, linking classroom instruction and real community situations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 536 - Project Design, Implementation & Evaluation

Credits: 3

Explore perspectives and approaches within the project management body of knowledge. Understand the context and interdependence of elements of project management and introduce tools using the project cycle approach for practitioners of project management. Build on problem and objectives analysis, formation of projects and budgets, implementation, monitoring and evaluation criteria. Develop techniques for creating persuasive written grant proposals.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

CIDS 538 - Needs Assessment, Project Design and Evaluation

Credits: 3

This course provides theoretical and practical applications to project and program development. It includes the following topics: Needs assessment, capacity mapping, planning, monitoring and evaluation

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 540 - International Development: Strategy Design & Implementation

Credits: 3

Evolution of international development theory across disciplines. Changing conceptualizations, measurements, processes and effects of development and poverty. Ethnicity, social class, gender, and community influences on socioeconomic processes. Current issues, concerns, and strategic alternatives. Development policy design, strategy, programs, and projects.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 543 - Linking Humanitarian & Development Aid

Credits: 1–3

Presents different strategic and ethical approaches to understanding and addressing challenges in the relationship between humanitarian and development aid. Topics that will be covered: faith and religion, coordination, partnership, security, funding, sustainability, etc.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

CIDS 544 - International Development: Cases and Application

Credits: 3

This course examines community and international development theory and practice through field study and fieldwork. Issues to be covered may include development and humanitarian aid and response.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

CIDS 547 - Social Gerontology

Credits: 3

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 550 - Education for Sustainable Development

Credits: 3

Provides an overview of education for sustainability. Focuses on international projects and organizations that address education for sustainable development. Explores education as a means to address development issues such as social justice, poverty, food security, globalization, etc. Covers different educational approaches and models that ensure a healthy environment, vibrant community, and equitable society.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 554 - Poverty Analysis & Reduction Strategies

Credits: 3

This seminar will examine the nature, extent and measures of rural and urban poverty, its causes and consequences, and the antipoverty programs proposed by government, activists, anti-poverty organizations such as NGOs, academic community and international and bilateral aid organizations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

CIDS 555 - Development Policy and Analysis

Credits: 3

Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 559 - Death and Grief in Contemporary Society

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 560 - Political Economy of Development

Credits: 3

Overview of the political economy of developing countries and the complex interplay of international system, international economic and political economy factors that influence development initiatives and outcomes. Discuss the relation of globalization, trade, aid, and international economic and development institutions on development activity. Specific topics include development and economic policy, civil society, alternative development models, democracy, authoritarianism, sustainable development and gender.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 563 - Policy and Political Economy Analysis

Credits: 3

Examines the complex interplay of global and local political and economic processes that lead to the formulation, adoption, implementation, and evaluation of humanitarian and development policies and programs across countries. It will provide tools for political economy and policy analysis.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 565 - Institutions in Development

Credits: 3

Overview of the effect of formal and informal institutions on development, combining in-depth case studies of a variety of domestic and international institutions with theoretical and empirical insights from development disciplines (comparative politics, political economy, international relations, and economics).

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 568 - Community Change

Credits: 2

This course will introduce you to the field of Community Psychology which is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate Years

College Code: CAS

CIDS 570 - Governance in Developing Countries

Credits: 3

Discusses basic theories and concepts of governance and its relation to development. Examines how domestic institutions, historic legacies, socioeconomic factors, non-state actors, conflict, and democratization process affect the quality of government and level of development. Addresses the challenges of development from a governance perspective. Special attention will be given to developing countries.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 573 - Project Cycle Management

Credits: 3

Presents and analyzes components of project cycle management. Emphasizes the importance of accountability using the Results based management approach.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

CIDS 575 - Topics:

Credits: 1–6

Examines emerging issues in Community & International Development.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning
College Code: CAS

CIDS 578 - Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

CIDS 580 - Organizational & Community Leadership

Credits: 1,2

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

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 583 - Professional Conference:

Credits: 0-1

This course provides an opportunity to attend a professional conference or meeting, allowing them to study and present research in a focused area within the Community & International Development Field. Students taking this course for 1 credit may be required to do a presentation or poster at the conference or to complete a literature review.

Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Workshop
Special Approval: Instructor permission required

College Code: CAS

CIDS 585 - Gender, Economic Development, and Poverty Reduction

Credits: 3

Introduces the linkages between gender equality and growth & poverty-reduction, and enhances students' ability to participate in the design and implementation of poverty-reduction strategies. Explores the concepts of gender inequality as it relates to poverty; discusses the importance of gender issues in economic development and how they relate to attaining the Millennium Development Goals. Other concepts to be covered: Access to education, health, labor markets, employment opportunities, and productive resources as they affect growth.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 586 - Gender, Ethnicity and Family in Development

Credits: 2

This course provides an overview of the role of and issues surrounding gender and ethnicity in society. Particular attention will focus on how ethnic and gender roles impact family structure, function and interaction patterns, as well as how these patterns impact community and international development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 590 - Issues in Gender and Development

Credits: 3

Familiarizes students with the main analytic debates in the field of gender and development. Institutional domains (households, family and kinship, the market, the community and the state) through which gender relations are both defined and transformed receive separate attention. An introductory survey of conceptual approaches to gender is followed by a treatment of central topics which include: the move from WID (women in development) to GAD (gender and development) as critical perspectives in development studies, conceptual approaches to households, men and masculinities in development, globalization and women's employment, gender, state and governance, women's movements and state-civil

society relations, gender, conflict and post-conflict, and an appraisal of prospects for gender-aware planning and empowerment.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

CIDS 631 - Professional Development Seminar

Credits: 0.5,1

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

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
College Code: CAS

CIDS 632 - Portfolio Development Seminar

Credits: 1

ring a student's final year in the program.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Term Offering: Spring
College Code: CAS

CIDS 650 - Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 655 - Program Continuation

Credits: 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 660 - Thesis Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration. .

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 665 - Preparation for Comprehensive Exams

Credits: 0

Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 670 - Comprehensive Exam

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 677 - Colloquium

Credits: 1
The course provides a forum for development and peer review of research projects by CIDP graduate students. It is required for all students to submit at least one paper for presentation at a professional conference or at least one article for publication in a professional journal before graduation. The course is to be taken during the student's first Spring semester in the program.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

CIDS 680 - Field Practicum

Credits: 1,2
Students integrate course content and theory into practice during a 720 hour field practicum coordinated with each student's research project and/or concentration that is the concluding requirement for the concentration. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio or do a presentation about the field practicum. Registration for this course qualifies for full-time status.

Course Attribute: Full-time Status

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): CIDS 520, CIDS 530, and 2 courses in concentration.
Repeatable: Repeatable up to 2 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS

CIDS 689 - Seminar

Credits: 1–3
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

CIDS 690 - Independent Study

Credits: 1–3
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CIDS 697 - Portfolio Project

Credits: 2
Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment, and explores issues related to career development and life-long learning. Students will include at least one significant research project. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration. .

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: CAS

CIDS 698 - Research Project

Credits: 2,3
A research project is carried out by a master's degree candidate in which the student's mastery of the research process is demonstrated. Students can submit one of the following: 1) Grant proposal and application or 2) Research for publication. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: CAS

CIDS 699 - Master's Thesis

Credits: 3,4
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: CAS

Family Studies

FMST 201 - Personal Relationships

Credits: 3
The interdisciplinary study of personal relationships including intimate relationships, marriage and family living. The course will focus on the processes and skills necessary to build, maintain and enjoy important relationships across the lifespan.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FMST 454 - Family Violence Across the Lifespan

Credits: 3
Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

Geography

GEOG 110 - Survey of Geography

Credits: 3
A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GEOG 240 - Physical Geography

Credits: 3
The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

GEOG 260 - Cultural Geography

Credits: 3
The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GEOG 335 - Introduction to Geographic Information Systems

Credits: 3
The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GEOG 460 - Topics:

Credits: 2,3
Study of selected topics in geography. Topic and credit to be announced in advance.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 9 credits with different topics
Schedule Type: Lecture
College Code: CAS

GEOG 495 - Independent Study/Rdgs/Res

Credits: 1–3
Independent work on a specified topic under the guidance of department advisor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 9 credits with permission of Department Chair
Schedule Type: Independent
College Code: CAS

International Development Administration Studies

IDAS 597 - Portfolio

Credits: 1
An organized collection of educational and professional accomplishments is produced. This will include basic personal and background information, a profile of the Focus area, outstanding academic work, and other artifacts acquired to demonstrate achievements and competencies related to international development.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 610 - Ethics in Development

Credits: 2
Overview of the philosophical field of ethics and introduction to frameworks for ethical decision-making. Examine the development process and analyze ethical problems pertaining to the confrontation between development objectives and culture, religion, gender, and the environment. Biblical resources are offered to approach potential dilemmas at work and home in an ethical way.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

IDAS 613 - Applied Statistical Methods

Credits: 2
Analysis of data using descriptive and basic inferential statistics, frequency distribution, measures of central tendency, sampling, distribution, levels of significance in hypothesis testing, correlation, t-tests, one way analysis of variance, simple linear regression, and chi-square.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Interactive Online
College Code: CAS

IDAS 620 - Strategic Planning in Global Leadership

Credits: 3
A multi-disciplinary course which focuses on current and emerging issues of

organizational leadership. The course will teach the role of creating a meaningful strategic plan for an effective administrative system for organizations to survive intensifying globalization. Components include the strategic planning process, roles of board and staff, critical importance of a stakeholder analysis, the purpose of mission and vision, and the difference between goals, strategies and objectives.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: CAS

IDAS 623 - Development Research Methods

Credits: 2
Background and experience in understanding quantitative and qualitative research designs as they relate to the student's Focus area. Topics include the research process, defining variables, formulating and stating the problem, planning and designing the research, conducting literature review, instrumentation, data collection procedures, researchers ethical and legal responsibilities and basic data analysis. Students are expected to develop a research proposal. Pre- or co-requisite IDAS613.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite/Corequisite: IDAS 613
Schedule Type: Interactive Online
College Code: CAS

IDAS 630 - Concepts of Project Management

Credits: 3
Introduce concepts and methods of conducting community assessment and capacity mapping. Develop skills in selecting, analyzing, interpreting and presenting data affecting program planning and implementation. Consider complex interactions affecting program accountability and outcomes. Provides practical opportunity to exercise skills needed for project design and evaluation.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Lecture
College Code: CAS

IDAS 635 - Professional Training: Focus Area

Credits: 2–3
Students are required to participate in Professional Training related to the selected Focus area, culminating in a synthesis paper on best practices learned during the training. In addition, the student will design and implement a Colloquium to present best practices in the Focus area.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 640 - Topics: _____

Credits: 1–3
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

IDAS 650 - Project Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 655 - Program Continuation

Credits: 0
Students may register for this non-credit continuation course to maintain active status.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 670 - Comprehensive Examinations

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 680 - Field Practicum: Focus Area

Credits: 2
The Field Practicum integrates International Development theory into practice. There are two options to fulfill the Field Practicum. Students will complete either; (1) a baseline and benchmarking study to understand best practices in the focus area; or (2) complete an internship of 300 hours in a sponsoring organization. The course culminates with an oral presentation of the students' findings and experiences.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: CAS

IDAS 690 - Independent Study

Credits: 1–3
Individualized reading or research in a specified area under the guidance of an instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

IDAS 696 - Specialization Essay: (Focus Area)

Credits: 1,2
Students are required to broaden knowledge in their Focus area through synthesizing and critiquing scholarly journal articles, professional association 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 literature review will be a "Specialization Essay."

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDAS 697 - Research Project

Credits: 3
A research project is carried out by a master's degree candidate in which mastery of the research process is demonstrated. The student is expected to choose a research topic related to his/her Focus area.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: CAS

Psychology

PSYC 101 - Introduction to Psychology

Credits: 3
Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

PSYC 105 - Careers and Plans for the Psychology Major

Credits: 0
This course focuses on career and academic planning issues for psychology majors. Information presented in the course will focus on the clarification, selection, and pursuit of a career in psychology or a related field. Topics will include an overview of the skills and knowledge expected of an undergraduate major in psychology, career options in psychology and related fields, preparation for employment with a bachelor's degree, and preparation for graduate school. Students will develop an academic and career timeline, prepare for their remaining years in the psychology program, and explore interest areas in psychology.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: CAS

PSYC 180 - Dealing with Your Mind

Credits: 3
An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands-on experience with these topics. Students will be exposed to research opportunities.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 204 - Personal, Social and Career Development

Credits: 3
Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self-management and self-improvement.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 210 - Introduction to Health Psychology

Credits: 3
Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101.
Schedule Type: Lecture
College Code: CAS

PSYC 269 - History and Systems of Psychology

Credits: 3
A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

PSYC 301 - Human Development

Credits: 3
Lifespan is an integrative approach to psychological development which emphasizes the inter-dependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or written permission of the teacher.
Schedule Type: Lecture, Self-Paced
College Code: CAS

PSYC 315 - Organization and Human Resources

Credits: 3
This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly as well as how to conduct empirical research in organizational settings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 319 - Stress Management

Credits: 3
An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 364 - Learning and Behavior

Credits: 3
A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101.
Schedule Type: Lecture
College Code: CAS

PSYC 366 - Drugs and Behavior

Credits: 3
An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

PSYC 405 - Midwestern Psychological Association Meeting

Credits: 1
The Midwestern Psychological Association Meeting is an annual meeting at which scientific papers and symposia are presented and functions to encourage psychology as a scientific profession. The goal of this class is to expose students to this approach to psychology, and increase their interest in psychology as a science, as well as develop a professional plan for life after graduation.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: CAS

PSYC 410 - Introduction to Theories in Counseling & Psychotherapy

Credits: 3
An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Limited to psychology majors and minors, or permission of the instructor.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101, and one of the following: PSYC 454, PSYC 269 or PSYC 460.
Schedule Type: Lecture
College Code: CAS

PSYC 420 - Human Sexuality

Credits: 3
A study of the multiple aspects of sexuality within a framework of Christian values.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PSYC 432 - Research Methods II: Introduction

Credits: 3
Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BHSC 230 or STAT 285.
Schedule Type: Lecture
College Code: CAS

PSYC 433 - Research Methods III: Advanced Research Design

Credits: 3
The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PSYC 434/SOCI 434.
Prerequisite(s): BHSC 230 or STAT 285 and PSYC 432.
Schedule Type: Lecture
College Code: CAS

PSYC 434 - Research Methods IV: Advanced Statistical Analysis and SPSS

Credits: 3
A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PSYC 433 , SOCI 433 .
Prerequisite(s): BHSC 230 or STAT 285 and PSYC 432 , SOCI 432 . Must have achieved a grade of "C" (not C-) in either BHSC 230 or STAT 285 .
Schedule Type: Lecture
College Code: CAS

PSYC 438 - Workshop

Credits: 1-3
Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

PSYC 445 - Cognitive Psychology

Credits: 3
A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or PSYC 180.
Schedule Type: Lecture, Lecture/Lab
College Code: CAS

PSYC 449 - Neuropsychopharmacology

Credits: 3
A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or PSYC 180; BIOL 221, BIOL 222 or BIOL 165, BIOL 166.
Schedule Type: Lecture/Lab
College Code: CAS

PSYC 450 - Social Psychology

Credits: 3
A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or SOCI 119
Schedule Type: Lecture, Lecture/Lab
College Code: CAS

PSYC 454 - Theories of Personality

Credits: 3

Integrates subfields of psychology to enhance understanding of the individual personality.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101.

Schedule Type: Lecture

College Code: CAS

PSYC 460 - Psychology of Abnormal Behavior

Credits: 3

A study of deviant human behavior and theories of causation and remediation.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101.

Schedule Type: Lecture

College Code: CAS

PSYC 465 - Physiological Psychology

Credits: 3

Introduces the biological bases of behavior. Examination of the neuroanatomical and physiological foundations of such topics as the mind/body problem, the development of language and learning, sexual behavior, recovery from brain damage, and psychopathology.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101. Normally offered odd years.

Schedule Type: Lecture

College Code: CAS

PSYC 468 - Community Psychology

Credits: 3

This course will introduce you to the field of Community Psychology. Community Psychology is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101 or SOCI 119

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PSYC 471 - Behavior Modification

Credits: 3

The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101.

Schedule Type: Lecture

Year Offering: Even years

College Code: CAS

PSYC 475 - Topics:

Credits: 1–4

Examines emerging issues in Psychology

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

PSYC 480 - Field Experience

Credits: 1–8

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork activity is required for each credit. Consult staff before registering. Open only to departmental majors.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 8 credits

Schedule Type: Practicum

College Code: CAS

PSYC 483 - Disaster Psychology

Credits: 3

This course focuses on the psychological and physiological human response to natural and man-made disasters. Using research from the field, students will examine normal and abnormal reactions, the recovery process, resilience, and various disaster mental health response modalities. Differences between natural and man-made disasters are explored, along with factors that contribute to and mitigate post-traumatic effects.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PSYC 485 - Professional Portfolio

Credits: 0

A student portfolio demonstrating that the student has met the program learning outcomes in the psychology major. Required as part of the capstone for all students who do not complete a research project (PSYC498) along with PSYC4xx (MPA), complete field work (PSYC480), or complete a practicum project (PSYC490). The portfolio will be introduced along with other capstones in PSYC1xx (Careers and Plans).

Grade Mode: Normal (A-F,I,W)

Schedule Type: Independent

College Code: CAS

PSYC 486 - Psychological Assessment

Credits: 3

Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101, BHSC 230 or STAT 285.

Schedule Type: Lecture

College Code: CAS

PSYC 490 - Practicum in Psychology

Credits: 3

This course is designed to build on psychological knowledge gained in previous coursework, explore different theories outlining how to work with agencies, and apply this knowledge to working in a community agency. The course requires students to spend 90 hours at the agency field site during the semester, and meet weekly as a class to discuss theories of intervention and their field experiences. Student's final grade in this course will be based on feedback from the site supervisor as well as the instructor's evaluation of classwork and fieldwork. It is recommended that students meet with the instructor the semester beforehand to discuss class requirements and placement options. Enrollment in this class is limited to psychology majors and minors of junior or senior status, or permission of the instructor.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101 and six additional credits of psychology courses

Schedule Type: Practicum

College Code: CAS

PSYC 495 - Independent Study/Readings in Psychology

Credits: 1–3

Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: CAS

PSYC 498 - Research Project in Psychology

Credits: 0–3

An independent research project in psychology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor permission required

College Code: CAS

PSYC 525 - Disaster Psychology

Credits: 2

This course focuses on the psychological and physiological human response to natural and man-made disasters. Using research from the field, students will examine normal and abnormal reactions, the recovery process, resilience, and various disaster mental health response modalities. Differences between natural and man-made disasters are explored, along with factors that contribute to and mitigate post-traumatic effects.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

PSYC 566 - Drugs and Behavior

Credits: 3

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

Sociology

SOCI 119 - Principles of Sociology

Credits: 3

A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

SOCI 160 - Introduction to International Development

Credits: 3

Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
College Code: CAS

SOCI 235 - Police Organization, Administration and Community Dynamics

Credits: 3

Examines organizational theory, leadership, communications, budgeting, and labor relations in police administration. Policing roles, responsibilities, and trends pertinent to contemporary law enforcement, as well as public relations and community policing philosophy will also be explored. Offered odd years.

Grade Mode: Normal (A-F,I,W)
Schedule Type: lecture
College Code: CAS

SOCI 314 - Migrant & Refugee Issues

Credits: 2,3

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic, and environmental push-and-pull factors that influence immigration and emigration within the framework of globalization.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 315 - Introduction to Criminal Justice

Credits: 3

Provides an overview of the theories, history, functions, structure and organization of agencies associated with the criminal justice system in this society.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

SOCI 345 - Juvenile Delinquency

Credits: 3

Topics related to modern youth in trouble, sociological analysis of the problems of youth, legal and societal factors involved in delinquency, and some of the remedial measures now being used.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

SOCI 350 - Social Policy

Credits: 2

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

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 366 - Drugs and Behavior

Credits: 3

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

SOCI 408 - Emergency Preparedness

Credits: 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series, Incident Command Systems (100 and 200), and the National Incident Management System (700 and 800). A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion. Evidence of current CPR/AED certification must be provided before the end of the course.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

SOCI 410 - Social Gerontology

Credits: 3

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

SOCI 420 - Medical Sociology

Credits: 3

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

College Code: CAS

SOCI 421 - Development Theory & Practice

Credits: 3

Provide an introduction to different theoretical perspectives of development. Review of the history of development which provides a critical and ethical understanding of the social, economic, and political dimension of development in practice. This course addresses a range of processes to address the needs of diverse communities in multiple and complex contexts. Open to seniors only.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 425 - Racial and Ethnic Relations

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 430 - Gender Roles in Contemporary Society

Credits: 3

Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 431 - Needs Assessment and Capacity Mapping

Credits: 3

Introduction to concepts and methods of conducting a Community needs assessment and mapping community capacity to address those needs. Development of skills in selecting, analyzing, understanding, and interpreting assessment outcomes to inform policy and practice. Consider complex interactions between community and international development stakeholders and other factors affecting accountability, project planning, and outcomes. Open to seniors only.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 432 - Research Methods II: Introduction

Credits: 3

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BHSC 230 or STAT 285.

Schedule Type: Lecture

College Code: CAS

SOCI 433 - Research Methods III: Advanced Research Design- Experimental and Survey

Credits: 3

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.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PSYC 434.

Prerequisite(s): BHSC 230 or STAT 285 and PSYC 432.

Schedule Type: Lecture

College Code: CAS

SOCI 434 - Research Methods IV: Advanced Statistical Analysis & SPSS

Credits: 3

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PSYC 433/SOCI 433.

Prerequisite(s): BHSC 230 or STAT 285 and PSYC 432/SOCI 432.

Schedule Type: Lecture

College Code: CAS

SOCI 440 - Sociology of the Family

Credits: 3

This course focuses on theoretical understandings of family relationships in diverse settings and the various contexts that shape and sustain such relationships.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 444 - International Development:Cases and Application

Credits: 3

This course examines community and international development theory and practice through field study and fieldwork. Issues to be covered may include development and humanitarian aid and response.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

SOCI 445 - Emergency Planning

Credits: 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOCI 408 or SOCI 508 or SOWK 408.

Schedule Type: Lecture

College Code: CAS

SOCI 449 - Disaster Response and Emergency Operations

Credits: 2

Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BSAD 526; SOCI 408 or SOCI 508

Schedule Type: Lecture

College Code: CAS

SOCI 454 - Poverty Seminar

Credits: 3

This seminar will examine the nature, extent and measures of rural and urban poverty, its causes and consequences, and the antipoverty programs proposed by government, activists, anti-poverty organizations such as NGOs, academic community, international and bilateral aid organizations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning
College Code: CAS

SOCI 455 - Development Policy and Analysis

Credits: 3

Examine the processes that lead to the formulation, adoption, implementation, and evaluation of development policies and programs across countries. Study types of policies, policy design, and policy tools. Develop skills of political and bureaucratic analysis that can improve policy analysis, policy decision-making, and policy implementation for sustainable development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 460 - Death and Grief in Contemporary Society

Credits: 2

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

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 468 - Community Psychology

Credits: 3

This course will introduce you to the field of Community Psychology which is an interdisciplinary field that emerged from clinical psychology, but incorporates perspectives and theories from sociology, public health, and anthropology. Utilizing a strengths-based approach, it goes beyond an individual focus to promote positive change, health, and empowerment at individual and systemic levels. This course can serve as preparation for those taking the practicum course as their capstone requirement.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or SOCI 119
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

SOCI 470 - Demography

Credits: 3

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

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 474 - Social Thought and Theory

Credits: 3

The roots of self-conscious social thought and the rise of sociology and anthropology as scientific disciplines in the 19th century. Major theoretical orientations in their fields, proponents, and impact on present-day sociology and anthropology are reviewed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
College Code: CAS

SOCI 475 - Topics:

Credits: 1–4

Examines emerging issues in Sociology

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

SOCI 478 - Principles and Practice of Hazards Mitigation

Credits: 3

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOCI 408 or SOCI 508 or SOWK 408.

Schedule Type: Lecture
College Code: CAS

SOCI 480 - Field Experience

Credits: 1–8

Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork is required for each credit. Open only to departmental majors.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 8 credits
Schedule Type: Blended Learning, Practicum
College Code: CAS

SOCI 486 - Gender, Ethnicity and Family in Development

Credits: 3

This course provides an overview of the role of and issues surrounding gender and ethnicity in society. Particular attention will focus on how ethnic and gender roles impact family structure, function and interaction patterns as well as how these patterns impact community and international development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOCI 490 - Capstone in Emergency Preparedness (Practicum)

Credits: 1–3

Experience in Disaster Preparedness exercises. Individually planned with the student by the instructor in consultation with local campus and community Emergency Coordinators. Briefing and reflections with the instructor will be expected of students enrolled in this course. Permission of instructor required.

Course Attribute: Service course

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): SOCI 408/SOWK 408 or equivalent and one other core course in Emergency Preparedness.
Repeatable: Repeatable up to 3 credits
Schedule Type: Practicum
College Code: CAS

SOCI 495 - Independent Study/Readings in Sociology

Credits: 1–3

Individual assignments and/or reports and/or individualized research in sociology are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

SOCI 497 - Internship

Credits: 1,2

Supervised internship in a human services setting is approved in advance by department chair or program director. A minimum of 100 hours of internship is required for each credit. Open only to departmental majors.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 2 credits
Schedule Type: Practicum
College Code: CAS

SOCI 498 - Research Project in Sociology

Credits: 0–3

An independent research project in sociology typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Instructor Permission Required

College Code: CAS

SOCI 508 - Emergency Preparedness

Credits: 2

Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series, Incident Command Systems (100 and 200), and the National Incident Management System (700 and 800). A passing grade is required on each module for satisfactory grade and receipt of a Professional Development Series Certificate of Completion. Evidence of current CPR/AED certification must be provided before the end of the course.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 510 - Gender Roles in Contemporary Society

Credits: 3

Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 514 - Migrant & Refugee Issues

Credits: 2,3

This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 515 - Racial and Ethnic Relations

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 532 - Research Methods II: Introduction

Credits: 2

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BHSC 230 or STAT 285.

Schedule Type: Lecture

College Code: CAS

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey

Credits: 2

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.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): SOCI 534.

Prerequisite(s): BHSC 230 or STAT 285 and SOCI 532.

Schedule Type: Lecture

College Code: CAS

SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS

Credits: 2

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): SOCI 533

Prerequisite(s): BHSC 230 or STAT 285 and SOCI 532. Must have achieved a grade of "C" (not C-) in either BHSC 230 or STAT 285 .

Graduate students who have not achieved a grade of "C" or better will be encouraged to take EDRM 605 Qualitative Research Methods in Education and Psychology.

Schedule Type: Lecture

College Code: CAS

SOCI 549 - Disaster Response and Emergency Operations

Credits: 2

Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BSAD 526; SOCI 408 or SOCI 508

Schedule Type: Lecture

College Code: CAS

SOCI 550 - Social Policy

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 554 - Community Health & Human Disease

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: CAS

SOCI 555 - Emergency Planning

Credits: 2

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes the use of related FEMA-provided modules

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOCI 408 or SOCI 508 or SOWK 408.

Schedule Type: Lecture

College Code: CAS

SOCI 560 - Family Resource Management

Credits: 3

Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the lifespan, with emphasis on the family.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

College Code: CAS

SOCI 565 - Demography

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOCI 575 - Topics:

Credits: 1–5

Examines emerging issues in Sociology

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

SOCI 578 - Principles and Practice of Hazards Mitigation

Credits: 3

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes the use of related FEMA-provided modules.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOCI 408 or SOCI 508 or SOWK 408 .

Schedule Type: Lecture

College Code: CAS

Biology

Price Hall, Room 216
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Faculty

Robert E. Zdor, *Chair*
Peter J. Lyons, *Graduate Program Coordinator*
Daniel Gonzalez
H. Thomas Goodwin
Shandelle Henson
David N. Mbungu
Marlene N. Murray
Benjamin A. Navia
Denise L. Smith
Brian Y. Y. Wong

Emeriti

Bill Chobotar
James L. Hayward
David A. Steen
John F. Stout
Dennis W. Woodland

Adjunct Faculty

Andrew Rice
Melinda Villanueva

Mission

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist Christian worldview. To achieve this mission we:

Seek knowledge and develop skills for lifelong learning through rigorous research, teaching and learning in the biological sciences;

Affirm faith, engender integrity and honor the Creator through personal mentoring, intentional study of life as God's creation, and the ethical practice of science; and

Change the world by active service, promoting responsible living as stewards of creation, and preparing students for meaningful careers in church and society.

Each degree offered by the Department of Biology includes a common core curriculum and additional courses tailored to students' special needs.

Bachelors

Biology, Biological Science Concentration BS

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist worldview. Our graduates pursue diverse careers: as physicians, dentists, pharmacists and other health care providers; as high school and college biology teachers; and in other fields such as environmental biology, biomedical research, and as museum scientists. We offer a BS in Biology with three concentrations, as well as the MS in Biology. We also offer, collaboratively with the Department of Chemistry and Biochemistry, a BS in Biotechnology.

Total Credits: 124

Major: Core Requirements — 27

Biology Core

BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5

BIOL 280 - Biostatistics and Research Design **Credits:** 3
BIOL 285 - Research Seminar in Biology **Credits:** 0
BIOL 305 - Scientific Communication **Credits:** 2
BIOL 371 - Genetics **Credits:** 3
BIOL 372 - Cell and Molecular Biology **Credits:** 3
BIOL 449 - Historical and Philosophical Biology **Credits:** 3

BIOL 348 - General Ecology **Credits:** 3
Or BIOL 345 - Field Ecology **Credits:** 3–6

Major: Concentration Requirements - 15

Concentration Requirements

Choose one course from the following two sets:

One on campus biology course:

BIOL 428 - Paleobiology **Credits:** 3
BIOL 454 - Vertebrate Zoology **Credits:** 3
BIOL 459 - Entomology **Credits:** 3
BIOL 476 - Biodiversity of Vascular Plants **Credits:** 4

Or

One Rosario Beach Marine Lab field course:

BIOL 456 - Marine Botany **Credits:** 3.5
BIOL 458 - Marine Invertebrates **Credits:** 3.5
BIOL 479 - Marine Ecology **Credits:** 3.5

Concentration Electives

Remaining courses to reach 15 credits may be selected from any BIOL course that applies to a biology major. (Note: Students seeking Secondary Certification must take specific courses reaching 17 credits in the Biological Science concentration in consultation with their Secondary Education advisor.)

Additional Elective Options Up to four elective credits may come from the following courses:

BCHM 421 - Biochemistry I **Credits:** 4
HORT 226 - Plant Systematics & ID **Credits:** 3
MATH 426 - Mathematical Modeling in Biology **Credits:** 3
PHTH 417 - Human Anatomy **Credits:** 3
PHTH 427 - Human Anatomy Laboratory **Credits:** 1

Cognates - 24

CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

Choose one of the following sets:

PHYS 141 - General Physics I **Credits:** 4
PHYS 142 - General Physics II **Credits:** 4

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Andrews Core Experience 43-49*

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*49 credits for standard GE package; 41 credits for Honors.

Religion

RELT 385 - Bioethics and Christian Faith **Credits:** 3
Or HONS 380 - Topic in Bioethics & Christian Faith **Credits:** 3 (for SAGES students)

Math

Choose one of the following courses:

MATH 168 - Precalculus **Credits:** 4
MATH 191 - Calculus I **Credits:** 4 (recommended)
MATH 195 - Calculus I for Biology **Credits:** 4 (recommended)

Social Sciences

Pre Med Students will need to take the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3

SOCI 119 - Principles of Sociology **Credits:** 3

Biology, Biomedical Science Concentration BS

Total Credits: 124

Major: Core Requirements — 27

Biology Core

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

BIOL 280 - Biostatistics and Research Design **Credits:** 3

BIOL 285 - Research Seminar in Biology **Credits:** 0

BIOL 305 - Scientific Communication **Credits:** 2

BIOL 371 - Genetics **Credits:** 3

BIOL 372 - Cell and Molecular Biology **Credits:** 3

BIOL 449 - Historical and Philosophical Biology **Credits:** 3

BIOL 348 - General Ecology **Credits:** 3

Or BIOL 345 - Field Ecology **Credits:** 3–6

Major: Concentration Requirements — 12–14

Biomedical Science

Select three of the following courses:

BIOL 464 - Systems Physiology **Credits:** 4

BIOL 465 - Histology **Credits:** 3

BIOL 475 - Biology of Bacteria **Credits:** 3

BIOL 485 - Developmental Biology **Credits:** 3

PHTH 417 - Human Anatomy **Credits:** 3 (must be taken with lab)

PHTH 427 - Human Anatomy Laboratory **Credits:** 1

Additional three credits from:

Any three credits of upper-division biology. (excluding BIOL 495 and BIOL 496)

Cognates — 28-30

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

CHEM 231 - Organic Chemistry I **Credits:** 3

CHEM 232 - Organic Chemistry II **Credits:** 3

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1

CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

BCHM 421 - Biochemistry I **Credits:** 4

Choose one of the following sets:

PHYS 141 - General Physics I **Credits:** 4

PHYS 142 - General Physics II **Credits:** 4

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4

PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4

PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1

PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Andrews Core Experience 43-49*

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*49 credits for standard GE package; 41 credits for Honors.

Religion

RELT 385 - Bioethics and Christian Faith **Credits:** 3

Or HONS 380 - Topic in Bioethics & Christian Faith **Credits:** 3 (for SAGES students)

Math

Choose one of the following courses:

MATH 168 - Precalculus **Credits:** 4

MATH 191 - Calculus I **Credits:** 4 (recommended)

MATH 195 - Calculus I for Biology **Credits:** 4 (recommended)

Social Sciences

Pre Med Students will need to take the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3

SOCI 119 - Principles of Sociology **Credits:** 3

Undergraduate Electives — 6-12

Students must take 6-12 elective credits from any college level courses.

Thesis (Optional)

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Biology, Neuroscience Concentration BS

One of three concentrations available to students pursuing a BS Biology, the Neuroscience emphasis provides a strong foundation for those interested in medicine or other health-science related career as well as those who wish to enter a career in neuroscience. Students build on a shared cognate and biology core and add specialized courses in neurobiology and related fields.

Total Credits: 124

Major: Core Requirements — 27

Biology Core

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

BIOL 280 - Biostatistics and Research Design **Credits:** 3

BIOL 285 - Research Seminar in Biology **Credits:** 0

BIOL 305 - Scientific Communication **Credits:** 2

BIOL 371 - Genetics **Credits:** 3

BIOL 372 - Cell and Molecular Biology **Credits:** 3

BIOL 449 - Historical and Philosophical Biology **Credits:** 3

BIOL 348 - General Ecology **Credits:** 3

Or BIOL 345 - Field Ecology **Credits:** 3–6

Major: Concentration Requirements — 12-13

Neuroscience

BIOL 477 - Neurobiology **Credits:** 3

BIOL 450 - Neuropsychopharmacology **Credits:** 3

BIOL 484 - Animal Behavior **Credits:** 3

Or PSYC 445 - Cognitive Psychology **Credits:** 3

Any three credits of upper-division biology. (excluding BIOL 495 and BIOL 496)

Cognates — 28-30

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

CHEM 231 - Organic Chemistry I **Credits:** 3

CHEM 232 - Organic Chemistry II **Credits:** 3

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
BCHM 421 - Biochemistry I **Credits:** 4

Choose one of the following sets:

PHYS 141 - General Physics I **Credits:** 4
PHYS 142 - General Physics II **Credits:** 4

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Andrews Core Experience — 43-46*

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*46 credits for standard ACE package; 43 credits for Honors.

Religion

RELT 385 - Bioethics and Christian Faith **Credits:** 3

Or

HONS 380 - Topic in Bioethics & Christian Faith **Credits:** 3

Math

Choose one of the following courses:

MATH 168 - Precalculus **Credits:** 4
MATH 191 - Calculus I **Credits:** 4 (recommended)
MATH 195 - Calculus I for Biology **Credits:** 4 (recommended)

Social Sciences

PSYC 101 - Introduction to Psychology **Credits:** 3
Pre Med students will need to take the following course:
SOCI 119 - Principles of Sociology **Credits:** 3

Undergraduate Electives — 9-12

Students must take 9-12 elective credits from any college level courses.

Thesis (Optional)

A minimum of 3 credits of BIOL 495 or HONS 497H. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a Department of Biology faculty member and present this original work in the form of a senior thesis. This research experience may be supported by a research scholarship.

Undergraduate Minors

Biology Minor

Minor Requirements

BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5
Choose any additional BIOL courses which count toward major or minor for total of 20 credits.

Total Credits: 20

Environmental Science Minor

Electives

Suggested electives chosen in consultation with the advisor include:

BIOL 454 - Vertebrate Zoology **Credits:** 3
BIOL 456 - Marine Botany **Credits:** 3.5
BIOL 458 - Marine Invertebrates **Credits:** 3.5
BIOL 459 - Entomology **Credits:** 3
BIOL 476 - Biodiversity of Vascular Plants **Credits:** 4
BIOL 479 - Marine Ecology **Credits:** 3.5
BIOL 484 - Animal Behavior **Credits:** 3
BIOL 487 - Biogeography **Credits:** 3
CHEM 340 - Environmental Chemistry **Credits:** 4
GEOG 240 - Physical Geography **Credits:** 3
PLSC 435 - Public Policy **Credits:** 3

Total Credits: 28

Biology MS

Admission Requirements

In addition to the general admission requirements under the School of Graduate Studies & Research, students must meet the following departmental requirements.

A bachelor's degree with major in biology or an approved, related discipline, with appropriate upper division courses. The following courses are recommended: cell/molecular biology, organismal physiology, developmental biology, genetics, and ecology.

A minimum GPA of 3.00 (B) in the undergraduate major.

GRE scores are required in order to review the application for admission (see required tests under the School of Graduate Studies and Research).

Cognate sciences, including full-year courses in general chemistry, organic chemistry, and physics. Mathematics through calculus and a course in statistics are strongly recommended.

Degree Requirements

BIOL 550 - Issues in Origins and Speciation **Credits:** 3
BIOL 681 - Research Methods and Biology Seminar I **Credits:** 2
BIOL 682 - Research Methods and Biology Seminar II **Credits:** 2
BIOL 670 - Comprehensive Exam **Credits:** 0 (A written comprehensive examination completed before the end of the third semester in residence)
BIOL 699 - Master's Thesis **Credits:** 4
A thesis earning 8 credits (Two registrations for BIOL 699)

Other Requirements

A final oral examination in defense of the thesis.
A minimum of 30 credits of approved course work and thesis.

Group A: Cell and Molecular Biology

BIOL 415 - Genomics, Proteomics, and Bioinformatics Credits: 3
BIOL 416 - Cell Signaling Mechanisms in Human Disease Credits: 3
BIOL 418 - Immunology Credits: 3
BIOL 419 - Immunology Lab Credits: 1
BIOL 445 - Molecular Genetics Credits: 3

Group B: Structural and Functional Biology of Organisms

BIOL 315 - Developmental Biology Credits: 3
BIOL 316 - Human Embryology Credits: 1
BIOL 444 - Electron Microscopy in Biological Investigations Credits: 3
BIOL 446 - Electron Microscopy Laboratory Credits: 2
BIOL 464 - Systems Physiology Credits: 4
BIOL 465 - Histology Credits: 3
BIOL 468 - Systems Physiology: Organismal Maintenance Credits: 3
BIOL 477 - Neurobiology Credits: 3
BIOL 486 - Neurobiology of Mental Illness Credits: 3
BIOL 477 - Neurobiology Credits: 3

Group C: Biodiversity and Environmental

Biology

BIOL 208 - Environmental Science Credits: 4
BIOL 417 - Virology Credits: 3
BIOL 425 - Parasitology Credits: 3
BIOL 428 - Paleobiology Credits: 3
BIOL 454 - Vertebrate Zoology Credits: 3
BIOL 455 - Medical Botany Credits: 3
BIOL 456 - Marine Botany Credits: 3.5
BIOL 458 - Marine Invertebrates Credits: 3.5
BIOL 459 - Entomology Credits: 3
BIOL 475 - Biology of Bacteria Credits: 3
BIOL 476 - Biodiversity of Vascular Plants Credits: 4
BIOL 479 - Marine Ecology Credits: 3.5
BIOL 484 - Animal Behavior Credits: 3
BIOL 487 - Biogeography Credits: 3

Biology

BIOL 100 - Human Biology

Credits: 4

This course is designed to provide students with a basic understanding of the structure and function of the human body. Emphasis is placed on the practical application of principles learned in the areas of nutrition, anatomy and physiology. Does not apply to major or minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 105 - Techniques of Molecular Biology

Credits: 3

Lab-based introduction to techniques in molecular biology and their application to forensics. Does not apply to major or minor.

Lecture/Lab: Weekly: 1 lecture and a 3-hour lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Special Approval: Only available for RESA students.

Term Offering: Spring
College Code: CAS

BIOL 110 - Principles of Biology

Credits: 4

A one-semester survey of the principles of biology as they apply to the study of biological molecules, cells, multicellular organisms, and ecosystems. The course will introduce key concepts of biological function, inheritance, adaptation, and diversity. Does not apply to major or minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 121 - Introduction to Dentistry

Credits: 1

This class will serve as an introduction to the many facets of the dental profession. Through both a didactic and hands-on set of experiences, students will explore a broad range of topics, spanning from pre-dental training to private practice. Topics will include tooth anatomy, dental subspecialties, DAT preparation, and dental school experience. Hands-on experiences will focus on work with common dental materials as well as activities that will help students to assess and develop their hand-eye coordination and spatial perception. Not applicable for major or minor requirements.

Lecture/Lab: Weekly: 1 lecture
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

BIOL 122 - Introduction to Medicine

Credits: 1

A seminar-type discussion-formatted exploration for the premedical student intended to expose students early in their collegiate preparation to the spectrum involved in entering and practicing medicine. Topics include the AAMC personal competencies, the application process, medical school curriculum, residence training, the patient-physician relationship, inter-professional collaboration, and "What is an Ideal Physician?" Students will be asked to develop a plan of preparation for their premedical undergraduate experience. Not applicable for major or minor requirements.

Lecture/Lab: Weekly: 1 lecture
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 165 - Foundations of Biology

Credits: 4,5

First semester of a full-year sequence addressing the foundational principles in biology. Explores the cellular and molecular basis of life, principles of heredity, biodiversity and classification of organisms excluding animals, and plant form and function. 5 credits when offered during the academic year, 4 credits when taken at the Rosario Beach Marine Laboratory during the summer.

Lecture/Lab: Weekly: 5 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BIOL 166 - Foundations of Biology

Credits: 4,5

Second semester of a full-year sequence addressing the foundational principles in biology. Explores biodiversity and classification of animals, animal form and function, history of life on earth, and ecology. Five credits when offered during the academic year, 4 credits when taken at the Rosario Beach Marine Laboratory during the summer.

Lecture/Lab: Weekly: 5 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 170 - Rocks, Fossils, and Life

Credits: 4

What can we learn from the study of rocks and fossils and the processes that form them? How does this study help us understand the past, and why is it important to our understanding of life today—especially human life and culture? How can rocks and fossils give us insight into global change and environmental degradation? How do these questions interface with Christian belief and responsibility? The course will explore these and similar questions in geology and paleontology. Meets the life science general education requirement; no previous science background required.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

BIOL 208 - Environmental Science

Credits: 4

Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets certain state educational certification requirements.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab, Interactive Online, Self-Paced

Term Offering: Fall
College Code: CAS

BIOL 221 - Anatomy and Physiology I

Credits: 4

First semester of a full-year sequence addressing the structure and function of the human organism. Surveys introductory biological chemistry, cell biology, histology, and the structure, function, and control of the integumentary, skeletal, muscular, nervous, and sensory systems. Does not apply to a biology major or minor; applies to a human biology minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 222 - Anatomy and Physiology II

Credits: 4

Second semester of a full-year sequence addressing the structure and function of the human organism. Surveys the structure, function, and control of the endocrine, cardiovascular, circulatory, respiratory, urinary, digestive and reproductive systems. Does not apply to a biology major or minor; applies to the human biology minor.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 221
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 260 - General Microbiology

Credits: 4

Includes history, morphology, classification, control, growth, transmission, and pathogenicity of selected bacteria, viruses, rickettsia, fungi, and parasites. Covers the nature of host defenses against pathogens, including the acquisition of specific immunity and immune disorders. Does not apply to a biology major or minor; applies to the human biology minor.

Lecture/Lab: Weekly: 3 lectures and two 1.5-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
Term Offering: Spring
College Code: CAS

BIOL 280 - Biostatistics and Research Design

Credits: 3

An introduction to research design and statistical methods in quantitative biology. Topics include probability, basic study design, descriptive statistics, sampling, contingency tables, t-tests, one- and two-way analysis of variance, correlation, and simple linear regression. Both parametric and non-parametric techniques are explored. Computational exercises will use the Excel and SPSS packages.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165, BIOL 166, MATH 145 or higher or MPE ? 3
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 285 - Research Seminar in Biology

Credits: 0

Required for at least 5 semesters for biology or biotechnology (biology emphasis) majors (or each semester for students who transfer into biology with less than 5 semesters remaining). Each registration will require students to attend and report on at least 3 departmentally approved research seminars during that semester.

Lecture/Lab: For semester: Attend and report on at least 3 approved research seminars.
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar

Term Offering: Fall, Spring
College Code: CAS

BIOL 305 - Scientific Communication

Credits: 2

A practical introduction to scientific communication. This course will focus on developing the fundamental skills required to convey information in the form of grant proposals, oral and poster presentations and research articles.

Lecture/Lab: Weekly: 2 lectures
Grade Mode: Normal (A-F,I,W)
Corequisite(s): BIOL 280
Prerequisite(s): COMM 104 and ENGL 215. Honors students: HONS 115H.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 316 - Human Embryology

Credits: 1

Acquaints students with the process of human development and embryology.

Lecture/Lab: Weekly: 1 lecture
Grade Mode: Normal (A-F,I,W)
Recommended: Prior or concurrent registration in BIOL 485 is recommended.
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 345 - Field Ecology

Credits: 3–6

The course will introduce core ecological principles as applied to individual, population, community, and ecosystem levels of organizations along with hands-on experience in field ecology. Students will develop group and individual projects in aquatic and terrestrial ecosystems and develop skills in natural history observation and journaling and field research design, data analysis, and scientific communication.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Special Approval: Instructor permission required

College Code: CAS

BIOL 348 - General Ecology

Credits: 3

Ecological principles as applied to individual, population, community, and ecosystem levels of organization. Labs feature the characterization of ecological systems using standard field and lab techniques.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165, BIOL 166 or BIOL 208
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 371 - Genetics

Credits: 3

Mechanisms of heredity are considered in light of classical population and molecular genetics. Labs feature experience in *Drosophila* genetics, chromosome analysis, statistical techniques, and recombinant DNA technology.

Lecture/Lab: Weekly: 2 lectures, a recitation and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166, and completion of or simultaneous enrollment in CHEM 131.
Schedule Type: Lecture, Lab
Term Offering: Fall
College Code: CAS

BIOL 372 - Cell and Molecular Biology

Credits: 3

Information from molecular biology, biochemistry, biophysics, physical chemistry, and electron microscopy are integrated to present the cell as a functional unit.

Labs provide experience in the collection and analysis of quantitative data about cells.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166, and completion of or simultaneous enrollment in CHEM 132.

Schedule Type: Lecture, Lab

Term Offering: Spring

College Code: CAS

BIOL 405 - Topics in _____

Credits: 1–4

Investigates various specialties of biology.

Lecture/Lab: One lecture or lab for each credit

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

BIOL 415 - Genomics, Proteomics, and Bioinformatics

Credits: 3

An examination of the wealth of information to be found in our genomes and proteomes, the techniques used to produce and analyze these data, and its implications for biomedicine and related fields. Online databases and bioinformatics tools will be used extensively.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 165 and BIOL 166. Laptop required.

Schedule Type: Lecture, Lab, Lecture/Lab

Year Offering: Even years

Term Offering: Spring

College Code: CAS

BIOL 420 - Immunology

Credits: 3

This course introduces principles of immunology, including cells and organs comprising the immune system, innate and adaptive immune responses, generation of lymphocyte receptor diversity, antibody structure and function, and cell mediated immunity, as well as clinical applications such as autoimmune disease, tumor immunology and vaccination. Integrated into the course is a laboratory offering practical experience with basic techniques used in immunology.

Lecture/Lab: Weekly: 2 lectures and 1 lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 165, BIOL 166.

Schedule Type: Lecture/Lab

Year Offering: Even years

Term Offering: Fall

College Code: CAS

BIOL 428 - Paleobiology

Credits: 3

Covers various specialties including general and vertebrate paleontology. Surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166.

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Lab, Lecture/Lab

Year Offering: Even years

Term Offering: Fall

College Code: CAS

BIOL 430 - Molecular Laboratory Techniques

Credits: 3

Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems.

Lecture/Lab: Weekly: 1 lecture and 2 labs

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: CAS

BIOL 440 - Electron Microscopy in Biological Investigations

Credits: 3

Lectures cover the theory, functions, and use of the transmission and scanning electron microscopes. Two 3-hour labs per week provide hands-on experience in the techniques involved in scanning and transmission electron microscopy, including use of the ultramicrotome.

Lecture/Lab: Weekly: 1 lecture and two 3-hour labs

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Alternate years (even)

Term Offering: Fall

College Code: CAS

BIOL 447 - Cell and Tissue Culture

Credits: 3

A study of the methods and applications of animal cell culture. Topics will include laboratory safety and equipment, primary and established cell lines, culture contamination, cell transformation and differentiation, and cell transfection.

Lecture/Lab: Weekly: 2 lectures and 1 lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166.

Schedule Type: Lecture/Lab

Year Offering: Odd years

Term Offering: Spring

College Code: CAS

BIOL 449 - Historical and Philosophical Biology

Credits: 3

Examination of biological, paleontological, and geological concepts central to the study of historical events in biological systems. Considers the interactions of data, theories, and extra scientific concepts in historical biology, within the particular context of a biblical worldview.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166.

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

BIOL 450 - Neuropsychopharmacology

Credits: 3

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101 or PSYC 180; BIOL 221, BIOL 222 or BIOL 165, BIOL 166.

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

BIOL 454 - Vertebrate Zoology

Credits: 3

Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics.

Schedule Type: Lecture/Lab

Special Approval: Open to non-science majors.

Term Offering: Mammalogy (Fall), Ornithology (Spring)

College Code: CAS

BIOL 456 - Marine Botany

Credits: 3.5

A systematic study of the marine plants found in Puget Sound, with a survey of marine plants from other areas.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): BIOL 590

Schedule Type: Lecture

Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory

Term Offering: Summer

College Code: CAS

BIOL 458 - Marine Invertebrates

Credits: 3.5

Biology of invertebrates studied in the marine environment of Puget Sound. A survey of the various phyla is conducted by studying the living animals in the field, and by tide pool observation, dredging, and scuba diving. A project on a specific group or species is required.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): BIOL 590

Schedule Type: Lecture

Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory

Term Offering: Summer

College Code: CAS

BIOL 459 - Entomology

Credits: 3

Study of the fundamental aspects of insect biology.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

BIOL 464 - Systems Physiology

Credits: 4

Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems.

Lecture/Lab: Weekly: 3 lectures and a 3.5-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166, CHEM 131.

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Fall

College Code: CAS

BIOL 465 - Histology

Credits: 3

Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

BIOL 475 - Biology of Bacteria

Credits: 3

Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification, and interaction with the environment.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166; Organic Chemistry recommended (CHEM 231,CHEM 232, CHEM 241,CHEM 242).

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: CAS

BIOL 476 - Biodiversity of Vascular Plants

Credits: 4

A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. Field trips.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Special Approval: Open to non-science majors.

Term Offering: Fall

College Code: CAS

BIOL 477 - Neurobiology

Credits: 3

The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Fall

College Code: CAS

BIOL 478 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

BIOL 479 - Marine Ecology

Credits: 3.5

A study of interspecific, intraspecific, and community relationships demonstrated by marine organisms.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory

Term Offering: Summer

College Code: CAS

BIOL 484 - Animal Behavior

Credits: 3

Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166

Schedule Type: Lecture/Lab

Year Offering: Even years

Term Offering: Fall

College Code: CAS

BIOL 485 - Developmental Biology

Credits: 3

A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166 Foundations of Biology

Schedule Type: Lecture/Lab

Term Offering: Spring
College Code: CAS

BIOL 487 - Biogeography

Credits: 3

The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present.

Lecture/Lab: Weekly: 2 lectures and a 3-hour conference period
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Term Offering: Spring
College Code: CAS

BIOL 495 - Independent Research in Biology

Credits: 0–4

An independent research project in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned (and for the 0-credit option), and a written paper is required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: Fall, Spring, Summer
College Code: CAS

BIOL 496 - Independent Study in Biology

Credits: 1–4

Independent study of a selected field in biology under the direction of a biology instructor. A minimum of 4 hours work per week is required for each credit earned and a written paper is required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: Fall, Spring, Summer
College Code: CAS

BIOL 497 - Internship in Biotechnology

Credits: 1–6

An internship where students apply course and lab preparation in an extended hands-on laboratory experience in either on- or off-campus setting. 50 hours of work per semester credit hour.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Permission of biotechnology faculty.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

BIOL 515 - Genomics, Proteomics, and Bioinformatics

Credits: 3

An examination of the wealth of information to be found in our genomes and proteomes, the techniques used to produce and analyze these data, and implications for biomedicine and related fields. Online databases and bioinformatics tools will be used extensively. Students will deeply engage selected topics through original research, or through synthesis and critical analysis of primary literature.

Lecture/Lab: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 165 and BIOL 166 . Laptop required.
Schedule Type: Lecture
Year Offering: Alternate years (even)
Term Offering: Spring
College Code: CAS

BIOL 516 - Behavior of Marine Organisms

Credits: 3.5

Study of inter- and intra-specific behavior of marine animals and their behavioral response to the physical environment. Involves lab experience, field observation, and a research project.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab
Special Approval: Instructor permission required.

Year Offering: As scheduled - only at the Rosario Beach Marine Laboratory

Term Offering: Summer

College Code: CAS

BIOL 521 - Immunology

Credits: 3

This course introduces principles of immunology, including cells and organs comprising the immune system, innate and adaptive immune responses, generation of lymphocyte receptor diversity, antibody structure and function, and cell mediated immunity, as well as clinical applications such as autoimmune disease, tumor immunology and vaccination. Integrated into the course is a laboratory offering practical experience with basic techniques used in immunology. In addition to a broad survey of immunology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

BIOL 526 - Mathematical Modeling in Biology

Credits: 3

Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete- and continuous-time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 191 or MATH 195, or permission from instructor.
Schedule Type: Lecture
Year Offering: Alternate years (odd)
Term Offering: Fall
College Code: CAS

BIOL 528 - Paleobiology

Credits: 3

Covers various specialties including general and vertebrate paleontology. Surveys the origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record. Students will also engage selected topics more deeply through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture/lab
Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

BIOL 530 - Molecular Laboratory Techniques

Credits: 3

Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems. In addition, students will deeply engage in selected topics through an additional research project and lecture topic presentation.

Lecture/Lab: Weekly: 1 lecture and two 3-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years (odd)
Term Offering: Fall
College Code: CAS

BIOL 540 - Electron Microscopy in Biological Investigations

Credits: 3

Lectures cover the theory, functions, and use of the transmission and scanning electron microscopes. Two 3-hour labs per week provide hands-on experience in the techniques involved in scanning and transmission electron microscopy,

including use of the ultramicrotome. In addition, students will deeply engage selected topics through additional research project and lecture topic presentation.

Lecture/Lab: Weekly: 1 lecture and two 3-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

BIOL 547 - Cell and Tissue Culture

Credits: 3
A study of the methods and applications of animal cell culture. Topics will include laboratory safety and equipment, primary and established cell lines, culture contamination, cell transformation and differentiation, and cell transfection. In addition to this survey of topics, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years (odd)
Term Offering: Spring
College Code: CAS

BIOL 550 - Issues in Origins and Speciation

Credits: 3
A comparative survey of the assumptions, attitudes, methods, and conclusions of science and religion in the handling of data. Attention is given to current scientific data and their relationship to an understanding of earth history and the present diversity of life.

Lecture/Lab: Weekly: 3 lectures
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 554 - Vertebrate Zoology

Credits: 3
Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy. In addition to a broad survey of vertebrate biology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

BIOL 555 - Neuropsychopharmacology

Credits: 3
A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. In addition to a broad survey of neuropsychopharmacology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101 or PSYC 180 ; BIOL 221 , BIOL 222 or BIOL 165 , BIOL 166
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 559 - Entomology

Credits: 3
Study of the fundamental aspects of insect biology. In addition to a broad survey of entomology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
Year Offering: Alternate years (odd)
Term Offering: Fall
College Code: CAS

BIOL 564 - Systems Physiology

Credits: 3
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.

Lecture/Lab: 3 lectures & a 3.5-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIOL 166 , CHEM 131
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BIOL 565 - Histology

Credits: 3
Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates. In addition to a broad survey of histology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIOL 575 - Biology of Bacteria

Credits: 3
Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification and interaction with the environment. Students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Recommended: CHEM 231 CHEM 232 CHEM 241 CHEM 242 or equivalent, full year course in Organic Chemistry
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

BIOL 576 - Biodiversity of Vascular Plants

Credits: 4
A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. In addition to a broad survey of vascular plants, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature. Field trips.

Lecture/Lab: 3 lectures & a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Special Approval: Open to non-science majors.

Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

BIOL 577 - Neurobiology

Credits: 3
The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy. In addition to a broad survey of neurobiology, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab

Term Offering: Fall
College Code: CAS

BIOL 584 - Animal Behavior

Credits: 3

Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species. In addition to a broad survey of animal behavior, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Year Offering: Even years

Term Offering: Fall

College Code: CAS

BIOL 585 - Developmental Biology

Credits: 3

A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate and invertebrate model systems will be examined and compared with plants. Lab activities include vertebrate developmental anatomy and experimental approaches to understanding basic developmental processes. Students will also engage selected topics more deeply through original research, or through synthesis and critical analysis of relevant literature.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

BIOL 587 - Biogeography

Credits: 3

The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present. In addition to a broad survey of biogeography, students will deeply engage selected topics through original research, or through synthesis and critical analysis of relevant literature.

Lecture/Lab: 2 lectures & a 3-hour lab period

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

BIOL 590 - Topics in _____

Credits: 1–4

Investigates various specialties of biology.

Lecture/Lab: One-hour lecture or a 3-hour lab for each credit

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Lecture/Lab

College Code: CAS

BIOL 648 - Workshop

Credits: 1–4

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

BIOL 655 - Program Continuation

Credits: 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, refer to the Graduate Academic Policies. Registration does not indicate full-time status.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

BIOL 660 - Thesis Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

BIOL 670 - Comprehensive Exam

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

BIOL 681 - Research Methods and Biology Seminar I

Credits: 2

An introduction to graduate studies in biology, the nature and methods of science, principles of research ethics, and exploration of research opportunities in the Department of Biology. Attendance to all biology department seminars is required.

Lecture/Lab: Weekly: 2 lectures

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Seminar

Term Offering: Fall

College Code: CAS

BIOL 682 - Research Methods and Biology Seminar II

Credits: 2

In this second semester of Research Methods and Biology Seminar, graduate students survey current literature and prepare a formal research proposal. Students give an oral presentation of the research proposal at the end of the semester. Attendance to all biology department seminars is required.

Lecture/Lab: Weekly: 2 lectures

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Seminar

Term Offering: Spring

College Code: CAS

BIOL 690 - Independent Study

Credits: 1–4

Independent study in biology under the direction of the instructor. Consent of instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: CAS

BIOL 697 - Research in Biology

Credits: 1–4

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 4 credits

Schedule Type: Independent

College Code: CAS

BIOL 699 - Master's Thesis

Credits: 4

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

College Code: CAS

Chemistry & Biochemistry

Halenz Hall, Room 225
269-471-324
chemistry@andrews.edu
www.andrews.edu/chem/

Faculty

D. David Nowack, *Chair*
Lisa Ahlberg
Ryan Hayes
Getahun Merga
Desmond H. Murray
David W. Randall
John Rorabeck

Academic Programs	Credits
BS: Biochemistry	38
BS: Biochemistry (Approved by the American Chemical Society Committee on Professional Training)	45
BS: Chemistry	38
BS: Chemistry (Approved by the American Chemical Society Committee on Professional Training)	44
BS: Chemistry (Secondary Education Emphasis)	
Minor in Chemistry	20
Minor in Chemistry (Secondary Education Emphasis)	24

Mission

The mission of the Department of Chemistry & Biochemistry within the context of a Seventh-day Adventist Christian worldview is to assist all students to excel in developing their analytical and critical reasoning skills, using fundamental chemical principles and computational methods; prepare our chemistry and biochemistry majors to enter graduate school, professional school, the chemical industry, or the teaching profession, in a diverse world; develop in our students an understanding of responsible, environmentally sensitive use of global resources; engage students and faculty in the process of discovery and creativity in the research lab and the classroom to model a life of personal and professional integrity.

Students who plan to major in chemistry or biochemistry are expected to have entrance credit in the preparatory subjects of chemistry and mathematics (including algebra and trigonometry); a background in physics is desirable. Those who do not have entrance credit or equivalent training in these subjects, particularly mathematics, may not fulfill the department graduation requirements in four years.

Students are encouraged to plan early for an on-campus or off-campus research experience required of all students in the Bachelor of Science degree programs in chemistry and biochemistry (ACS) and strongly recommended for those in the Bachelor of Science degree program in biochemistry. This experience may take the form of a cooperative educational research experience or research in an academic, industrial, or governmental laboratory setting. Interested students should consult the department chair.

American Chemical Society Certification

Students desiring American Chemical Society certification must

Complete the required courses for the (ACS) Bachelor of Science degree in chemistry or biochemistry as spelled out in this bulletin.

Achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.

Satisfactorily complete a research or cooperative educational experience in chemistry.

A complete statement of certification requirements is available from the department chair.

Bachelors

Biochemistry BS

Major Requirements: 38

Core Requirements

*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

CHEM 131 - General Chemistry I **Credits: 4**
CHEM 132 - General Chemistry II **Credits: 4**
CHEM 200 - Quantitative Analysis **Credits: 4**
CHEM 210 - Current Chemistry Topics **Credits: 0**
CHEM 231 - Organic Chemistry I **Credits: 3**
CHEM 232 - Organic Chemistry II **Credits: 3**
CHEM 241 - Organic Chemistry Laboratory I **Credits: 1**
CHEM 242 - Organic Chemistry Laboratory II **Credits: 1**
CHEM 400 - Chemical Separations and Analysis **Credits: 2**
CHEM 418 - Chemistry & Biochemistry Seminar **Credits: 2**
CHEM 430 - Instrumental Analysis **Credits: 2**
CHEM 431 - Physical Chemistry I **Credits: 3**
CHEM 441 - Physical Chemistry Laboratory I **Credits: 1**
BCHM 421 - Biochemistry I **Credits: 4**

Additional Major Requirements

BCHM 422 - Biochemistry II **Credits: 3**
BCHM 430 - Biochemistry Lab **Credits: 1**

Cognates: 30

No course with a grade below C- may count toward cognate requirements.

BIOL 165 - Foundations of Biology **Credits: 4,5**
BIOL 166 - Foundations of Biology **Credits: 4,5**

MATH 191 - Calculus I **Credits: 4**

Or MATH 195 - Calculus I for Biology **Credits: 4**

MATH 192 - Calculus II **Credits: 4**

Choose one of the following sets

PHYS 141 - General Physics I **Credits: 4**
PHYS 142 - General Physics II **Credits: 4**

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits: 4**
PHYS 242 - Physics for Scientists and Engineers II **Credits: 4**
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits: 1**
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits: 1**

Choose two courses from the following

BIOL 371 - Genetics **Credits: 3**
BIOL 372 - Cell and Molecular Biology **Credits: 3**
BIOL 415 - Genomics, Proteomics, and Bioinformatics **Credits: 3**
BIOL 420 - Immunology **Credits: 3**
BIOL 447 - Cell and Tissue Culture **Credits: 3**
BIOL 464 - Systems Physiology **Credits: 4**
BIOL 465 - Histology **Credits: 3**
BIOL 485 - Developmental Biology **Credits: 3**
FDNT 485 - Nutrition and Metabolism **Credits: 3**

Note:

Students desiring a career in biochemistry might be better served by pursuing the ACS Bachelor of Science degree in biochemistry, but the Bachelor of Science degree in biochemistry can be strengthened by the addition of CHEM 415 - Advanced Inorganic Chemistry and CHEM 495 - Advanced Independent Research.

Biochemistry BS (ACS Approved)

(American Chemical Society approved)

Major Requirements: 45

Core Requirements

*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
CHEM 200 - Quantitative Analysis **Credits:** 4
CHEM 210 - Current Chemistry Topics **Credits:** 0
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
CHEM 400 - Chemical Separations and Analysis **Credits:** 2
CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2
CHEM 430 - Instrumental Analysis **Credits:** 2
CHEM 431 - Physical Chemistry I **Credits:** 3
CHEM 441 - Physical Chemistry Laboratory I **Credits:** 1
BCHM 421 - Biochemistry I **Credits:** 4

Additional Major Requirements

BCHM 422 - Biochemistry II **Credits:** 3
BCHM 430 - Biochemistry Lab **Credits:** 1
CHEM 415 - Advanced Inorganic Chemistry **Credits:** 4
CHEM 432 - Physical Chemistry II **Credits:** 3

Experiential Component:

Research/Cooperative Experience

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

CHEM 495 - Advanced Independent Research **Credits:** 0–4

Or HONS 497H - Senior Honors Project **Credits:** 0–6

Cognates: 35

No course with a grade below C- may count toward cognate requirements.

MATH 286 - Differential Equations **Credits:** 3
PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5

MATH 191 - Calculus I **Credits:** 4

Or MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

Choose one course from the following

BIOL 371 - Genetics **Credits:** 3
BIOL 372 - Cell and Molecular Biology **Credits:** 3
BIOL 415 - Genomics, Proteomics, and Bioinformatics **Credits:** 3
BIOL 420 - Immunology **Credits:** 3
BIOL 447 - Cell and Tissue Culture **Credits:** 3
BIOL 464 - Systems Physiology **Credits:** 4
BIOL 485 - Developmental Biology **Credits:** 3
FDNT 485 - Nutrition and Metabolism **Credits:** 3

Note

Courses in economics and marketing are strongly recommended. Students desiring American Chemical Society certification must achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.

Biotechnology, Chemistry Concentration BS

Program Description

Biotechnology is an industry that is growing by leaps and bounds. The biotechnology program at Andrews University aims to transform students into scientists of the highest caliber and ethical standard that can contribute to this industry in many capacities. Through a broad and interdisciplinary training in the biosciences, students will develop the practical scientific and communication skills necessary for employment in biotechnology. They will also develop in their knowledge of the ethical issues that frequently arise in this discipline. Areas of study include genetics, genomics and proteomics, biochemistry, and techniques in molecular cloning and analysis. Students specialize in either biological or chemical aspects of biotechnology. An internship requirement will introduce students to the biotechnology workforce and help them to make connections that may lead to future employment.

Total Credits: 124

Major: Core Requirements: 41 - 43

Core Requirements

BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5
CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
BIOL 371 - Genetics **Credits:** 3
BIOL 415 - Genomics, Proteomics, and Bioinformatics **Credits:** 3
BCHM 421 - Biochemistry I **Credits:** 4
BCHM 430 - Biochemistry Lab **Credits:** 1
BIOL 430 - Molecular Laboratory Techniques **Credits:** 3

Or CHEM 120 - Introduction to Biotechnology **Credits:** 1

2 Credits of BIOL 497 - Internship in Biotechnology **Credits:** 1–6

Or 2 Credits of CHEM 497 - Internship in Biotechnology **Credits:** 1–6

Major: Concentration Requirements

Chemistry Concentration

*CHEM 210 is required for a total of four semesters, and is a corequisite for CHEM 418.

CHEM 200 - Quantitative Analysis **Credits:** 4
CHEM 210 - Current Chemistry Topics **Credits:** 0
CHEM 400 - Chemical Separations and Analysis **Credits:** 2
CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2
CHEM 430 - Instrumental Analysis **Credits:** 2
One additional upper division BIOL/BCHM/CHEM course to be selected with your advisor. **Credits:** 2–4

Cognates: 8-10

Choose one of the following sets:

PHYS 141 - General Physics I **Credits:** 4
PHYS 142 - General Physics II **Credits:** 4

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Andrews Core Experience 43-49*

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience or the Honors Andrews Core Experience (SAGES) while noting the following requirements and recommendations.

*49 credits for standard GE package; 41 credits for Honors.

Religion

RELT 385 - Bioethics and Christian Faith **Credits:** 3

Or HONS 380 - Topic in Bioethics & Christian Faith **Credits:** 3 (for SAGES students)

Math

Choose one of the following courses:

MATH 168 - Precalculus **Credits:** 4

MATH 191 - Calculus I **Credits:** 4 (recommended)

MATH 195 - Calculus I for Biology **Credits:** 4 (recommended)

Social Sciences

Pre Med Students will need to take the following courses:

PSYC 101 - Introduction to Psychology **Credits:** 3

SOCI 119 - Principles of Sociology **Credits:** 3

Undergraduate Electives: 7-19

Students must take 10-17 credits from any college level courses.

Program Objectives

Program Outcomes

Knowledge: Students will demonstrate a comprehensive knowledge and understanding of the properties and interrelationships of materials relevant to biological and chemical analysis.

Communication Skills: Students will effectively communicate biotechnical information to a diversity of audiences using a variety of formats. Students will obtain relevant biotechnical information from web-accessible databases.

Technical Skills, Safety, and Environmental Stewardship: Students will demonstrate competency in common biotechnology lab activities and instrumentation. Students will demonstrate commonly accepted laboratory safety and waste management practices.

Interdisciplinary Teamwork: Students will utilize positive team behaviors to accomplish interdisciplinary tasks.

Ethical Use of Biotechnical Information and Techniques: Students will execute the highest standards of integrity and ethics during their professional training activities.

Mission

To transform the student of science into a scientist of the highest caliber and ethical standard.

Goals

The biotechnology program aims to

provide a broad and interdisciplinary training in the biosciences,

educate students in the communication of science and the ethical use of scientific knowledge and skills,

foster the development of practical scientific skills necessary for employment in the biotechnology sector,

introduce students to the workforce through internship opportunities.

Chemistry BS

Major Requirements: 38

Core Requirements

*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

CHEM 200 - Quantitative Analysis **Credits:** 4

CHEM 210 - Current Chemistry Topics **Credits:** 0

CHEM 231 - Organic Chemistry I **Credits:** 3

CHEM 232 - Organic Chemistry II **Credits:** 3

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1

CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

CHEM 400 - Chemical Separations and Analysis **Credits:** 2

CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2

CHEM 430 - Instrumental Analysis **Credits:** 2

CHEM 431 - Physical Chemistry I **Credits:** 3

CHEM 441 - Physical Chemistry Laboratory I **Credits:** 1

BCHM 421 - Biochemistry I **Credits:** 4

Additional Major Requirements

CHEM 415 - Advanced Inorganic Chemistry **Credits:** 4

Experiential Component:

Research/Cooperative Experience

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

CHEM 495 - Advanced Independent Research **Credits:** 0-4

HONS 497H - Senior Honors Project **Credits:** 0-6

IDSC 380 - Cooperative Education in _____(subject area) **Credits:** 0.5,1

Cognates: 18

No course with a grade below C- may count toward cognate requirements.

MATH 191 - Calculus I **Credits:** 4

Or MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4

PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4

PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1

PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Chemistry BS (ACS approved)

(American Chemical Society approved)

Major Requirements: 44

Core Requirements

*CHEM 210 is required for a total of six semesters, and is a corequisite for CHEM 418.)

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

CHEM 200 - Quantitative Analysis **Credits:** 4

CHEM 210 - Current Chemistry Topics **Credits:** 0

CHEM 231 - Organic Chemistry I **Credits:** 3

CHEM 232 - Organic Chemistry II **Credits:** 3

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1

CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

CHEM 400 - Chemical Separations and Analysis **Credits:** 2

CHEM 418 - Chemistry & Biochemistry Seminar **Credits:** 2

CHEM 430 - Instrumental Analysis **Credits:** 2

CHEM 431 - Physical Chemistry I **Credits:** 3

CHEM 441 - Physical Chemistry Laboratory I **Credits:** 1

BCHM 421 - Biochemistry I **Credits:** 4

Additional Major Requirements

CHEM 415 - Advanced Inorganic Chemistry **Credits:** 4

CHEM 432 - Physical Chemistry II **Credits:** 3

CHEM 442 - Physical Chemistry Laboratory II **Credits:** 1

Choose one of the following courses

CHEM 405 - Medicinal Chemistry **Credits:** 2

CHEM 470 - Modern Synthetic Techniques **Credits:** 2

CHEM 474 - Advanced Topics in Organic Chemistry **Credits:** 2

CHEM 475 - Advanced Topics in Physical Chemistry **Credits:** 2

Experiential Component:

Research/Cooperative Experience

An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in:

CHEM 495 - Advanced Independent Research **Credits:** 0-4

Or HONS 497H - Senior Honors Project **Credits:** 0-6

Cognates: 21

No course with a grade below C- may count toward cognate requirements.

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4

PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4

PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1

PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

MATH 191 - Calculus I **Credits:** 4

Or MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

MATH 286 - Differential Equations **Credits:** 3

Note:

Courses in economics and marketing are strongly recommended.

A reading knowledge of German or French, although not required for professional undergraduate education in chemistry, is strongly recommended for students planning advanced study.

Students desiring American Chemical Society certification must achieve a minimum GPA of 3.00 in all chemistry courses taken at Andrews University.

Chemistry BS (Secondary Education)

Students majoring in chemistry or biochemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry BS, Chemistry BS (ACS approved), Biochemistry BS or Biochemistry BS (ACS Approved), and the Andrews Core Experience listed below. They must also consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

Students minoring in chemistry in preparation for teaching in secondary schools must complete the degree requirements for Chemistry Minor, Secondary Education Emphasis.

Andrews Core Experience

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Undergraduate Minors

Chemistry Minor

Total Credits: 20

Requirements

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

CHEM 231 - Organic Chemistry I **Credits:** 3

CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1

Plus 8 credits of CHEM/BCHM courses that apply to a major in chemistry or biochemistry.

Note: CHEM 195, CHEM 295, and CHEM 495 do not meet this requirement.

Chemistry Minor (Secondary Education)

Students minoring in chemistry in preparation for teaching in secondary schools must consult with an advisor in the department of Teaching, Learning & Curriculum who can guide them through the teacher preparation program successfully. In order for Andrews University to recommend a student for certification, the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor chosen by the student.

For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Requirements

CHEM 131 - General Chemistry I

CHEM 132 - General Chemistry II

CHEM 200 - Quantitative Analysis

CHEM 231 - Organic Chemistry I

CHEM 232 - Organic Chemistry II

CHEM 241 - Organic Chemistry Laboratory I

CHEM 242 - Organic Chemistry Laboratory II

BCHM 421 - Biochemistry I

Total Credits: 24

Biochemistry

BCHM 120 - Introduction to Organic and Biological Chemistry

Credits: 4

A survey of major concepts in organic chemistry and biochemistry. Organic foundation of structures and basic reactions of organic molecules emphasizing functional groups and establishing foundation for understanding structure and function of biological molecules, regulation of biochemical pathways. For nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 110

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

BCHM 421 - Biochemistry I

Credits: 4

Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids, and biological membranes.

Lecture/Lab: Weekly: 4 lectures

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 232

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

BCHM 422 - Biochemistry II

Credits: 3

Continuation of BCHM 421 including selected topics of hormone and regulatory biochemistry, the study of the four primary neurotransmitter systems and an overview of selected human pathologies emphasizing cancer biochemistry and biology.

Lecture/Lab: Weekly: 3 lectures

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BCHM 421

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

BCHM 430 - Biochemistry Lab

Credits: 1

Introduction to quantitative and qualitative methods for the isolation, purification and identification of biological materials and applications of enzyme kinetics.

Lecture/Lab: Weekly: one 4-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BCHM 421

Recommended: BCHM 422

Schedule Type: Lab

Term Offering: Spring

College Code: CAS

BCHM 521 - Biochemistry I

Credits: 3

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.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 232

Schedule Type: Lecture

Term Offering: Fall, Summer

College Code: CAS

Chemistry

CHEM 100 - Consumer Chemistry

Credits: 4

A one-semester course primarily for non-science majors presenting an introduction to fundamental concepts of chemistry to convey an appreciative understanding of the nature of chemistry and how it is applied to our daily lives. Topics of consumer chemistry to be studied will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals, and air and water pollution. Not applicable toward a major or minor in chemistry or biochemistry.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab

Course/Lab Fee: Yes

Course Attribute: Fulfills the General Education Natural Science requirement

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

CHEM 110 - Introduction to Inorganic Chemistry

Credits: 4

An introduction to the principles and applications of inorganic chemistry; for nursing, dietetics, and allied health students. Not applicable toward a major or minor in chemistry or biochemistry.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab

Course/Lab Fee: Yes

Course Attribute: Fulfills the General Education Natural Science requirement

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Fall

College Code: CAS

CHEM 120 - Introduction to Biotechnology

Credits: 1

Introduces students to the field of biotechnology through lecture and guest presentations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

CHEM 131 - General Chemistry I

Credits: 4

This first course in chemistry is for students planning to major in science and

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engineering. Topics include stoichiometry, atomic and molecular structure, bonding, states of matter, solutions, chemical kinetics, and chemical equilibrium.

Lecture/Lab: Weekly: 5 lectures and one 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE greater than or equal to P3, or passing grade in MATH 165 , MATH 166 , MATH 168 or above, or MATH 191 , MATH 195

Recommended: High school chemistry or physics strongly recommended.

Schedule Type: Lecture, Lab

Term Offering: Fall

College Code: CAS

CHEM 132 - General Chemistry II

Credits: 4

A continuation of CHEM 131 with topics including thermodynamics, acid and base chemistry, descriptive and nuclear chemistry.

Lecture/Lab: Weekly: 5 lectures and one 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): a grade of C- or better in CHEM 131

Schedule Type: Lecture, Lab

Term Offering: Spring

College Code: CAS

CHEM 175 - Topics in _____

Credits: 1–4

Investigates various subdisciplines of chemistry or biochemistry. This course does not contribute to a major or minor in chemistry.

Lecture/Lab: Weekly: 1 lecture and/or lab for each lower-division credit taken

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Permission of instructor and chair.

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Lab

Term Offering: Fall, Spring, Summer

College Code: CAS

CHEM 195 - Independent Research I

Credits: 0–3

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are beginning to establish their knowledge of chemistry and biochemistry.

Lecture/Lab: Weekly: a minimum of 4 hours of work per credit

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Permission of faculty member required.

Term Offering: Fall, Spring, Summer

College Code: CAS

CHEM 200 - Quantitative Analysis

Credits: 4

Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, electrochemistry, and an introduction to instrumental methods.

Lecture/Lab: Weekly: 2 lectures and two 4-hour labs

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 132

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: CAS

CHEM 210 - Current Chemistry Topics

Credits: 0

Attendance at departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers.

Lecture/Lab: Weekly: 1 seminar

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

Term Offering: Fall, Spring
College Code: CAS

CHEM 231 - Organic Chemistry I

Credits: 3

The chemistry of carbon-containing compounds with emphasis on nomenclature, molecular structure, spectra-structure relationships, and a mechanistic approach to organic reactions.

Lecture/Lab: Weekly: 4 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 132
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CHEM 232 - Organic Chemistry II

Credits: 3

This course is a continuation of CHEM 231

Lecture/Lab: Weekly: 4 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 231
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CHEM 241 - Organic Chemistry Laboratory I

Credits: 1

Experiments related to the course content of CHEM 231 .

Lecture/Lab: Weekly: 1 lecture and one 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 231 or concurrent enrollment in CHEM 231
Schedule Type: Lab
Term Offering: Fall
College Code: CAS

CHEM 242 - Organic Chemistry Laboratory II

Credits: 1

Experiments related to the course content of CHEM 232 .

Lecture/Lab: Weekly: 1 lecture and one 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 232 or concurrent enrollment in CHEM 232 .
Schedule Type: Lab
Term Offering: Spring
College Code: CAS

CHEM 290 - Independent Study

Credits: 1–3

Independent study of selected topics in biochemistry or chemistry under the supervision of a biochemistry or chemistry professor. Ordinarily a minimum of three hours of study per week is expected for each credit. The instructor may require written reports or oral presentations.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable to 4 credits
Schedule Type: Independent
Special Approval: Instructor permission required

College Code: CAS

CHEM 295 - Independent Research II

Credits: 0–3

Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who are establishing their knowledge of chemistry and biochemistry at the college level.

Lecture/Lab: Weekly: a minimum of 4 hours of work per credit
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): A passing grade in CHEM 132 required
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Permission of faculty member required.

Term Offering: Fall, Spring, Summer
College Code: CAS

CHEM 300 - Laboratory Glassblowing

Credits: 2

Practice of fundamental glassblowing skills common to both scientific and creative glassblowing. Two projects are required. The student may choose between scientific and creative projects. Not applicable toward a major or minor in chemistry or biochemistry. Does not meet the general education requirement in natural science.

Lecture/Lab: Weekly: 1 lecture demonstration and a 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
Year Offering: Even years
Term Offering: Fall
College Code: CAS

CHEM 311 - Seminar in Chemistry

Credits: 0.5

First half of semester consists of two meetings per week: one is an introduction to chemical literature and computer searching of Chemical Abstracts and chemical databases, the other meeting is the regular seminar series presented by students, faculty, and invited speakers. This course is required of, and open only to, junior chemistry and biochemistry majors, and attendance for both semesters is required for one credit.

Lecture/Lab: Weekly: two meetings during first half of semester, one meeting during remainder of semester
Grade Mode: Satisfactory (S,U,I,W)
Prerequisite(s): CHEM 232
Schedule Type: Seminar
Term Offering: Fall
College Code: CAS

CHEM 312 - Seminar in Chemistry

Credits: 0.5

Continuation of CHEM 311. This course is required of, and open only to, junior chemistry and biochemistry majors.

Lecture/Lab: Weekly: 1 seminar
Grade Mode: Satisfactory (S,U,I,W)
Prerequisite(s): CHEM 311
Schedule Type: Seminar
Term Offering: Spring
College Code: CAS

CHEM 340 - Environmental Chemistry

Credits: 4

A survey of environmental and energy-related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and toxic chemicals. Not applicable toward a major in chemistry or biochemistry.

Lecture/Lab: Weekly: 3 lectures and a 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 132
Recommended: CHEM 200 or CHEM 232 strongly recommended
Schedule Type: Lecture, Lab
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

CHEM 375 - Topics in _____

Credits: 1–4

Investigates various subdisciplines of chemistry or biochemistry. Each individual topics course will be evaluated to determine whether it contributes to a major or minor.

Lecture/Lab: Weekly: 1 lecture and/or lab for each upper-division credit taken
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of instructor and chair, and appropriate foundational courses.
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Lab
Term Offering: Fall, Spring, Summer
College Code: CAS

CHEM 400 - Chemical Separations and Analysis

Credits: 2

Theory and practice of analytical separations by extraction and chromatographic methods including flash column, thin layer, high pressure liquid, gas, and affinity chromatography. After separation, the components of mixtures are analyzed by a variety of spectroscopic techniques that may include nuclear magnetic resonance, infrared spectroscopy and/or mass spectrometry.

Lecture/Lab: Weekly: 1 lecture and a 4-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 200, CHEM 231, and CHEM 241

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Spring

College Code: CAS

CHEM 405 - Medicinal Chemistry

Credits: 2

Medicinal Chemistry is an interdisciplinary subject incorporating basic principles of organic chemistry, biology, biochemistry, toxicology, pharmacology, and molecular biology to understand how biologically active compounds (pharmaceuticals) operate in living systems. Selected topics in medicinal and pharmaceutical chemistry including the design and synthesis of new drugs as well as their pharmacodynamic and pharmacokinetic properties will be covered. We will also examine the path of pharmaceuticals from inception to clinical use by studying specific classes of drugs.

Lecture/Lab: Weekly: 2 lectures

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 232

Recommended: BCHM 421 is recommended either as a prerequisite or corequisite.

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

CHEM 410 - Forensic Chemistry

Credits: 2

Principles of chemistry as applied to the methods of analysis and identification of drugs. Rules of evidence as they apply to testimony in court. Observation of drug-related court procedures.

Lecture/Lab: Weekly: 1 lecture and two 3-hour labs

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 200, CHEM 232

Schedule Type: Lecture/Lab

Special Approval: Participation must be arranged with the instructor at least 2 months prior to beginning of course.

Term Offering: Spring

College Code: CAS

CHEM 411 - Seminar in Chemistry

Credits: 0.5

Departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest 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.

Lecture/Lab: Weekly: 1 seminar

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 312

Schedule Type: Seminar

Term Offering: Fall

College Code: CAS

CHEM 412 - Seminar in Chemistry

Credits: 0.5

Continuation of CHEM 411. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 411

Schedule Type: Seminar

Term Offering: Spring

College Code: CAS

CHEM 415 - Advanced Inorganic Chemistry

Credits: 4

Atomic and molecular structure, symmetry, group theory, solid state, acids and bases; structure, bonding, spectra, and reaction mechanisms of d-metal complexes, systematic chemistry of non-metals; organometallic chemistry and catalysis.

Lecture/Lab: Weekly: 4 lectures

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 232, CHEM 431

Schedule Type: Lecture

Year Offering: Alternate years (even)

Term Offering: Spring

College Code: CAS

CHEM 418 - Chemistry & Biochemistry Seminar

Credits: 2

In this course, each student will demonstrate and integrate chemistry- and/or biochemistry-specific knowledge, communication skills and critical thinking acquired during the student's study of chemistry and biochemistry. A comprehensive written paper explaining the student's literature-based or lab-based research and a publically presented technical seminar are required. Students are also expected to demonstrate the development of professional skills. This course is recommended for students within 1-3 semesters of graduation. Enrollment is limited.

Lecture/Lab: Weekly: 2 lectures

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Corequisite(s): CHEM 210

Prerequisite(s): COMM 104 or COMM 320

ENGL 215

CHEM 232 and CHEM 242

And one of the following: CHEM 200, BCHM 421, or CHEM 431 (with CHEM 441)

Recommended: One of the following is required, but more are recommended: CHEM 200, BCHM 421, or CHEM 431 (with CHEM 441)

Schedule Type: Lecture

Term Offering: fall, Spring

College Code: CAS

CHEM 430 - Instrumental Analysis

Credits: 2

Theory and practice of chemical analysis by spectroscopic and electrochemical methods. Introduction to automated data collection and computer control of instruments. Operational theory that emphasizes hands-on student learning for a broad range of analytical instruments commonly used by industry and academia including: UV-Vis-NIR, fluorescence, atomic, and laser spectrophotometers; potentiostats; and analog and digital electronics.

Lecture/Lab: Weekly: 1 lecture and a 4-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 200, MATH 192

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Spring

College Code: CAS

CHEM 431 - Physical Chemistry I

Credits: 3

Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry.

Lecture/Lab: Weekly: 3 lectures

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Choose one set.

Set 1: CHEM 200, MATH 192, PHYS 142 (or PHYS 242, PHYS 272)

Set 2: MATH 192, PHYS 241, PHYS 271, ENGR 285, and one of (MATH 240, MATH 286). Co-requisite: CHEM 200

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

CHEM 432 - Physical Chemistry II

Credits: 3

Wave mechanics, atomic and molecular structure, chemical bonding, atomic and molecular spectroscopies, and applications to chemical dynamics and statistical thermodynamics.

Lecture/Lab: Weekly: 3 lectures

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 431,
and one of: MATH 286 or MATH 240
Recommended: Both MATH 286 and MATH 240 are strongly recommended
Schedule Type: Lecture
Year Offering: Alternate years (odd)
Term Offering: Spring
College Code: CAS

CHEM 441 - Physical Chemistry Laboratory I

Credits: 1
Experiments related to the course content of CHEM 431.

Lecture/Lab: Weekly: one 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): concurrent enrollment in CHEM 431
Schedule Type: Lab
Term Offering: Fall
College Code: CAS

CHEM 442 - Physical Chemistry Laboratory II

Credits: 1
Experiments related to the course content of CHEM 432.

Lecture/Lab: Weekly: one 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): concurrent enrollment in CHEM 432
Schedule Type: Lab
Year Offering: Alternate years (odd)
Term Offering: Spring
College Code: CAS

CHEM 470 - Modern Synthetic Techniques

Credits: 2
An advanced laboratory course designed to incorporate a wide variety of modern synthetic techniques of organic, organometallic, and inorganic chemistry.

Lecture/Lab: Weekly: two 4-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 474, CHEM 415 or concurrent enrollment in CHEM 415
Schedule Type: Lab
Term Offering: Spring
College Code: CAS

CHEM 474 - Advanced Topics in Organic Chemistry

Credits: 2
Study of the principles of modern synthetic organic chemistry with applications from one or more of the following areas: natural product, medicinal, or polymer chemistry.

Lecture/Lab: Weekly: 2 lectures
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 232
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CHEM 475 - Advanced Topics in Physical Chemistry

Credits: 2
Advanced study of molecular spectroscopy, statistical thermodynamics, chemical dynamics, or the application of quantum mechanics.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 432 or CHEM 431 and permission of the instructor
Schedule Type: Lecture
College Code: CAS

CHEM 490 - Independent Study

Credits: 1-3
Independent study of selected topics in biochemistry or chemistry to enable advanced students to pursue topics not offered in scheduled courses. The student will study under the supervision of a biochemistry or chemistry professor. Ordinarily a minimum of four hours of study per week is expected for each credit. The instructor may require written reports or oral presentations.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CHEM 495 - Advanced Independent Research

Credits: 0-4
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who have a reasonably established knowledge of chemistry and biochemistry at the college level.

Lecture/Lab: Weekly: a minimum of 4 hours of work per credit
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Passing grade in CHEM 232/CHEM 242 or (CHEM 200 and CHEM 231 /CHEM 241) required
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Permission of faculty member required.

Term Offering: Fall, Spring, Summer
College Code: CAS

CHEM 497 - Internship in Biotechnology

Credits: 1-6
An internship where students apply course and lab preparation in an extended hands-on laboratory experience in either on- or off-campus setting. 50 hours of work per semester credit hour.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS

CHEM 530 - Topics in Teaching _____

Credits: 2-4
Each time the course is offered, it treats one of the following areas: Concepts in Chemistry; Fundamental ideas of chemistry Demonstrations; Simple experiments which illustrate chemical principles Problem-Solving Strategies; Exploration into the mental processes and logic behind problem-solving; None of the above areas are to occur twice in one student's program.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 232
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

CHEM 540 - Topics in _____

Credits: 2-4
Independent readings to be chosen in consultation with the instructor. A written report and an oral presentation covering the materials read are required. A minimum of 60 hours of work is required for each credit.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 431
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

Engineering & Computer Science

Harrigan Hall, Room 229

269-471-3420

Fax: 269-471-3797

engineering@andrews.edu, computing@andrews.edu

<https://www.andrews.edu/cas/ecs/>

Faculty

Hyun Kwon, *Chair*

Wayne Buckhanan

Jay Johnson

Gunnar Lovhoiden

Boon-Chai Ng

Rodney Summerscales

Stephen Thorman

Roy Villafane

William Wolfer

Mission

The Engineering and Computer Science department aspires to be a place of choice for engineering and computer science education where dedicated students and faculty grow together to reach their God-given potential for service to society and the church.

Faculty and students in the Engineering and Computer Science Department will:

Seek Knowledge by:

- Exploring current knowledge in engineering and computing from a Christian viewpoint, within the broader context of the liberal arts.
- Creating a nurturing environment for a committed lifetime of intellectual discovery, problem-solving, and innovation.
- Enhancing learning through research and scholarship.
- Preparing students to join their chosen profession or attend graduate school.
- Engaging industry and professional stakeholders in the planning and assessing of our curriculum.

Affirm Faith by:

- Acknowledging the leadership of God in their lives.
- Acting with personal and moral integrity.
- Serving humanity in a complex, technological, global society.

Change the World by:

- Applying knowledge and skills to the care of their God-given home.
- Solving contemporary societal problems.
- Providing selfless service to others.

Bachelors

Computer Science BS

Computer Science prepares students to design and implement innovative computing solutions to real world problems. Areas of study include (but not limited to) algorithms, software engineering, graphics, artificial intelligence, robotics, databases, theory of computation, networks and Internet technologies. The program emphasizes both theory and practical applications of computing. A degree in Computer Science prepares students for employment in developing and maintaining commercial applications and for graduate studies.

Total Credits: 124

Major: Core Requirements - 61

Core Requirements - 46

CPTR 151 - Computer Science I **Credits:** 3

CPTR 152 - Computer Science II **Credits:** 3

CPTR 251 - Application Development I **Credits:** 3

CPTR 252 - Application Development II **Credits:** 3

CPTR 276 - Data Structures and Algorithms **Credits:** 3

CPTR 285 - Systems Programming **Credits:** 3

CPTR 425 - Programming Languages **Credits:** 3

CPTR 430 - Analysis of Algorithms **Credits:** 3

CPTR 437 - Formal Theory of Computation **Credits:** 3

CPTR 440 - Operating Systems **Credits:** 3

CPTR 460 - Software Engineering **Credits:** 3

CPTR 465 - Computer Architecture **Credits:** 3

CPTR 487 - Artificial Intelligence **Credits:** 3

4 Credits of CPTR 493 - Practicum **Credits:** 0-6

CPTR 245 - Discrete Structures **Credits:** 3

Or MATH 355 - Foundations of Advanced Mathematics **Credits:** 3

Major Electives - 15

Chosen from CPTR courses in consultation with an advisor.

Up to 6 credits of the following courses may be substituted for CPTR elective credits.

MATH 192, 240, 286, 426

STAT 340

ENGR 225, 275, 310, 415

Cognates: 26-28

ENGR 385 - Microprocessor Systems **Credits:** 4

Student must have at least 22 credits from Math, Statistics and the Sciences.

Math

Choose at least two of the following courses:

MATH 191 - Calculus I **Credits:** 4

Or MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

MATH 215 - Introduction to Linear Algebra **Credits:** 3

MATH 240 - Calculus III **Credits:** 4

MATH 286 - Differential Equations **Credits:** 3

MATH 315 - Linear Algebra **Credits:** 3

MATH 426 - Mathematical Modeling in Biology **Credits:** 3

MATH 441 - Abstract Algebra I **Credits:** 3

Statistics

Choose at least one of the following courses:

STAT 285 - Elementary Statistics **Credits:** 3

STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

Sciences

Choose at least one of the following courses:

BIOL 165 - Foundations of Biology **Credits:** 4,5

BIOL 166 - Foundations of Biology **Credits:** 4,5

CHEM 131 - General Chemistry I **Credits:** 4

CHEM 132 - General Chemistry II **Credits:** 4

PHYS 141 - General Physics I **Credits:** 4

PHYS 142 - General Physics II **Credits:** 4

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4

And PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1

Or

PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4

And PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Andrews Core Experience - 34

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience Program while noting the following requirements.

Fine Arts and Humanities

Choose one of the following courses:

ART 130 - Introduction to Digital Media **Credits:** 3

ART 207 - Basic Design I **Credits:** 3

ART 209 - Basic Design II **Credits:** 3

ARTH 220 - Language of Art **Credits:** 3

PHTO 210 - History of Photography **Credits:** 3

ENGL 255 - Studies in Literature **Credits:** 3

PHIL 224 - Introduction to Philosophy **Credits:** 3
 MUHL 214 - Enjoyment of Music **Credits:** 3
 One year of Ensemble, Applied Music
 A course in Studio Art

Service

2 Credits Required

BHSC 100 - Philosophy of Service and Civic Engagement **Credits:** 2

Or ENGR 485 - Community Project in Engineering **Credits:** 2–6

Life and Physical Sciences

Fulfilled in program requirements

Undergraduate Electives: 1-3

Program Objectives

Student Outcomes

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations and society
- Recognition of the need for, and an ability to engage in, continuing professional development
- An ability to use current techniques, skills, and tools necessary for computing practices
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choice
- An ability to apply design and development principles in the construction of software systems of varying complexity
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum

Computing, Computer Science Concentration BS

Computer Science focuses on a study of computing as well as on its role in an application area. Areas of interest include artificial intelligence, compilers, computer architectures, computer graphics, computer networks, operating systems, program development, and analytical theory. A degree in computing with the Computer Science emphasis prepares students for graduate study, employment in computer systems/networks, administration/ development, software development/maintenance, and for careers in education.

Total Credits: 124

Major Requirements - 40

Common Core - 21

CPTR 151 - Computer Science I **Credits:** 3

CPTR 152 - Computer Science II **Credits:** 3

CPTR 276 - Data Structures and Algorithms **Credits:** 3

CPTR 440 - Operating Systems **Credits:** 3

CPTR 460 - Software Engineering **Credits:** 3

Require 6 Credits of CPTR 493 - Practicum **Credits:** 0–6

Required courses—9

CPTR 425 - Programming Languages **Credits:** 3

CPTR 437 - Formal Theory of Computation **Credits:** 3

CPTR 467 - Database Concepts and Theory **Credits:** 3

Major electives—10

Chosen from CPTR & ENGR courses in consultation with CS academic advisor. A minimum of 6 upper division credits required.

Cognate requirements—26–28

MATH 191 - Calculus I **Credits:** 4 **

MATH 192 - Calculus II **Credits:** 4

MATH 355 - Foundations of Advanced Mathematics **Credits:** 3

ENGR 385 - Microprocessor Systems **Credits:** 4

STAT 285 - Elementary Statistics **Credits:** 3

Or STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

Choose one of the following sets:

BIOL 165 - Foundations of Biology **Credits:** 4,5 *

BIOL 166 - Foundations of Biology **Credits:** 4,5 *

Or

CHEM 131 - General Chemistry I **Credits:** 4 *

CHEM 132 - General Chemistry II **Credits:** 4 *

Or

PHYS 141 - General Physics I **Credits:** 4

PHYS 142 - General Physics II **Credits:** 4 *

Or

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4 *

PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4 *

PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1 *

PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1 *

*These courses may apply toward the general education life/physical science requirement.

**These courses may apply toward the general education Math requirement.

Andrews Core Experience

Students must take all courses designated in the BS Degree Requirements of the Andrews Core Experience.

Program Requirements

Progression Requirements:

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for CPTR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

The major field examination in Computing is part of the senior exit test.

Computer Policy

The computer is a tool that is integral to the success of the computer scientist in her/his professional development. All students in the Computing program are required to have a computer and software meeting the program guidelines. The policy is updated yearly and will be in effect at the beginning of the Fall semester. It includes changes to reflect continual changes in technology. Computer purchases should be made such that the computer is ready for use on the first day of the semester.

Program Objectives

Student Outcomes

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations and society
- Recognition of the need for, and an ability to engage in, continuing professional development
- An ability to use current techniques, skills, and tools necessary for computing practices
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choice
- An ability to apply design and development principles in the construction of software systems of varying complexity
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum

Computing, Software Systems Concentration BS

Software Systems is focusing on the development and maintenance of software in an application area. A minor in an application area is included as part of the degree. Typical minors might include one of the sciences, behavioral science, or business. Supervised "real-world" projects are a requirement for this degree. A degree in Computing with the Software Systems emphasis prepares students for employment in developing and maintaining commercial applications and for graduate studies in applied computing such as software engineering.

Total Credits: 124

Major Requirements - 40

Common Core - 19

- CPTR 151 - Computer Science I **Credits:** 3
- CPTR 152 - Computer Science II **Credits:** 3
- CPTR 276 - Data Structures and Algorithms **Credits:** 3
- CPTR 440 - Operating Systems **Credits:** 3
- CPTR 460 - Software Engineering **Credits:** 3
- Require 4 Credits of CPTR 493 - Practicum **Credits:** 0-6

Required courses - 12

- CPTR 251 - Application Development I **Credits:** 3
- CPTR 252 - Application Development II **Credits:** 3
- CPTR 425 - Programming Languages **Credits:** 3
- CPTR 450 - Network Computing and Architecture **Credits:** 3

Major electives - 9

Chosen from CPTR courses in consultation with your CS academic advisor. A minimum of 6 upper division credits required.

Cognate requirements - 27-29

- P5 MPE Score
- Or
- MATH 168 - Precalculus **Credits:** 4

- STAT 285 - Elementary Statistics **Credits:** 3
- Or STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

Minor in an advisor-approved application area (20-22)

Andrews Core Experience

Students must take all courses designated in the BS Degree Requirements of the Andrews Core Experience.

Program Requirements

Progression Requirements:

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for CPTR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

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Program Objectives

Student Outcomes

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security, and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations and society
- Recognition of the need for, and an ability to engage in, continuing professional development
- An ability to use current techniques, skills, and tools necessary for computing practices
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choice
- An ability to apply design and development principles in the construction of software systems of varying complexity
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum

Engineering, Chemical Engineering Concentration BSE

Engineering builds on a strong traditional mathematics, science, and engineering core. The Chemical Engineering emphasis focuses on design and operation of chemical processes and optimization of production.

Total Credits: 135

Major: Core Requirements - 30

ENGR 120 - Introduction to Engineering & Design **Credits:** 2
ENGR 125 - Engineering Graphics **Credits:** 3
ENGR 180 - Materials Science **Credits:** 4
ENGR 185 - Engineering Statics **Credits:** 3
ENGR 225 - Circuit Analysis **Credits:** 3
ENGR 275 - Electronics I **Credits:** 3
ENGR 285 - Engineering Dynamics **Credits:** 3
ENGR 310 - Linear Systems Analysis **Credits:** 3
ENGR 450 - Engineering Economy **Credits:** 2
ENGR 491 - Review of Engineering Design **Credits:** 1
ENGR 492 - Senior Design Project **Credits:** 3

Major: Concentration Requirements - 32

Concentration Requirements

ENGR 345 - Chemical Engineering Fundamentals **Credits:** 3
ENGR 355 - Chemical Engineering Lab **Credits:** 4
ENGR 360 - Fluid Dynamics **Credits:** 3
ENGR 410 - Feedback Control Systems **Credits:** 4
CHEM 431 - Physical Chemistry I **Credits:** 3 (no lab needed)
ENGR 464 - Kinetics and Reactor Design **Credits:** 3
ENGR 440 - Heat and Mass Transfer **Credits:** 3
ENGR 480 - Process Design **Credits:** 3

Concentration Electives - 6

Chosen from ENGR and CPTR courses in consultation with an advisor.

Cognates - 39

MATH 191 - Calculus I **Credits:** 4
MATH 192 - Calculus II **Credits:** 4
MATH 240 - Calculus III **Credits:** 4
MATH 286 - Differential Equations **Credits:** 3
CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
CHEM 200 - Quantitative Analysis **Credits:** 4
CHEM 231 - Organic Chemistry I **Credits:** 3
PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
CPTR 151 - Computer Science I **Credits:** 3

Andrews Core Experience

Students must fulfill the Andrews Core Experience requirements for Professional Degrees and note the following specific requirements.

Religion

RELT 100 - God and Human Life **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
and two courses from RELB, RELG, RELP, RELT

Language and Communication

ENGL 115 - College Writing I **Credits:** 3
COMM 104 - Communication Skills **Credits:** 3

ENGL 220 - Technical Writing **Credits:** 3
Or ENGL 215 - College Writing II **Credits:** 3

Service

2 Credits Required
BHSC 100 - Philosophy of Service and Civic Engagement **Credits:** 2
Or ENGR 485 - Community Project in Engineering **Credits:** 2-6

Maintaining Academic Standing

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six

weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

Program Objectives

Student Outcomes

An ability to apply knowledge of mathematics, science, and engineering.
An ability to design and conduct experiments, as well as to analyze and interpret data.
An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
An ability to function on multidisciplinary teams.
An ability to identify, formulate, and solve engineering problems.
An understanding of professional and ethical responsibility.
An ability to communicate effectively.
The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
A recognition of the need for, and an ability to engage in life-long learning.
A knowledge of contemporary issues.
An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum.

Engineering, Electrical and Computer Engineering Concentration BSE

Program Description

Engineering builds on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the areas of digital systems, communication systems, and computer controlled instrumentation and computer simulation.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14-17 additional credits in physics. See the Mathematics and Physics department listings for details.

Total Credits: 135

Major: Core Requirements - 30

ENGR 120 - Introduction to Engineering & Design **Credits:** 2
ENGR 125 - Engineering Graphics **Credits:** 3
ENGR 180 - Materials Science **Credits:** 4
ENGR 185 - Engineering Statics **Credits:** 3
ENGR 225 - Circuit Analysis **Credits:** 3
ENGR 275 - Electronics I **Credits:** 3
ENGR 285 - Engineering Dynamics **Credits:** 3
ENGR 310 - Linear Systems Analysis **Credits:** 3
ENGR 450 - Engineering Economy **Credits:** 2
ENGR 491 - Review of Engineering Design **Credits:** 1
ENGR 492 - Senior Design Project **Credits:** 3

Major: Concentration Requirements - 33

Concentration Requirements - 27

CPTR 152 - Computer Science II **Credits:** 3
CPTR 465 - Computer Architecture **Credits:** 3
ENGR 325 - Electronics II **Credits:** 4
ENGR 335 - Logic Circuit Design **Credits:** 3

ENGR 385 - Microprocessor Systems **Credits:** 4
 ENGR 415 - Virtual Instrumentation **Credits:** 3
 ENGR 435 - Electromagnetic Fields **Credits:** 3
 ENGR 455 - Communication Systems **Credits:** 4

Concentration Electives - 6

Chosen from ENGR and CPTR courses in consultation with an advisor.

Cognates - 38

MATH 191 - Calculus I **Credits:** 4
 MATH 192 - Calculus II **Credits:** 4
 MATH 215 - Introduction to Linear Algebra **Credits:** 3
 MATH 240 - Calculus III **Credits:** 4
 MATH 286 - Differential Equations **Credits:** 3
 CHEM 131 - General Chemistry I **Credits:** 4
 PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
 PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
 PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
 PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
 STAT 340 - Probability Theory with Statistical Applications **Credits:** 3
 CPTR 151 - Computer Science I **Credits:** 3

Andrews Core Experience

Students must fulfill the Andrews Core Experience requirements for Professional Degrees and note the following specific requirements.

Religion

RELT 100 - God and Human Life **Credits:** 3
 RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
 and two courses from RELB, RELG, RELP, RELT

Language and Communication

ENGL 115 - College Writing I **Credits:** 3
 COMM 104 - Communication Skills **Credits:** 3

ENGL 220 - Technical Writing **Credits:** 3

Or ENGL 215 - College Writing II **Credits:** 3

Service

2 Credits Required

BHSC 100 - Philosophy of Service and Civic Engagement **Credits:** 2

Or ENGR 485 - Community Project in Engineering **Credits:** 2–6

Maintaining Academic Standing

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

Program Objectives

Student Outcomes

An ability to apply knowledge of mathematics, science, and engineering.
 An ability to design and conduct experiments, as well as to analyze and interpret data.
 An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
 An ability to function on multidisciplinary teams.
 An ability to identify, formulate, and solve engineering problems.
 An understanding of professional and ethical responsibility.
 An ability to communicate effectively.
 The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
 A recognition of the need for, and an ability to engage in life-long learning.

A knowledge of contemporary issues.

An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum.

Engineering, Mechanical Engineering Concentration BSE

Program Description

Engineering builds on a strong traditional mathematics, science, and engineering core. The Mechanical Engineering emphasis focuses on mechanical design and the electromechanical elements of smart machines.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

Total Credits: 135

Major: Core Requirements - 30

ENGR 120 - Introduction to Engineering & Design **Credits:** 2
 ENGR 125 - Engineering Graphics **Credits:** 3
 ENGR 180 - Materials Science **Credits:** 4
 ENGR 185 - Engineering Statics **Credits:** 3
 ENGR 225 - Circuit Analysis **Credits:** 3
 ENGR 275 - Electronics I **Credits:** 3
 ENGR 285 - Engineering Dynamics **Credits:** 3
 ENGR 310 - Linear Systems Analysis **Credits:** 3
 ENGR 450 - Engineering Economy **Credits:** 2
 ENGR 491 - Review of Engineering Design **Credits:** 1
 ENGR 492 - Senior Design Project **Credits:** 3

Major: Concentration Requirements - 33

Concentration Requirements - 27

ENGR 320 - Manufacturing Processes **Credits:** 3
 ENGR 330 - Thermodynamics **Credits:** 3
 ENGR 340 - Mechanics of Materials **Credits:** 3
 ENGR 360 - Fluid Dynamics **Credits:** 3
 ENGR 390 - Engineering Measurements **Credits:** 4
 ENGR 391 - Electric Motors **Credits:** 1
 ENGR 410 - Feedback Control Systems **Credits:** 4
 ENGR 420 - Machine Design **Credits:** 3
 ENGR 440 - Heat and Mass Transfer **Credits:** 3

Concentration Electives - 6

Chosen from ENGR courses in consultation with an advisor.

Cognates - 38

MATH 191 - Calculus I **Credits:** 4
 MATH 192 - Calculus II **Credits:** 4
 MATH 215 - Introduction to Linear Algebra **Credits:** 3
 MATH 240 - Calculus III **Credits:** 4
 MATH 286 - Differential Equations **Credits:** 3
 STAT 340 - Probability Theory with Statistical Applications **Credits:** 3
 CHEM 131 - General Chemistry I **Credits:** 4
 PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
 PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
 PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
 PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
 CPTR 151 - Computer Science I **Credits:** 3

Andrews Core Experience

Students must fulfill the Andrews Core Experience requirements for Professional Degrees and note the following specific requirements.

Religion

RELT 100 - God and Human Life **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
and two courses from RELB, RELG, RELP, RELT

Language and Communication

ENGL 115 - College Writing I **Credits:** 3
COMM 104 - Communication Skills **Credits:** 3

ENGL 220 - Technical Writing **Credits:** 3
Or ENGL 215 - College Writing II **Credits:** 3

Service

2 Credits Required
BHSC 100 - Philosophy of Service and Civic Engagement **Credits:** 2
Or ENGR 485 - Community Project in Engineering **Credits:** 2-6

Maintaining Academic Standing

No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail two Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. All prerequisites for ENGR courses must be passed with a minimum grade of C- before entry into the class it is required for. Transfer credits need to be submitted a minimum of six weeks prior to beginning of classes. Transfer students will be considered on an individual basis.

Program Objectives

Student Outcomes

- An ability to apply knowledge of mathematics, science, and engineering.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate, and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- A recognition of the need for, and an ability to engage in life-long learning.
- A knowledge of contemporary issues.
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
- A well-rounded, Christ-centered life perspective through the integration of the entire Andrews University curriculum.

Undergraduate Minors

Computing Minor

Required courses—9

CPTR 151 - Computer Science I **Credits:** 3
CPTR 152 - Computer Science II **Credits:** 3
CPTR 276 - Data Structures and Algorithms **Credits:** 3

Minor electives—11

Chosen from CPTR courses in consultation with a CS academic advisor.

Note:

No course grade below a C- may apply to a major or minor in Computing. All prerequisites for CPTR courses must be passed with a minimum grade of C- before entry into the class it is required for.

Total Credits: 20

Engineering Minor

Total Credits: 20

Required courses—11

ENGR 120 - Introduction to Engineering & Design **Credits:** 2
ENGR 125 - Engineering Graphics **Credits:** 3
ENGR 185 - Engineering Statics **Credits:** 3
ENGR 225 - Circuit Analysis **Credits:** 3

Minor Electives—9

Chosen from ENGR courses in consultation with an engineering advisor.

Cognates:

MATH 191 - Calculus I **Credits:** 4
MATH 192 - Calculus II **Credits:** 4

Computing & Software Engineering

CPTR 151 - Computer Science I

Credits: 3

An introduction to programming methodology using a high level language, advanced operating system 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.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab

Term Offering: Fall, Spring

College Code: CAS

CPTR 152 - Computer Science II

Credits: 3

A continuation of CPTR151. Examines program specifications, design, coding, correctness, and style with additional coverage of pointers and arrays, and an in-depth study of recursion and data structures. Includes files, lists, stacks, queues, trees, graphs, and an overview of computer ethics.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CPTR 151

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

CPTR 245 - Discrete Structures

Credits: 3

Formal mathematical structures and methods used in developing computing solutions are introduced. Their application in computer science is emphasized.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 168 or MPE score of P4 or higher

Schedule Type: Lecture

Term Offering: Spring
College Code: CAS

CPTR 251 - Application Development I

Credits: 3

A study of techniques and concepts used for developing service applications. Aspects covered include the internet, web, databases, networking and object-oriented. Content adjusted based on current trends.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 252 - Application Development II

Credits: 3

A study of techniques and concepts used for developing endpoint applications for modern computing platforms such as mobile devices. The content is adjusted based on current trends.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 276 - Data Structures and Algorithms

Credits: 3

A study of techniques for the design and analysis and implementation of data structures and algorithms commonly used in computing. Includes introductions to asymptotic notation, sorting, search trees, hash tables, and graphs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 285 - Systems Programming

Credits: 3

Organization of programs and data; program analysis, pointers, manual memory management, system calls, introduction to threads, embedded programming.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 295 - Directed Computer Language Study

Credits: 1–3

Directed study of computer language in consultation with the instructor. Normally, the language is not included in other courses taught by the department. A programming project may be required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): CPTR 152 or equivalent.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

CPTR 425 - Programming Languages

Credits: 3

Survey of current programming languages, including structure, runtime systems, the specification of syntax, and semantics. Definition of syntax for formal languages with emphasis on context-free languages. Techniques for scanning and parsing programming languages.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 430 - Analysis of Algorithms

Credits: 3

An introduction to the design and analysis of advanced algorithms. Topics include asymptotic complexity bounds, graph and tree algorithms, and algorithmic

strategies (such as greedy, divide-and-conquer and dynamic programming).

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 245 or MATH 355, CPTR 276
Schedule Type: Lecture
College Code: CAS

CPTR 436 - Numerical Methods and Analysis

Credits: 3

A study of common numerical techniques applicable on a computer. Includes interpolation, extrapolation, approximation techniques, numerical methods for linear problems, root finding, function fitting, numerical integration, location of extremes, efficiency of numerical algorithms, and minimization of computational error.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152 and MATH 215
Schedule Type: Lecture
College Code: CAS

CPTR 437 - Formal Theory of Computation

Credits: 3

Study of the various classes of formal languages, their grammars, properties and recognizing machines. Turing machines. Computability.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 245 or MATH 355, CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 440 - Operating Systems

Credits: 3

Process management, including asynchronous concurrent processes and deadlock, virtual storage management and job and process scheduling, multiprocessing, disk scheduling and file and database systems, performance and security.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
CPTR 152 - Computer Science II
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 450 - Network Computing and Architecture

Credits: 3

Concepts applicable to constructing a computer network and the application of computing algorithms and solutions using networked computers and devices. Study topics such as physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, clustering and security.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 460 - Software Engineering

Credits: 3

Surveys basic software engineering topics associated with the processes, documents, and products of the entire software life cycle. Topics include software evolution, project organization, and management, feasibility studies, product definition, design, implementation, and testing issues, and the role of the software engineer within the life cycle.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 465 - Computer Architecture

Credits: 3

Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152, ENGR 385
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 467 - Database Concepts and Theory

Credits: 3
Study of issues relevant to abstract and concrete aspects in both the creation of database management system software and its use. Indexing, buffering and other internal and physical database design issues. Relational model algebra, calculus and query languages. Functional dependencies and normalization. Study of and modeling using Entity-Relationship and other relevant paradigms. Common application databases. Introduction to the use of transactions, query optimization and non-relational database models. Design and programming assignments using databases.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 152, CPTR 276
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

CPTR 475 - Topics in _____

Credits: 1–4
Selected topics of current interest in computing such as Robotics, advanced languages, or others.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

CPTR 485 - Computer Graphics

Credits: 3
Introduction to computer graphics focusing on the algorithms and data structures for the modeling and shading of 3-d images. Topics include basic OpenGL programming, mesh generation, shading, raytracing, radiosity methods, procedural textures, and fractal methods.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 487 - Artificial Intelligence

Credits: 3
Provides the conceptual basis for understanding current trends in Artificial Intelligence. Topics include both symbolic and numeric processing, intelligent search methods, problem representation, machine learning, expert systems, and a survey of some social implications of AI.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 276
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

CPTR 490 - Research

Credits: 0–6
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. This course is for students who have a reasonably established knowledge of computing at the college level. A minimum of 3 hours work per week is required for each credit earned and a written paper is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

CPTR 493 - Practicum

Credits: 0–6
This course facilitates a professional experience for the student. It functions with the consent and advice of the computer science program faculty. Opportunities and venues vary, and must include designing and implementing an innovative and novel computing solution. Three primary approaches are undergraduate research,

professional internship, or a major design project. A minimum of 3 hours of work per week per credit is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite/Corequisite: CPTR 460
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: CAS

CPTR 495 - Independent Study

Credits: 1–3
Directed study of material of special interest chosen in consultation with the instructor. No more than 6 credits may be earned in CPTR495.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

CPTR 496 - Special Projects

Credits: 1–3
Project chosen in consultation with instructor. No more than 6 credits may be earned in CPTR 496.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

Engineering

ENGR 120 - Introduction to Engineering & Design

Credits: 2
An introductory course in engineering and design. It teaches the basic principles of design and related design tools from a basic level. Students will be taught to use computer tools for engineering analysis.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 125 - Engineering Graphics

Credits: 3
Fundamentals of drawing as applied to mechanical engineering problems. Orthographic projections, auxiliary and sectional views, dimensioning and tolerancing, oblique and isometric views, detail and assembly drawing. Sketching and computer aided drafting.

Lecture/Lab: Weekly: two 1-hour lectures and two 1.5-hour labs
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 180 - Materials Science

Credits: 4
Introduction to the study of materials. Covers physical properties, application and relevant properties associated with engineering material. A weekly hands-on laboratory helps demonstrate the relationship of properties of materials studied in lecture.

Lecture/Lab: Weekly: 3-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 131
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 185 - Engineering Statics

Credits: 3
Principles of statics and their application to engineering problems; forces, moments, couples, friction, centroids and moments of inertia.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: MATH 191
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 215 - Robotics Programming

Credits: 2,3
This course covers the basic operations of a robotic arm using the teach pendant as the main interface. A Robotics Handling Tool Software Package is used in this course. Students successfully completing this course will be able to: Safely power up and jog the robot; recover from common errors and robot faults; execute production operation; create, modify and execute a teach pendant program; and abort and access teach pendant programs. This course consists of lectures, demonstrations and a series of lab exercises.

Lecture/Lab: Weekly: 2 lectures and a lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Even years
Term Offering: Spring
College Code: CAS

ENGR 225 - Circuit Analysis

Credits: 3
Resistive circuit analysis, network theorems, dependent sources, energy storage elements, 1st and 2nd order circuit transient responses, ac circuit analysis using phasors and impedances, and ac complex power.

Lecture/Lab: Weekly: 2-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 191
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 248 - Workshop

Credits: 1–4
Provides flexibility for the occasional workshop where it is appropriate to offer engineering credit. Workshop requirements must be approved by the department.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Workshop
Special Approval: Advisor permission required.

College Code: CAS

ENGR 275 - Electronics I

Credits: 3
Introduction to diodes and transistors and their applications in switching and amplification circuits. Introduction to the basic op-amp circuits and their characteristics. Binary numbers and codes, Boolean algebra, logic circuits, flip-flops and registers. Digital circuit applications.

Lecture/Lab: Weekly: 2-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 225
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 285 - Engineering Dynamics

Credits: 3
Vectorial kinematics of moving bodies in fixed and moving reference frames. Kinetics of particles, assemblies of particles, and rigid bodies, with emphasis on the concept of momentum. Keplerian motion, elementary vibrations, and conservative dynamic systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 185 and MATH 192
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 310 - Linear Systems Analysis

Credits: 3
Convolution, analysis and spectra of continuous time domain signals, Fourier and Laplace transforms, discrete time domain signals, and the z-transform.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 215, MATH 286, CPTR 151
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 320 - Manufacturing Processes

Credits: 3
Deals with today's technologies and the future of manufacturing. It includes details of product design process, rapid prototyping and a survey of manufacturing technologies.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 180
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 325 - Electronics II

Credits: 4
Modeling of transistors, biasing of transistors in amplifier circuits, and amplitude and frequency limitations of transistors. Linear and switching electronic circuits with an emphasis on op-amps.

Lecture/Lab: Weekly: 3-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 330 - Thermodynamics

Credits: 3
Introduction to the nature of energy and study of energy transport conservation in closed and flowing systems; properties and states of solids, liquids, vapors, and gases; enthalpy; meaning and production of entropy and introduction to cyclic systems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 241
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 331 - Thermodynamics II

Credits: 3
Principles of phase and chemical equilibria in the solution of chemical engineering problems in the traditional process industries, biological systems, materials processing, pharmaceutical manufacturing and other industries.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 330
Schedule Type: Lecture
College Code: CAS

ENGR 335 - Logic Circuit Design

Credits: 3
Modern digital logic families, state machines, design of digital logic circuits in FPGAs, and VHDL specification of logic circuits.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 340 - Mechanics of Materials

Credits: 3
Mechanics courses geared towards developing the ability to analyze a given problem in a simple and logical manner using fundamental and well-understood principles of mechanics. free-body diagrams will be used extensively to determine external and internal forces.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 185
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 345 - Chemical Engineering Fundamentals

Credits: 3
Introduction to Separation Processes of gas absorption, distillations, leaching/extraction, etc. Introduction to Methods of Chemical Engineering calculations and analysis. Stoichiometric relations, material and energy balances, and behavior of gases, vapors, liquid and solids.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 191, CHEM 131
Schedule Type: Lecture
College Code: CAS

ENGR 355 - Chemical Engineering Lab

Credits: 4
Introduction to various measurement techniques available for chemical and general engineering application. National Instrument LabVIEW Data Acquisition system is used to collect data for analysis.

Lecture/Lab: Weekly: 2 lectures and a 1.5 hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CHEM 200
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 360 - Fluid Dynamics

Credits: 3
Fluid statics and dynamics of fluid motion. Conservation of mass, momentum, and energy in laminar and turbulent flow. Boundary layer flow, lift and drag forces, viscous flow in conduits, open channel flow, flow measurements.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 285, ENGR 330, MATH 286
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 385 - Microprocessor Systems

Credits: 4
Introduction to computer organization, microprocessors, assembly language programming, memory devices, I/O devices, interfacing with emphasis on control applications.

Lecture/Lab: Weekly: 3-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 335 or CPTR 276
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 390 - Engineering Measurements

Credits: 4
Introduction to measurement theory with statistics and uncertainty analysis. Principles of Instrumentation including temperature, pressure, velocity, strains and flow measurements. Use of National Instrument LabVIEW Data Acquisition System to collect data for analysis.

Lecture/Lab: Weekly: two 2-hour Classes, One 1.25-hour Lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 330 ENGR 340
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 391 - Electric Motors

Credits: 1
Study of transformers, ac, dc, and stepping motors; and motor control requirements.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275

Recommended: ENGR 390
Repeatable: Repeatable
Schedule Type: Lecture/Lab
College Code: CAS

ENGR 410 - Feedback Control Systems

Credits: 4
Fundamentals of control design and analysis of linear feedback systems, their characteristics, performance and stability. The Routh-Hurwitz stability, root-locus, Bode plots, and Nyquist techniques. Performance criteria, design, and compensation of feedback control systems.

Lecture/Lab: Weekly: 3-hour lecture and a 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275 ENGR 285 ENGR 310
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: CAS

ENGR 415 - Virtual Instrumentation

Credits: 3
For engineering majors. Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 275, CPTR 151
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 415-002 - Virtual Instrumentation

Credits: 1
Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): CPTR 151
Schedule Type: Lab
Term Offering: Fall
College Code: CAS

ENGR 420 - Machine Design

Credits: 3
This course emphasizes both failure theory and analysis as well as the synthesis and design aspect of machine elements. It touches on the commonality of the analytical approaches needed to design a wide variety of elements and the need to use computer aided engineering as an approach to the design and analysis of these classes of problems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 320 ENGR 390
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 425 - Project Management

Credits: 3
Methodology used successfully to carry out a technical project including proposals, planning, work breakdown, scheduling, creativity, monitoring progress, and documentation.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): STAT 285 or STAT 340
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

ENGR 430 - Quality Control

Credits: 3
Analysis of the factors affecting product quality during manufacturing. Topics include use of basic statistics and probability for measurements, observations, sampling, control charts and reliability.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): STAT 285 or STAT 340
Schedule Type: Lecture

Term Offering: Spring
College Code: CAS

ENGR 435 - Electromagnetic Fields

Credits: 3
Study of static and dynamic electric and magnetic fields. Unbounded and bounded fields, fields in materials, force and torque, energy and potential functions, and Faraday induction. Propagation of electromagnetic energy; plane waves, transmission lines, and waveguides; radiation from dipole antennas; introduction to arrays.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 240, MATH 286, PHYS 242
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 440 - Heat and Mass Transfer

Credits: 3
Study of steady-state and transient heat conduction, forced and non-forced convection through ducts and over surfaces, blackbody thermal radiation, solar radiation, heat exchangers, and mass transfer.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 360, MATH 286
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 450 - Engineering Economy

Credits: 2
Study of engineering decision methodology and criteria used to evaluate the economic aspects of selection of equipment, structures, methods, and processes.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 145 or MATH 191
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

ENGR 455 - Communication Systems

Credits: 4
Introduction to the fundamentals of communication systems including signals and spectra, information theory, sampling and quantization, coding, modulation, signal detection and system performance in the presence of noise.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 310, ENGR 325, STAT 340
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ENGR 464 - Kinetics and Reactor Design

Credits: 3
Basic concepts of chemical rate processes as applied to the theory of the design and operation of various types of commercial reactors for both non-catalytic and catalytic reactions; including mole balances, rate laws and stoichiometry, collection and analysis of rate data, multiple reactions, isothermal and non-isothermal reactor design, catalysis and catalytic reactors.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 345
Schedule Type: Lecture
College Code: CAS

ENGR 465 - Operations Analysis and Modeling

Credits: 3
The methodology of mathematical modeling and its relation to solving problems in industrial and public systems. Linear programming, scheduling, queuing, simulation, optimization, and decision analysis.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 192, STAT 340.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

ENGR 470 - Finite Element Methods

Credits: 3
Introduction of finite element methods for the solution of problems in solid mechanics and heat transfer. Techniques for obtaining approximate numerical solutions to governing differential equations in the problem areas are covered. Industrial software is applied to the analysis and design of a broad range of engineering problems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 330, ENGR 340, MATH 286
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

ENGR 475 - Topics in

Credits: 1–4
Selected topics of current interest in engineering.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Dependant on topic
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

ENGR 478 - Study Tour

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department offerings.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
Year Offering: Odd years
Term Offering: Summer
College Code: CAS

ENGR 480 - Process Design

Credits: 3
Application of the basic concepts learned in previous courses to the design and analysis of a chemical processing system, primarily through a design project; Computer-Aided Design (process simulation), economic analysis, process safety, flow-sheet synthesis (conceptual design), and decision-making analysis (optimization) are covered.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGR 464
Schedule Type: Lecture
College Code: CAS

ENGR 485 - Community Project in Engineering

Credits: 2–6
"Hands-on" involvement in humanitarian and/or service-oriented projects. Work initiated by students requires prior approval of faculty.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

ENGR 490 - Research

Credits: 0–3
Students will either assist a faculty member in an ongoing research project or develop a project of their own with the help and approval of the faculty member in their areas of interest or study. this course is for students who have a reasonably established knowledge of engineering at the college level. A minimum of 45 hours for each credit earned and a written paper is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
Special Approval: Instructor permission required.

College Code: CAS

ENGR 491 - Review of Engineering Design

Credits: 1

Selection, proposal and planning of capstone project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

ENGR 492 - Senior Design Project

Credits: 3

A significant design project which culminates in a working system, component, process or a complete description of a proposed design. Both an oral and written presentation of the results of the project are required.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): ENGR 385 or ENGR 390

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: CAS

ENGR 495 - Independent Study

Credits: 1–3

Individual study, research, or project in some field of engineering under the direction of a member of the engineering faculty.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Instructor permission required.

College Code: CAS

ENGR 496 - Cooperative Work Experience

Credits: 1–4

Work experience in industry directed by an engineering faculty member. 120 hours of work is required per credit. A report must be submitted that summarizes the work experience and indicates the value of the experience to the student.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 4 credits

Schedule Type: Practicum

Special Approval: Instructor permission required.

College Code: CAS

English

Nethery Hall, Room 126
269-471-3298
english@andrews.edu
www.andrews.edu/cas/english/

Faculty

Meredith Jones Gray, *Chair*
Janet Blackwood
Bruce A. Closser
Vanessa I. Corredera
D. Ivan Davis
Gary R. Gray
Douglas Jones
Eun-Young Kim
Asta Sakala LaBianca
Beverly J. Matiko
Scott E. Moncrieff
L. Monique Pittman
Dianne L. Staples
Christian Stuart

Administrators with appointment in the Dept of English

Andrea T. Luxton
Alayne D. Thorpe

Emeriti

Delmer I. Davis
F. Estella Greig
Merlene A. Ogden

Adjunct faculty

Elizabeth Gadsden-Rouse
Karen Johnson-McWilliams
Paul Matychuk
Bonnie McLean
Lilia Moncrieff
Kendra Manuel Smith
Jill Walker Gonzalez
Lauri Wood
Rebecca Wright
Ashley Wynn

Mission

The Andrews University Department of English constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. It draws together a diverse community of learners committed to seeking knowledge, affirming faith, and changing the world. Within the framework of Christian faith and purpose, it develops graduates who are competent, creative and critical readers, writers and thinkers, capable of a variety of careers and scholarly pursuits.

English Proficiency Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the

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degree program. Exceptions to these requirements may be granted by the Department of English on an individual basis.

English as a Second Language

Housed in the Department of English, the Center for Intensive English Programs (CIEP) offers programs to assist students in improving their English language proficiency. Students may enroll in the English for Academic Purposes (EAP) Program, which offers courses in grammar, reading, writing, critical thinking, and oral/aural practice. Students who complete all Level 4 classes in this program with a grade of B or better, who pass a required speaking test, and who pass the required exit exam, will be granted a certificate of completion. The certificate indicates that the student has completed the CIEP EAP program and has completed the university's language requirements.

Bachelors

English, English Education Concentration BA

A degree for students seeking careers as K-12 teachers in pre-collegiate denominational or public schools. Students normally spend four to five years in residence to complete the requirements.

All students who graduate with a BA in English will be able to:

Demonstrate familiarity with a diversity of Anglophone literature, its historical and cultural contexts, its genres, and major critical approaches.

Produce interpretive and analytical texts that are clear, organized, supported with evidence, and accurately documented.

Identify and discuss elements of a Christian perspective in the analysis and creation of texts and in language use.

Students who graduate with a BA in English, Literature Emphasis, will be able to:

Demonstrate cohesive knowledge of the scope and sequence of Anglophone literature, and broad knowledge and application of critical theories.

Total Credits: 42

Major: Core Requirements—12

Core Requirements

ENGL 345 - Introduction to Rhetoric **Credits:** 3

ENGL 460 - Linguistics **Credits:** 3

ENGL 498 - Senior Seminar **Credits:** 1

Major: Concentration Requirements

English Education Concentration

This concentration is for students seeking secondary teaching certification.

4 Credits of ENGL 300 - Modern English Grammar **Credits:** 3,4

ENGL 403 - 20th-century English and American Literature **Credits:** 3

ENGL 408 - Literature for Young Adults **Credits:** 2,3

ENGL 437 - Teaching and Tutoring Writing **Credits:** 3

ENGL 459 - Methods of Teaching English **Credits:** 3

Choose one of the following courses:

ENGL 273 - American Literature to 1865 **Credits:** 3

ENGL 274 - American Literature 1865 **Credits:** 3

Choose one of the following courses:

ENGL 371 - English Literature to 1600 **Credits:** 3

ENGL 372 - English Literature 1600–1800 **Credits:** 3

ENGL 373 - English Literature 1800–1914 **Credits:** 3

Choose one of the following courses:

ENGL 404 - New Global Literature **Credits:** 3

ENGL 415 - Gender Studies in Literature **Credits:** 3

Choose two of the following courses:

ENGL 315 - Professional Writing **Credits:** 3
ENGL 430 - Topics in _____ **Credits:** 1-4
ENGL 438 - Advanced Composition **Credits:** 3
ENGL 454 - The Writing Life **Credits:** 3
ENGL 467 - Creative Writing **Credits:** 3

Major: Additional Requirements

Michigan Test of Teacher Certification (MTTC)

English majors enrolled in the English Education emphasis seeking Michigan state secondary certification credentials will take the Michigan Test of Teacher Certification—subject area: English (MTTC) in their last year of study. Arrangements for taking the MTTC should be made with the Department of Teaching, Learning, and Curriculum in the School of Education. When test score results are tabulated by the Michigan Department of Education, they are shared with the students' certification advisor and then passed on to their English Education emphasis advisor. The Department of English decides how and when to share individual results.

Secondary Certification

For more information see the Andrews Core Experience for Secondary Certification in the department of Teaching, Learning & Curriculum.

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience Program while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 100 - God and Human Life **Credits:** 3
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
and a three credit elective chosen in consultation with your School of Education (SED) advisor

Language and Communication

ENGL 115 - College Writing I **Credits:** 3
ENGL 215 - College Writing II **Credits:** 3
COMM 450 - Communication in the Classroom **Credits:** 3

Foreign Language

four credits of Intermediate Language

History

HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts and Humanities

ARTH 220 - Language of Art **Credits:** 3
PHOT 210 - History of Photography **Credits:** 3
three credits of Studio Art
ENGL 255 - Studies in Literature **Credits:** 3
PHIL 224 - Introduction to Philosophy **Credits:** 3
MUHL 214 - Enjoyment of Music **Credits:** 3
three credits of Ensemble Music

Life and Physical Sciences

take one Life Science and one Physical Science course as recommended in the GE requirements or major level Life and Physical Science course.

Service

EDTE 165 - Introduction to Teaching **Credits:** 4

Social Sciences

GDPC 302 - Educational Psychology **Credits:** 3
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

Fitness Education

HLED 120 - Fit for Life **Credits:** 1
and two Fitness Education courses

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

English, Literature Concentration BA

All students who graduate with a BA in English will be able to:

Demonstrate familiarity with a diversity of Anglophone literature, its historical and cultural contexts, its genres, and major critical approaches.

Produce interpretive and analytical texts that are clear, organized, supported with evidence, and accurately documented.

Identify and discuss elements of a Christian perspective in the analysis and creation of texts and in language use.

Students who graduate with a BA in English, Literature Emphasis, will be able to:
Demonstrate cohesive knowledge of the scope and sequence of Anglophone literature, and broad knowledge and application of critical theories.

Total Credits: 42-43

Core Requirements - 13

English Literature Core

ENGL 125 - Approaches to English Studies **Credits:** 3
ENGL 225 - Approaches to Theoretical Discourse **Credits:** 3
ENGL 345 - Introduction to Rhetoric **Credits:** 3
ENGL 450 - Literary Criticism and Theory **Credits:** 3
ENGL 495 - Independent Study/Readings **Credits:** 1-3

Breadth Component - 12

Choose two of the following (pre-1800) Courses:

ENGL 273 - American Literature to 1865 **Credits:** 3
ENGL 371 - English Literature to 1600 **Credits:** 3
ENGL 372 - English Literature 1600-1800 **Credits:** 3

Choose two of the following (post-1800) Courses:

ENGL 274 - American Literature 1865 **Credits:** 3
ENGL 373 - English Literature 1800-1914 **Credits:** 3
ENGL 403 - 20th-century English and American Literature **Credits:** 3

Diversity Component - 6

Choose two of the following Courses:

ENGL 404 - New Global Literature **Credits:** 3

Concentration Electives

Choose 11-12 additional credits from the Department of English offerings (excluding ENGL 115, ENGL 117, and ENGL 215).

Major: Additional Requirements

Michigan Test of Teacher Certification (MTTC)

English majors enrolled in the English Education emphasis seeking Michigan state secondary certification credentials will take the Michigan Test of Teacher Certification--subject area: English (MTTC) in their last year of study. Arrangements for taking the MTTC should be made with the Department of Teaching, Learning, and Curriculum in the School of Education. When test score results are tabulated by the Michigan Department of Education, they are shared with the students' certification advisor and then passed on to their English Education emphasis advisor. The Department of English decides how and when to share individual results.

Andrews Core Experience

Students must fulfill the BA Degree Requirements of the Andrews Core Experience.

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

English, Writing Concentration BA

All students who graduate with a BA in English will be able to:

Demonstrate familiarity with a diversity of Anglophone literature, its historical and cultural contexts, its genres, and major critical approaches.

Produce interpretive and analytical texts that are clear, organized, supported with evidence, and accurately documented.

Identify and discuss elements of a Christian perspective in the analysis and creation of texts and in language use.

Students who graduate with a BA in English, Writing Emphasis, will be able to:

Demonstrate an understanding of a variety of genre conventions and exhibit rhetorical adaptability in applying those conventions.

Total Credits: 42

Major: Core Requirements—12

Core Requirements

ENGL 345 - Introduction to Rhetoric **Credits:** 3

ENGL 460 - Linguistics **Credits:** 3

ENGL 498 - Senior Seminar **Credits:** 1

Major: Concentration Requirements—30

Writing Emphasis

This emphasis is suitable for those planning professional careers as writers or those particularly interested in the teaching of writing. Students selecting this emphasis are encouraged to select a second major or minor that will enhance future employment.

In addition to the core courses required in the major, students must take:

ENGL 438 - Advanced Composition **Credits:** 3

Choose five of the following courses:

ENGL 220 - Technical Writing **Credits:** 3

ENGL 315 - Professional Writing **Credits:** 3

ENGL 437 - Teaching and Tutoring Writing **Credits:** 3

ENGL 454 - The Writing Life **Credits:** 3

ENGL 467 - Creative Writing **Credits:** 3

ENGL 430 - Topics in _____ **Credits:** 1–4

ENGL 497 - Writing Internship **Credits:** 1–3

Choose two of the following courses:

ENGL 273 - American Literature to 1865 **Credits:** 3

ENGL 274 - American Literature 1865 **Credits:** 3

ENGL 371 - English Literature to 1600 **Credits:** 3

ENGL 372 - English Literature 1600–1800 **Credits:** 3

ENGL 373 - English Literature 1800–1914 **Credits:** 3

ENGL 403 - 20th-century English and American Literature **Credits:** 3

ENGL 404 - New Global Literature **Credits:** 3

Concentration Electives

Choose six additional credits from the Department of English offerings (excluding ENGL 115, and ENGL 215) or related writing courses such as

JOUR 230 - Beginning Media Writing **Credits:** 3

JOUR 330 - Advanced Media Writing **Credits:** 3

JOUR 445 - Publication Production **Credits:** 3

JOUR 465 - Advanced Topics in Journalism: _____ **Credits:** 3

PLSC 316 - Legal Writing and Rhetoric **Credits:** 3

DSGN 185 - InDesign **Credits:** 3

Major: Additional Requirements

Michigan Test of Teacher Certification (MTTC)

English majors enrolled in the English Education emphasis seeking Michigan state secondary certification credentials will take the Michigan Test of Teacher Certification--subject area: English (MTTC) in their last year of study. Arrangements for taking the MTTC should be made with the Department of Teaching, Learning, and Curriculum in the School of Education. When test score results are tabulated by the Michigan Department of Education, they are shared with the students' certification advisor and then passed on to their English Education emphasis advisor. The Department of English decides how and when to share individual results.

Andrews Core Experience

Students must fulfill the BA Degree Requirements of the Andrews Core Experience.

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum

composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

Undergraduate Minors

English Education Minor

Total Credits: 26 - 29

Requirements

ENGL 300 - Modern English Grammar **Credits:** 3,4

ENGL 403 - 20th-century English and American Literature **Credits:** 3

ENGL 408 - Literature for Young Adults **Credits:** 2,3

ENGL 459 - Methods of Teaching English **Credits:** 3

Choose one of the following courses:

ENGL 273 - American Literature to 1865 **Credits:** 3

ENGL 274 - American Literature 1865 **Credits:** 3

Choose one of the following courses:

ENGL 371 - English Literature to 1600 **Credits:** 3

ENGL 372 - English Literature 1600–1800 **Credits:** 3

ENGL 373 - English Literature 1800–1914 **Credits:** 3

Choose one of the following courses:

ENGL 404 - New Global Literature **Credits:** 3

ENGL 415 - Gender Studies in Literature **Credits:** 3

Choose one of the following courses:

ENGL 315 - Professional Writing **Credits:** 3

3 Credits of ENGL 430 - Topics in _____ **Credits:** 1–4 (Topics in Writing)

ENGL 437 - Teaching and Tutoring Writing **Credits:** 3

ENGL 438 - Advanced Composition **Credits:** 3

ENGL 454 - The Writing Life **Credits:** 3

ENGL 467 - Creative Writing **Credits:** 3

Recommended

ENGL 345 - Introduction to Rhetoric **Credits:** 3

ENGL 460 - Linguistics **Credits:** 3

English Minor

The English minor require a minimum total of 21 semester credits in English.

Total Credits - 21

Minor: Core - 3

Choose one of the following Courses:

ENGL 125 - Approaches to English Studies **Credits:** 3

ENGL 225 - Approaches to Theoretical Discourse **Credits:** 3

Diversity Component - 3

Choose one of the following Courses:

ENGL 404 - New Global Literature **Credits:** 3

ENGL 415 - Gender Studies in Literature **Credits:** 3

ENGL 440 - Language and Culture **Credits:** 3

Electives - 15

Any 15 ENGL credits (Excluding ENGL 115, 117 & 215)

Secondary Certification

For further information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum.

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

Teaching English to Speakers of Other Languages Minor

Available only to students obtaining elementary or secondary teacher certification. For more information regarding Certification Requirements with a minor, see the department of Teaching, Learning & Curriculum.

Total Credits: 21

Minor: Core Requirements

4 Credits of ENGL 300 - Modern English Grammar **Credits:** 3,4

ENGL 407 - Literature for Children **Credits:** 2,3

Or ENGL 408 - Literature for Young Adults **Credits:** 2,3

ENGL 440 - Language and Culture **Credits:** 3
 ENGL 456 - Introduction to TESOL Theories, Methods, and Issues **Credits:** 4
 ENGL 460 - Linguistics **Credits:** 3
 ENGL 469 - Second Language Acquisition **Credits:** 3
 ENGL 490 - TESOL Practicum **Credits:** 1,2

Electives

ENGL 435 Topics: TESOL Certificate (recommended)

Cognates

COMM 280 - Voice and Diction **Credits:** 3

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

Writing Minor

Total Credits: 21

Minor: Requirements

ENGL 438 - Advanced Composition **Credits:** 3

Remaining credits to be selected from:

ENGL 220 - Technical Writing **Credits:** 3
 ENGL 300 - Modern English Grammar **Credits:** 3,4
 ENGL 315 - Professional Writing **Credits:** 3
 ENGL 345 - Introduction to Rhetoric **Credits:** 3
 ENGL 437 - Teaching and Tutoring Writing **Credits:** 3
 ENGL 454 - The Writing Life **Credits:** 3
 ENGL 467 - Creative Writing **Credits:** 3
 ENGL 430 - Topics in _____ **Credits:** 1-4
 ENGL 497 - Writing Internship **Credits:** 1-3

Masters

English MA

All students who graduate with an MA in English will be able to:

Demonstrate familiarity with all three branches of the discipline of English: literature, writing and language.

Conduct original research in their chosen area of study and write a scholarly project that reflects the conventions of the discipline.

Demonstrate advanced and cohesive knowledge of the scope and sequence of Anglophone literature, its historical and cultural contexts, and its genres, and advanced knowledge and application of critical theories.

The expected length of the MA English program is five semesters.

Total Credits: 33

Degree Core

Core Requirements

ENGL 514 - Biblical Literature **Credits:** 3

Or ENGL 520 - The Christian Tradition **Credits:** 3

ENGL 555 - Literary Criticism and Theory **Credits:** 3

ENGL 589 - Graduate Seminar **Credits:** 3 (Must be taken twice with different content)

ENGL 597 - Research Methods **Credits:** 3

ENGL 670 - Comprehensive Exam **Credits:** 0

ENGL 595 - Project Research **Credits:** 1,2

Or ENGL 699 - Master's Thesis **Credits:** 1-4

and at least one graduate course from each of the three areas of literature, composition, and language.

Project /Thesis

Candidates must complete one of the following options:

A. Project paper (7,000-9,000 words)

B. MA Thesis (18,000+ words)

Admission Requirements

Applicants must meet the English Proficiency Requirements.

Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL 460 (or its equivalent).

These prerequisites are in addition to the General Education composition requirement.

It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).

Students taking the MA: English (TESOL) must have completed ENGL 300 (or its equivalent) as a prerequisite.

Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.

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.

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department

of English. To qualify for admission to the English MA, students must obtain at least a minimum composite score on one of the following exams:

- Paper-based TOEFL (ITP) composite score of 600
- Internet-based TOEFL (iBT) composite score of 100
- MELAB composite score of 84
- IELTS composite score of 7

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. For required scores on other standardized proficiency exams, contact the department.

Teaching English to Speakers of Other Languages (TESOL) MA

The TESOL (Teaching English to Speakers of Other Languages) MA includes the extensive study of the English language and applied linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics.

All students who graduate with an MA in Teaching English to Speakers of Other Languages (TESOL) will be able to:

- Conduct original research in chosen area of study and write a scholarly project that reflects the conventions of the discipline
- Demonstrate advanced and cohesive knowledge of the structure, development, and acquisition of language
- Demonstrate advanced and cohesive knowledge of the theories and methods of teaching English to speakers of other languages and effectively apply current TESOL methodologies
- Demonstrate advanced and cohesive knowledge of the relationship between language and culture

Total Credits: 33

TESOL Core

These courses are required.

- ENGL 505 - Practicum **Credits: 1,2**
- ENGL 525 - Topics in _____ **Credits: 1–4** (must be taken twice with different language content)
- ENGL 540 - Language and Culture **Credits: 3**
- ENGL 561 - TESOL Theories and Methods **Credits: 3**
- ENGL 563 - TESOL Pedagogy: Reading and Writing **Credits: 2** (must be taken with ENGL 505)
- ENGL 565 - TESOL Pedagogy: Listening and Speaking **Credits: 2** (must be taken with ENGL 505)
- ENGL 569 - Second Language Acquisition **Credits: 3**
- ENGL 572 - Christian Perspectives on Language Teaching **Credits: 3**
- ENGL 597 - Research Methods **Credits: 3**
- ENGL 595 - Project Research **Credits: 1,2**

* To fulfill the requirements for ENGL 595 Project Research, a student should submit either a project paper (5000-7000 words targeting a specific journal) or a teaching portfolio.

Electives (a minimum of 5 credits)

- ANTH 600 - Seminar in Cultural Anthropology **Credits: 2,3**
- COMM 536 - Issues in Intercultural Communication **Credits: 2,3**
- EDCI 545 - Assessment of Learning: **Credits: 3**
- EDCI 650 - Curriculum Design: _____ **Credits: 3**
- EDCI 684 - International Perspectives on Curriculum **Credits: 3**
- EDRM 611 - Applied Statistical Methods I **Credits: 3**
- EDTE 476 - Methods for Integrating Instructional Technology **Credits: 2,3**
- ENGL 504 - New Global Literature **Credits: 3**
- ENGL 525 - Topics in _____ **Credits: 1–4**

Or a graduate level course approved by the advisor

Admission Requirements

Applicants must have taken ENGL 460 Linguistics (or its equivalent) and ENGL 300 Modern English Grammar (or its equivalent) as prerequisites. These courses may be taken concurrently while students are enrolled in the MA TESOL program.

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams:

- Paper-based TOEFL (ITP) composite score of 575.
- Internet-based TOEFL (iBT) composite score of 90.
- MELAB composite score of 82.

For the minimum scores from other standardized English tests, such as IELTS and PTE, contact the Department of English.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus.

School of Education Programs in Conjunction with the Department of English

Elementary Education, Language Arts Concentration BSELED

Total Credits: 36

Major: Core Requirements — 36

Advising for this major is done by the Department of TLC.

Core Requirements

- COMM 280 - Voice and Diction **Credits: 3**
- COMM 450 - Communication in the Classroom **Credits: 3**
- EDTE 418 - Methods for Teaching Beginning Reading **Credits: 3**
- EDTE 420 - Literacy Intervention Strategies **Credits: 3**
- EDTE 436 - Writing K–8 **Credits: 2**
- EDTE 484 - Developmental Reading Methods **Credits: 2**
- ENGL 300 - Modern English Grammar **Credits: 3,4**
- ENGL 407 - Literature for Children **Credits: 2,3**
- SPPA 435 - Communication Development and Disorders for Classroom Teachers **Credits: 3**

Literature

Choose two of the following courses:

- ENGL 273 - American Literature to 1865 **Credits: 3**
- ENGL 274 - American Literature 1865 **Credits: 3**
- ENGL 371 - English Literature to 1600 **Credits: 3**
- ENGL 372 - English Literature 1600–1800 **Credits: 3**
- ENGL 373 - English Literature 1800–1914 **Credits: 3**
- ENGL 403 - 20th-century English and American Literature **Credits: 3**

Writing

Choose one of the following courses:

- ENGL 430 - Topics in _____ **Credits: 1–4**
- ENGL 437 - Teaching and Tutoring Writing **Credits: 3**
- ENGL 438 - Advanced Composition **Credits: 3**
- ENGL 454 - The Writing Life **Credits: 3**
- ENGL 467 - Creative Writing **Credits: 3**

Electives

Select remaining courses from the following:

- COMM 320 - Interpersonal Communication **Credits: 3**
- ENGL 404 - New Global Literature **Credits: 3**
- ENGL 460 - Linguistics **Credits: 3**
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits: 3**
- SPPA 321 - Normal Language Development **Credits: 3**

Andrews Core Experience

Religion - 12

RELT 100 - God and Human Life **Credits:** 3

RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4

An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

ENGL 115 - College Writing I **Credits:** 3

ENGL 215 - College Writing II **Credits:** 3

COMM 450 - Communication in the Classroom **Credits:** 3

History - 6

HIST 204 - American Experience I **Credits:** 3

HIST 205 - American Experience II **Credits:** 3

Fine Arts and Humanities - 5

ENGL 407 - Literature for Children **Credits:** 2,3

Choose one of the following courses:

MUHL 214 - Enjoyment of Music **Credits:** 3

PHTO 115 - Photography I **Credits:** 3

PHTO 210 - History of Photography **Credits:** 3

3 Credits of Studio Art

3 Credits of Ensemble Music

Life and Physical Sciences - 8

BIOL 110 - Principles of Biology **Credits:** 4

Choose one of the following courses:

PHYS 110 - Astronomy **Credits:** 4

PHYS 115 - Mythbusting **Credits:** 4

Social Science - 3

PLSC 104 - American Government **Credits:** 3

Fitness Education - 3

HLED 120 - Fit for Life **Credits:** 1

Plus two Fitness Education courses

Service - 4

EDTE 165 - Introduction to Teaching **Credits:** 4

EDTE 487 - Student Teaching Seminar **Credits:** 1 *

EDTE 488 - Student Teaching (Level) **Credits:** 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.)*

Language Arts Minor

Advising for this minor is done by the Department of TLC.

Total Credits: 24

Minor: Core Requirements

COMM 450 - Communication in the Classroom **Credits:** 3

EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3

EDTE 420 - Literacy Intervention Strategies **Credits:** 3

EDTE 436 - Writing K–8 **Credits:** 2

EDTE 484 - Developmental Reading Methods **Credits:** 2

ENGL 300 - Modern English Grammar **Credits:** 3,4

ENGL 407 - Literature for Children **Credits:** 2,3

Choose one of the following courses:

ENGL 273 - American Literature to 1865 **Credits:** 3

ENGL 274 - American Literature 1865 **Credits:** 3

ENGL 403 - 20th-century English and American Literature **Credits:** 3

Select remaining courses from the following:

COMM 280 - Voice and Diction **Credits:** 3

ENGL 404 - New Global Literature **Credits:** 3

ENGL 460 - Linguistics **Credits:** 3

SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3

SPPA 321 - Normal Language Development **Credits:** 3

SPPA 435 - Communication Development and Disorders for Classroom Teachers

Credits: 3

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

MELAB composite score of 84 with no component score lower than 80.

IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

English

Note: ENGL 115, 215 are prerequisite to all upper division courses in English with the exception of ENGL 300. Writing courses may not be audited.

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3

EDTE 420 - Literacy Intervention Strategies **Credits:** 3

EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3

EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3

EDTE 480 - First Days of School Experience **Credits:** 2

EDTE 484 - Developmental Reading Methods **Credits:** 2

ENGL 407 - Literature for Children **Credits:** 2,3

GEOG 110 - Survey of Geography **Credits:** 3

MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3

MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3

Professional Elementary Education Requirements

GDPC 302 - Educational Psychology **Credits:** 3

EDTE 165 - Introduction to Teaching **Credits:** 4

EDTE 408 - Principles of Teaching and Learning **Credits:** 3

EDTE 425 - Multi-grade/Multi-age Education **Credits:** 2

EDTE 444 - Elementary Language Arts Methods **Credits:** 2

EDTE 446 - Elementary Science and Health Methods **Credits:** 3

EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3

ENGL 115 - College Writing I

Credits: 3

College-level introduction to the study of writing and writing practices. Emphasizes the social and rhetorical dimensions of writing through course readings and assigned writing projects.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Cannot be audited or CLEPed.

Schedule Type: Lecture, Interactive Online, Self-Paced

College Code: CAS

ENGL 117 - College Writing I: Writing Across Cultures

Credits: 3

College-level introduction to the study of writing and writing practices for students who have multilingual backgrounds and for native English speaking students who are interested in writing about language and culture. Emphasizes the social, rhetorical, and cultural dimensions of writing through course readings and assigned writing projects.

Lecture/Lab: Weekly: 3 lectures

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Cannot be audited or CLEPed.

Schedule Type: Lecture

College Code: CAS

ENGL 125 - Approaches to English Studies

Credits: 3

Presents the fundamentals of literary studies: close reading, literary terminology, and genre analysis. Also introduces students to the English profession and potential careers.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 215 - College Writing II

Credits: 3

Introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117. Cannot be audited or CLEPed.

Schedule Type: Lecture, Interactive Online, Self-Paced

College Code: CAS

ENGL 220 - Technical Writing

Credits: 3

Instruction and practice in designing technical reports. Course studies rhetorical problems and practical strategies related to analyzing and communicating technical information to technical and non-technical audiences.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 Cannot be audited.

Schedule Type: Lecture

College Code: CAS

ENGL 225 - Approaches to Theoretical Discourse

Credits: 3

Introduces students to theoretical language and strategies for analytical writing about fiction and non-fiction texts. Emphasizes critical approaches to literature.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117

Schedule Type: Lecture

College Code: CAS

ENGL 255 - Studies in Literature

Credits: 3

An introductory literature course with the emphasis indicated by a subtitle, such as World Literature, Biblical Literature, or Short Story.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117.

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning, Lecture/Lab

Term Offering: Fall, Spring

College Code: CAS

ENGL 270 - American Literature to 1900

Credits: 3

A survey of American literature from its beginnings to 1900.

Grade Mode: Self-Paced (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117.

Schedule Type: Lecture, Self-Paced

College Code: CAS

ENGL 273 - American Literature to 1865

Credits: 3

A survey of American literature from the 17th century through the Civil War.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117.

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 274 - American Literature 1865

Credits: 3

A survey of American literature from the Civil War to World War I.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117.

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 300 - Modern English Grammar

Credits: 3,4

Basic English syntax for students and future teachers, including grammatical terminology and a brief history of grammatical models. Students needing study in the history of the English language should enroll for 4 credits.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117.

Schedule Type: Lecture, Interactive Online, Self-Paced

College Code: CAS

ENGL 315 - Professional Writing

Credits: 3

Practice in adapting writing to a variety of professional audiences and tasks, including resumes, proposals, business and technical reports, web writing, and collaborative writing.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215. Cannot be audited.

Schedule Type: Lecture

College Code: CAS

ENGL 345 - Introduction to Rhetoric

Credits: 3

An introduction to the study of rhetoric, including classical and modern theories. Emphasis is given to the practical applications of rhetorical analysis in mass media, advertising, literary and political representations.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.

Schedule Type: Lecture

College Code: CAS

ENGL 371 - English Literature to 1600

Credits: 3

A survey of literature of the British Isles from Beowulf through the 16th century.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 372 - English Literature 1600–1800

Credits: 3

A survey of literature of the British Isles of the 17th and 18th centuries.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.

Schedule Type: Lecture

Year Offering: Alternate years
College Code: CAS

ENGL 373 - English Literature 1800–1914

Credits: 3
A survey of Literature of the British Isles from the 19th century to World War I.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 375 - English Literature I (to 1660)

Credits: 3
Literature of the British Isles from Beowulf through the Renaissance.

Grade Mode: Self-Paced (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Self-Paced
College Code: CAS

ENGL 376 - English Literature II (1660

Credits: 3
Literature of the British Isles from the Restoration through the Victorian period.

Grade Mode: Self-Paced (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Self-Paced
College Code: CAS

ENGL 403 - 20th-century English and American Literature

Credits: 3
A survey of 20th-century literature of British, American and other literature in English.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 , ENGL 215 and ENGL 267 .
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 404 - New Global Literature

Credits: 3
A survey of recent global literary texts with a focus on issues of diversity.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 , ENGL 215 and ENGL 267 .
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 407 - Literature for Children

Credits: 2,3
Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
College Code: CAS

ENGL 408 - Literature for Young Adults

Credits: 2,3
Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 410 - Academic Writing for Advanced Study

Credits: 3
Additional practice in academic writing designed to improve the skills of students

who are underprepared for advanced writing tasks and/or whose native language is not English. Empahsizes academic writing conventions through the study and completion of various academic genres including summary, proposal, critique, and research writing. Does not fulfill General Education requirements.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENGL 414 - Biblical Literature

Credits: 3
Advanced study of the English Bible as literature and its literary influences.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 , ENGL 215, ENGL 267
Schedule Type: Lecture
College Code: CAS

ENGL 415 - Gender Studies in Literature

Credits: 3
Advanced study of literary texts dealing with gender issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL115 or ENGL 117 , ENGL215, ENGL267
Schedule Type: Lecture
College Code: CAS

ENGL 430 - Topics in _____

Credits: 1–4
Study of selected topics in composition, language, or literature. Topic and credit to be announced in advance.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Repeatable: Repeatable up to 12 credits with different topics
Schedule Type: Lecture, Blended Learning, Lecture/Lab
College Code: CAS

ENGL 437 - Teaching and Tutoring Writing

Credits: 3
Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.
Schedule Type: Lecture
College Code: CAS

ENGL 438 - Advanced Composition

Credits: 3
An exploration of published essays, writing theory, and strategies. Student essays move beyond—in style, scope and subject matter— the writing done in ENGL 115 or 117 and ENGL 215, which are prerequisites. Cannot be audited.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENGL 440 - Language and Culture

Credits: 3
The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on paralanguage (e.g., kinesics and proxemics).

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

ENGL 450 - Literary Criticism and Theory

Credits: 3
An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 267 .

Schedule Type: Lecture
College Code: CAS

ENGL 454 - The Writing Life

Credits: 3

An exploration of composition theory and writing practice through the study of published writers' narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 and ENGL 215. Cannot be audited.

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 456 - Introduction to TESOL Theories, Methods, and Issues

Credits: 4

This course introduces pre-service teachers to theories, methods, and issues in teaching English to second language learners. It explores effective teaching methods and strategies for teaching listening, speaking, reading, and writing for social and academic purposes. Participants will also gain knowledge of various issues surrounding TESOL, such as incorporating standards into teaching, developing and administering assessments, learning the teacher's role as a contributing professional, locating and utilizing available resources, and understanding implications of current language policy issues.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 459 - Methods of Teaching English

Credits: 3

An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 460 - Linguistics

Credits: 3

An introduction to linguistics for those planning to teach or work in the area of language, communication, or English on any level.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215.

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: CAS

ENGL 464 - Major Literary Author

Credits: 3

Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 267.

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

ENGL 465 - TESOL Methods

Credits: 2

Specialized techniques for teaching and testing various English-language skills. Content rotates among grammar, reading, writing speaking, and listening.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): ENGL 490 or ENGL 505 -002 TESOL Practicum.

Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 460

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

ENGL 467 - Creative Writing

Credits: 3

Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117 and ENGL 215. Cannot be audited.

Repeatable: Repeatable up to 9 credits with different topics

Schedule Type: Lecture

College Code: CAS

ENGL 469 - Second Language Acquisition

Credits: 3

Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215, and ENGL 460 or permission of instructor.

Schedule Type: Lecture, Blended Learning, Interactive Online

Year Offering: Alternate years

College Code: CAS

ENGL 478 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

ENGL 490 - TESOL Practicum

Credits: 1,2

Study of and/or supervised practice in teaching English as a second language.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Permission of instructor required.

Repeatable: Repeatable up to 3 credits

Schedule Type: Blended Learning, Practicum

College Code: CAS

ENGL 495 - Independent Study/Readings

Credits: 1-3

Studies in various areas of language, literature, or composition under supervision of an appropriate instructor, including regular conferences, and resulting in oral and/or written reports and papers.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: CAS

ENGL 497 - Writing Internship

Credits: 1-3

Students intern 45 clock hours per hour of credit in a writing-related and approved field. Procedures and guidelines available from department. Open to English majors and students seeking a writing minor.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215 and either ENGL 315 or ENGL 220.

Repeatable: Repeatable up to 3 credits

Schedule Type: Practicum

College Code: CAS

ENGL 498 - Senior Seminar

Credits: 1

Discussion topics include career and placement. The development of a senior portfolio including capstone writing project.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): 24 credits in English (not including ENGL 115, ENGL 117, ENGL 215) or by permission of the instructor.

Schedule Type: Seminar

College Code: CAS

ENGL 504 - New Global Literature

Credits: 3

A survey of recent global literary texts with a focus on issues of diversity.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 505 - Practicum

Credits: 1,2

Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02).

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite/Corequisite: Prerequisite or corequisite for those teaching English as a second language: ENGL 465.

Repeatable: Repeatable up to 4 credits

Schedule Type: Practicum

College Code: CAS

ENGL 507 - Literature for Children

Credits: 2,3

Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 508 - Literature for Young Adults

Credits: 2,3

Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 510 - Academic Writing for Advanced Study

Credits: 3

Additional practice in academic writing designed to improve the skills of students who are underprepared for advanced writing tasks and/or whose native language is not English. Emphasizes academic writing conventions through the study and completion of various academic genres including summary, proposal, critique, and research writing.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 514 - Biblical Literature

Credits: 3

Advanced study of the English Bible as literature and its literary influences.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 515 - Gender Studies in Literature

Credits: 3

Advanced study of literary texts dealing with gender issues.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 520 - The Christian Tradition

Credits: 3

The study of noteworthy Christian literature, including works by authors such as John Milton, C.S. Lewis, G.K. Chesterton, and Flannery O'Connor. Also may include focus on Christian perspectives in response to literature.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 525 - Topics in _____

Credits: 1–4

Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 12 credits with different topics

Schedule Type: Lecture, Lecture/Lab

College Code: CAS

ENGL 537 - Teaching and Tutoring Writing

Credits: 3

Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 540 - Language and Culture

Credits: 3

Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralinguistic (e.g., kinesics and proxemics).

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 550 - Study of Composition

Credits: 3

Introduction to rhetorical and other principles involved in the writing process and in the teaching of composition to secondary-school and college students.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

ENGL 554 - The Writing Life

Credits: 3

An exploration of composition theory and writing practice through the study of published writers' narrative accounts of the writing life. Students engage in an extended writing project selected in consultation with the instructor.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 555 - Literary Criticism and Theory

Credits: 3

An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 559 - Methods of Teaching English

Credits: 3

An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Enrollment by permission of the instructor.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

ENGL 561 - TESOL Theories and Methods

Credits: 3

Critical survey of traditional and current theories and methods of teaching English

to speakers of other languages. Includes supervised observation of ESL classes.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 562 - TESOL Pedagogy and Practice

Credits: 4

Study of current methods and techniques for teaching reading, writing, speaking, and listening to speakers of other languages. Includes supervised teaching of ESL classes.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 561 - TESOL Theories and Methods.

Schedule Type: Lecture

College Code: CAS

ENGL 563 - TESOL Pedagogy: Reading and Writing

Credits: 2

Study of current methods and techniques for teaching reading and writing to speakers of other languages. Must be taken concurrently with ENGL 505 Practicum.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

ENGL 564 - Major Literary Author

Credits: 3

Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

ENGL 565 - TESOL Pedagogy: Listening and Speaking

Credits: 2

Study of current methods and techniques for teaching listening and speaking to speakers of other languages. Must be taken concurrently with ENGL 505 Practicum.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): ENGL 505

Schedule Type: lecture

College Code: CAS

ENGL 566 - Phonetics and Phonology

Credits: 3

Study of speech sounds and patterns including articulatory phonetics, phonemics, and an introduction to modern phonological theory and analysis.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215 and ENGL 460 or permission of instructor.

Schedule Type: Lecture

College Code: CAS

ENGL 567 - Creative Writing

Credits: 3

Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 9 credits with different topics

Schedule Type: Lecture

College Code: CAS

ENGL 569 - Second Language Acquisition

Credits: 3

Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115 or ENGL 117, ENGL 215 and ENGL 460 or permission of instructor.

Schedule Type: Lecture, Interactive Online

College Code: CAS

ENGL 572 - Christian Perspectives on Language Teaching

Credits: 3

Study of the intersection between Christian faith and language teaching, focusing on critical examination of different ideological and pedagogical perspectives surrounding this relationship.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

ENGL 578 - Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

ENGL 589 - Graduate Seminar

Credits: 3

Research projects, reports, and discussions. Seminars are offered in various subjects corresponding with faculty specialization and greatest library strength.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): ENGL 597.

Repeatable: Repeatable with different topics

Schedule Type: Blended Learning, Seminar

College Code: CAS

ENGL 590 - Independent Study in English

Credits: 1-3

Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

ENGL 595 - Project Research

Credits: 1,2

To fulfill the requirements for ENGL 595 Project Research, a student should submit either a project paper (5000-7000 targeting a specific journal) or a teaching portfolio.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 4 credits

Schedule Type: Independent

College Code: CAS

ENGL 597 - Research Methods

Credits: 3

Research materials, methods of research, and documentation in English studies.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: CAS

ENGL 648 - Workshop

Credits: 1-4

Intensive study on selected topics. As needed

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

ENGL 650 - Project Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) with advisor approval only. Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 655 - Program Continuation

Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, see Admission Status Categories in the School of Graduate Studies & Research. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 660 - Thesis Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only. Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 665 - Preparation for Comprehensive Exams

Credits: 0
Advisor approval required. Registration for this title indicates fulltime status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 670 - Comprehensive Exam

Credits: 0
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ENGL 699 - Master's Thesis

Credits: 1–4
Registration for this title indicates full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

English as a Second Language

CENTER FOR INTENSIVE ENGLISH PROGRAMS

Nethery Hall, Room 203
269-471-2260
ciep@andrews.edu
www.andrews.edu/cas/english/esl/

Faculty

Christian Stuart, *Director*
Asta LaBianca
Janet Blackwood
Dianne Staples

Adjunct Faculty

Laura Jackson
Paul Matychuk
Amanda Meseraull
Lilia Moncrieff
Melissa Morgan
Marta Trias
Luda Vine

Mission

The Center for Intensive English Programs (CIEP) at Andrews University seeks to provide students with an opportunity to develop the skills needed to:

- Meet life's needs in aural/oral and written communication
- Communicate within the language formalities of an academic institution
- Prepare for college/university entrance

Methods

- CIEP offers a rigorous academic English program to help students prepare to apply to college/university
- CIEP enhances English skills through a variety of academic, cultural, and professional experiences
- CIEP establishes tutorials and conversation partners to encourage interaction with native English speakers
- CIEP maintains small class sizes for optimal learning

Results

- Participants matriculate into undergraduate and graduate programs
- Professionals achieve English language proficiency
- Participants function within the various English language formalities

Non-degree Majors

English for Academic Purposes (EAP) Program

Program Information

The EAP Program develops and assesses college-level academic English language proficiency, and completing the EAP Program gives both undergraduate and graduate students at Andrews the opportunity to meet university English requirements. The EAP Program is offered during Fall semester, Spring semester, and in an eight-week Summer semester, which counts as a full semester. EAP classes are offered for credit or for non-credit hours.

Placement

The CIEP English Placement Test (EPT) is used to place new students into one of four levels in the EAP Program: Level 1 (Beginning), Level 2 (Lower Intermediate), Level 3 (Upper Intermediate), and Level 4 (Advanced). The Test of English as a Foreign Language (TOEFL), or any other English language proficiency test accepted

by Andrews University, is not required for individuals to be placed into one of the four levels; however, if an individual has an English language proficiency score on record, this score may be used in determining level placement, though the EPT score is the primary level placement indicator.

Classes

Each of the four levels has core classes in grammar, reading, writing, listening, and speaking. Additional skill-building classes focus on pronunciation, conversation and discussion, academic presentations, and American culture and values.

CIEP Certificate

The CIEP Certificate is awarded to students who successfully complete the EAP Program, and earning the CIEP Certificate demonstrates completion of university language requirements. To earn the CIEP Certificate, an individual must do all of the following:

Pass (B grade or higher) all EAP classes starting at the level in which an individual was initially placed until Level 4 is completed (16 credits or non-credit hours per level in Fall and Spring semesters and 12 credits or non-credit hours per level in Summer semester)

Pass the required EAP Speaking Test, which is given as part of the Level 4 Speaking & Listening class

Pass the required EAP Exit Exam, which is given upon successful completion of all Level 4 classes

Note: The TOEFL (or any English language proficiency test other than the EAP Exit Exam) is not required to complete the EAP Program.

Certificates

Andrews English Experience

Andrews English Experience is a short intensive English program offered in July and/or January in sessions of two or three weeks on the Andrews campus or on the campus of another institution. Andrews English Experience has a general track open to all learners and professional tracks open to cohorts of ten individuals or more (for each professional track) in specific disciplines or professions (e.g., professional workshops can focus on business English, medical English, English for church leaders, etc.). Core English classes are offered in the mornings for all learners and specialized general track and professional track workshops are offered in the afternoons. Field trips and other cultural activities may be offered as part of Andrews English Experience for an additional cost. The Andrews English Experience Certificate is awarded to all individuals who complete the program.

Other Programs

Conversation Partner Program, Tutorials, and Community English Workshops

A conversation partner program is offered most semesters to students enrolled in certain CIEP classes. In addition, both one-on-one tutorial services and short-term group tutorial sessions can be arranged for a fee on a case-by-case basis. Finally, certain specialized English tutorials, such as a TOEFL preparation workshop, are offered for a fee and are open to the community.

Language Bridge Program

The Language Bridge Program allows students to take a limited number of degree program courses while completing language proficiency requirements in CIEP. To be eligible for the Language Bridge Program, individuals must have a TOEFL ITP score of 500-549 (or the equivalent on another English language proficiency test accepted by Andrews University) for most degree programs. Degree programs with

higher admissions requirements will also have higher requirements for participation in the Language Bridge Program, and not all degree programs at Andrews allow students to participate in the Language Bridge Program. For full details on this program, see the Language Bridge Program Policy.

Intensive English

ENSL 110 - Level 1 Grammar

Credits: 0,4
Introduction to English grammar with emphasis on basic grammar usage in communicative contexts, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 111 - Level 1 Reading & Writing

Credits: 0,4
Introduction to reading and writing as connected skills with emphasis on reading and producing texts (sentences and paragraphs) in communicative contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 112 - Level 1 Listening & Speaking

Credits: 0,4
Introduction to listening and speaking as connected skills with emphasis on effective communication.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 113 - Level 1 Reading

Credits: 0,4
Introduction to reading in English with emphasis on strategies for developing reading fluency.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 114 - Level 1 Writing

Credits: 0,4
Introduction to writing in English with emphasis on producing texts (sentences and paragraphs) in communicative contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ENSL 120 - Level 2 Grammar

Credits: 0,4
Development of English grammatical skills necessary for clear communication, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 121 - Level 2 Reading & Writing

Credits: 0,4
Development of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (paragraphs) in communicative contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 122 - Level 2 Listening & Speaking

Credits: 0,4
Development of listening and speaking as connected skills with emphasis on effective communication.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 124 - Level 2 TED Talks English

Credits: 0,4
Focus on developing English language skills by discussing and responding to issues in a variety of disciplines presented in TED Talks. For students at a lower-intermediate English proficiency levels.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 130 - English for Academic Purposes: Level 1-4

Credits: 0,4
Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. All international students are required to be in class a minimum of 12 hours per week.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Term Offering: Spring, Summer, Fall
College Code: CAS

ENSL 131 - Andrews English Experience

Credits: 0,4
Intensive study of English for 4-week summer intensive English and cultural immersion program, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Summer
College Code: CAS

ENSL 195 - Individualized Study: Level 1-4

Credits: 0,4
Individualized study of English as a second language for undergraduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 210 - Level 3 Grammar

Credits: 0,4
Development of English grammatical skills necessary for accurate usage in a variety of communicative and academic contexts, both oral and written.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 211 - Level 3 Reading & Writing

Credits: 0,4
Development of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (paragraphs and essays) in a variety of communicative and academic contexts.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: CAS

ENSL 212 - Level 3 Listening & Speaking

Credits: 0,4

Development of listening and speaking as connected skills with emphasis on effective communication in academic and nonacademic contexts.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 220 - Level 4 Grammar

Credits: 0,4

Intensive review of English grammar with emphasis on accurate grammar usage in a variety of communicative and academic contexts, both oral and written.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 221 - Level 4 Reading & Writing

Credits: 0,4

Mastery of reading and writing as connected skills with emphasis on reading for critical thinking and producing texts (essays) using research in a variety of communicative and academic contexts.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 222 - Level 4 Listening & Speaking

Credits: 0,4

Mastery of listening and speaking as connected skills with emphasis on fluency and effective communication in academic and nonacademic contexts.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 223 - Level 3 Pronunciation

Credits: 0,4

English pronunciation improvement with emphasis on vowels, consonants, word stress, and intonation patterns. For students at an upper-intermediate level.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 225 - Level 4 American Ways

Credits: 0,4

Focus on reading a variety of academic texts about American history and culture for the purpose of critical thinking and discussion and with emphasis on group presentations, interviews, and interaction with native English speakers. For students at an advanced level.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 530 - English for Academic Purposes: Level 1-4

Credits: 0–16

Study of English as a second language for graduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: CAS

ENSL 531 - Individualized Study: Level 1-4

Credits: 0–16

Individualized study of English as a second language for graduate students, appropriate to proficiency level. May include (but not limited to) grammar, reading, writing, listening, and speaking.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: CAS

History & Political Science

Buller Hall, Room 135
269-471-3292
history@andrews.edu
www.andrews.edu/cas/history/

Faculty

Stephanie A. Carpenter, *Chair*
John J. Markovic
Marcella Myers
Gary V. Wood

Emeritus

Brian E. Strayer

Adjunct Faculty

Adam Fenner
Douglas Morgan
Paula Dronen
Robert Jones

Mission

The Andrews University Department of History & Political Science constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. Serving its majors and minors and general education students, the department promotes the study of history, politics and philosophies within the framework of a Christian worldview, emphasizing both individual and corporate responsibility for service to humanity.

Bachelors

History BA

This program is designed for those interested in studying history with classes in many of the different areas of world history.

Total Credits: 43

Major: Core - 16

HIST 101 - Introduction to History & Political Science (HPSC) **Credits: 1**
HIST 117 - Civilizations and Ideas I **Credits: 3**
Or
HIST 118 - Civilizations and Ideas II **Credits: 3**
HIST 204 - American Experience I **Credits: 3**
Or
HIST 205 - American Experience II **Credits: 3**
HIST 277 - History Colloquium **Credits: 0**
HIST 390 - Research Seminar **Credits: 3**
PLSC 104 - American Government **Credits: 3**
PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**

Major Courses - 27

HIST 117 - Civilizations and Ideas I **Credits: 3**
If not taken above:
Or
HIST 118 - Civilizations and Ideas II **Credits: 3**
If not taken above:
HIST 204 - American Experience I **Credits: 3**
Or
HIST 205 - American Experience II **Credits: 3**
HIST 404 - Adventist Heritage **Credits: 3**
Or
RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4**
HIST 480 - Senior Seminar **Credits: 3**

HIST 488 - Faith and History **Credits: 3**
6 credits upper-level US courses (taken in consultation with advisor)
6 credits upper-level non-US courses (taken in consultation with advisor)

Andrews Core Experience Requirements

Students must take the courses outlined in the Andrews Core Experience: BA & BS Degrees .
Require intermediate language for BA degree
Require PHIL 224 to fulfil ACE category (currently used in the Humanities/Fine Arts area)

Certification

Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

HIST 117 - Civilizations and Ideas I **Credits: 3**
HIST 118 - Civilizations and Ideas II **Credits: 3**
HIST 204 - American Experience I **Credits: 3**
HIST 205 - American Experience II **Credits: 3**
HIST 277 - History Colloquium **Credits: 0**
HIST 404 - Adventist Heritage **Credits: 3**
HIST 459 - Special Methods in Teaching History and Social Studies **Credits: 3**
HIST 480 - Senior Seminar **Credits: 3**
HIST 488 - Faith and History **Credits: 3**
ECON 225 - Principles of Macroeconomics **Credits: 3**
GEOG 110 - Survey of Geography **Credits: 3**
PLSC 104 - American Government **Credits: 3**
PLSC 237 - The Individual, State, and Marketplace **Credits: 3**
PLSC 365 - American Foreign Relations **Credits: 3**
PLSC 435 - Public Policy **Credits: 3**
PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**
PLSC 460 - Area Study: **Credits: 3**

Andrews Core Experience for Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion - 12

RELT 100 - God and Human Life **Credits: 3**
RELT 225 - Doctrines of the Adventist Faith **Credits: 3**
RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4**
and a 3-credit elective chosen in consultation with your SED advisor

Language and Communication

ENGL 115 - College Writing I **Credits: 3**
ENGL 215 - College Writing II **Credits: 3**
COMM 450 - Communication in the Classroom **Credits: 3**

Foreign Language (BA only)

Intermediate Language Credits: 4

History

covered in major

Fine Arts and Humanities - 3

ARTH 220 - Language of Art **Credits: 3**
PHTO 210 - History of Photography **Credits: 3**
Studio Art Credits: 3
Ensemble Music Credits: 3
ENGL 255 - Studies in Literature **Credits: 3**
PHIL 224 - Introduction to Philosophy **Credits: 3**
MUHL 214 - Enjoyment of Music **Credits: 3**

Life, Physical Sciences and Mathematics

Take one Life Science course and one Physical Science course. Choose from Andrews Core Experience: BA & BS Degrees.

Service

EDTE 165 - Introduction to Teaching **Credits: 4**

Social Sciences

GDPC 302 - Educational Psychology **Credits: 3**

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits: 3**

Fitness Education

HLED 120 - Fit for Life **Credits: 1**

plus two Fitness Education courses

Note:

For BA majors in History or Political Science, and BS majors in Political Science or Social Studies, a statistics/mathematics course will fulfill the Andrews Core mathematics requirements.

Political Science BA/BS

This degree is designed for students interested in political science and/or law school.

Total Credits - 43

Major: Core - 16

HIST 117 - Civilizations and Ideas I **Credits: 3**

Or

HIST 118 - Civilizations and Ideas II **Credits: 3**

HIST 204 - American Experience I **Credits: 3**

Or

HIST 205 - American Experience II **Credits: 3**

PLSC 101 - Introduction to History & Political Science (HPSC) **Credits: 1**

PLSC 104 - American Government **Credits: 3**

PLSC 277 - Political Science Colloquium **Credits: 0**

PLSC 390 - Research Seminar **Credits: 3**

PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**

Major: Course Requirements - 27

PLSC 225 - Comparative Politics **Credits: 3**

PLSC 230 - International Relations **Credits: 3**

PLSC 365 - American Foreign Relations **Credits: 3**

PLSC 410 - Comparative Political Theory and Method **Credits: 3**

PLSC 458 - American Political Thought **Credits: 3**

12 credits major courses (taken in consultation with advisor)

Andrews Core Experience Requirements

Students must take the courses outlined in the Andrews Core Experience: BA & BS Degrees.

Require intermediate language for BA degree

Require PHIL 224 to fulfil ACE category (currently used in the Humanities/Fine Arts area)

Require STAT 285 as MATH requirement

Secondary Certification - 42

ECON 225 - Principles of Macroeconomics **Credits: 3**

GEOG 110 - Survey of Geography **Credits: 3**

HIST 204 - American Experience I **Credits: 3**

HIST 205 - American Experience II **Credits: 3**

HIST 459 - Special Methods in Teaching History and Social Studies **Credits: 3**

PLSC 104 - American Government **Credits: 3**

PLSC 237 - The Individual, State, and Marketplace **Credits: 3**

PLSC 277 - Political Science Colloquium **Credits: 0**

PLSC 435 - Public Policy **Credits: 3**

PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits: 3**

Choose (1) course from the following set:

PLSC 225 - Comparative Politics **Credits: 3**

PLSC 230 - International Relations **Credits: 3**

Choose (1) course from the following set:

PLSC 457 - Modern Political Thought **Credits: 3**

PLSC 458 - American Political Thought **Credits: 3**

Choose (6) additional credits in consultation with advisor to reach 42 credits overall.

Andrews Core Experience for Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion - 12

RELT 100 - God and Human Life **Credits: 3**

RELT 225 - Doctrines of the Adventist Faith **Credits: 3**

RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4**

and a 3-credit elective chosen in consultation with your SED advisor

Language and Communication

ENGL 115 - College Writing I **Credits: 3**

ENGL 215 - College Writing II **Credits: 3**

COMM 450 - Communication in the Classroom **Credits: 3**

Foreign Language (BA only)

Intermediate Language Credits: 4

History

covered in major

Fine Arts and Humanities - 3

ARTH 220 - Language of Art **Credits: 3**

PHOT 210 - History of Photography **Credits: 3**

Studio Art Credits: 3

Ensemble Music Credits: 3

ENGL 255 - Studies in Literature **Credits: 3**

PHIL 224 - Introduction to Philosophy **Credits: 3**

MUHL 214 - Enjoyment of Music **Credits: 3**

Life, Physical Sciences and Mathematics

Take one Life Science course and one Physical Science course. Choose from Andrews Core Experience: BA & BS Degrees.

Service

EDTE 165 - Introduction to Teaching **Credits: 4**

Social Sciences

GDPC 302 - Educational Psychology **Credits: 3**

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits: 3**

Fitness Education

HLED 120 - Fit for Life **Credits: 1**

plus two Fitness Education courses

Social Studies BS

For students interested in understanding social studies which has both undergraduate and graduate courses.

Total Credits: 124

Major: Core Requirements

Core Requirements - 58

HIST 101 - Introduction to History & Political Science (HPSC) **Credits: 1**

BHSC 235 - Culture, Place and Interdependence **Credits: 3**

ECON 225 - Principles of Macroeconomics **Credits: 3**

ECON 226 - Principles of Microeconomics **Credits: 3**

GEOG 110 - Survey of Geography **Credits: 3**

GEOG 260 - Cultural Geography **Credits: 3**

HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3
HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3
HIST 277 - History Colloquium **Credits:** 0
HIST 404 - Adventist Heritage **Credits:** 3
one upper-division United States history course
one upper-division European or other non-U.S. history course
PLSC 104 - American Government **Credits:** 3

PLSC 225 - Comparative Politics **Credits:** 3
Or PLSC 230 - International Relations **Credits:** 3

Electives:

Remaining credits chosen from history, political science, geography, and economics.

Certification - 56

Secondary Certification

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

BHSC 235 - Culture, Place and Interdependence **Credits:** 3
ECON 225 - Principles of Macroeconomics **Credits:** 3
ECON 226 - Principles of Microeconomics **Credits:** 3
FNCE 206 - Personal Finance **Credits:** 2,3
GEOG 110 - Survey of Geography **Credits:** 3
GEOG 260 - Cultural Geography **Credits:** 3
HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3
HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3
HIST 277 - History Colloquium **Credits:** 0
HIST 390 - Research Seminar **Credits:** 3
HIST 404 - Adventist Heritage **Credits:** 3
HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3
PLSC 104 - American Government **Credits:** 3
PLSC 225 - Comparative Politics **Credits:** 3
PLSC 230 - International Relations **Credits:** 3
PLSC 237 - The Individual, State, and Marketplace **Credits:** 3
PLSC 435 - Public Policy **Credits:** 3

Any credits necessary to achieve 56 choose in consultation with your advisor.

Andrews Core Experience for Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum.

Religion - 12

RELT 100 - God and Human Life **Credits:** 3
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
and a 3-credit elective chosen in consultation with your SED advisor

Language and Communication

ENGL 115 - College Writing I **Credits:** 3
ENGL 215 - College Writing II **Credits:** 3
COMM 450 - Communication in the Classroom **Credits:** 3

Foreign Language (BA only)

Intermediate Language Credits: 4

History

covered in major

Fine Arts and Humanities - 3

ARTH 220 - Language of Art **Credits:** 3
PHTO 210 - History of Photography **Credits:** 3
Studio Art Credits: 3
Ensemble Music Credits: 3

ENGL 255 - Studies in Literature **Credits:** 3
PHIL 224 - Introduction to Philosophy **Credits:** 3
MUHL 214 - Enjoyment of Music **Credits:** 3

Life, Physical Sciences and Mathematics

Take one Life Science course and one Physical Science course. Choose from Andrews Core Experience: BA & BS Degrees.

Service

EDTE 165 - Introduction to Teaching **Credits:** 4

Social Sciences

GDPC 302 - Educational Psychology **Credits:** 3
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

Fitness Education

HLED 120 - Fit for Life **Credits:** 1
plus two Fitness Education courses

Undergraduate Minors

History Minor

Minor Requirements

HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3
HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3
HIST 404 - Adventist Heritage **Credits:** 3
and 6 additional credits to be selected from upper-division history courses.

Total Credits: 21

Minor Requirements for Secondary Certification

HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3
HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3
HIST 404 - Adventist Heritage **Credits:** 3
HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3
ECON 225 - Principles of Macroeconomics **Credits:** 3
GEOG 110 - Survey of Geography **Credits:** 3
PLSC 104 - American Government **Credits:** 3
PLSC 237 - The Individual, State, and Marketplace **Credits:** 3
PLSC 435 - Public Policy **Credits:** 3
PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits:** 3

Total Credits: 39

Legal Studies Minor

Minor: Core Requirements

COMM 405 - Persuasion **Credits:** 3
PHIL 224 - Introduction to Philosophy **Credits:** 3
PHIL 320 - Critical Thinking **Credits:** 3
PLSC 210 - Introduction to the Legal Profession **Credits:** 2
PLSC 260 - Introduction to American Law **Credits:** 3
PLSC 316 - Legal Writing and Rhetoric **Credits:** 3

Choose one of the following courses:

BSAD 341 - Business Law **Credits:** 3
 BSAD 355 - Principles of Management **Credits:** 3
 ENGL 345 - Introduction to Rhetoric **Credits:** 3
 PLSC 335 - Criminal Law **Credits:** 3
 PLSC 326 - American Political Institutions: Judiciary **Credits:** 3
 PLSC 328 - American Political Institutions: Congress **Credits:** 3
 PLSC 420 - Human Rights, Violations, and Reconciliations **Credits:** 3
 RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Total Credits: 23

Political Science Minor

Degree Requirements

PLSC 104 - American Government **Credits:** 3
 PLSC 225 - Comparative Politics **Credits:** 3
Or PLSC 230 - International Relations **Credits:** 3

PLSC 326 - American Political Institutions: Judiciary **Credits:** 3
Or PLSC 328 - American Political Institutions: Congress **Credits:** 3

PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits:** 3
 and 6 additional credits to be selected from upper-division political science courses.

Total Credits: 21

Minor Requirements for Secondary Certification

PLSC 104 - American Government **Credits:** 3
 PLSC 225 - Comparative Politics **Credits:** 3
Or PLSC 230 - International Relations **Credits:** 3

PLSC 237 - The Individual, State, and Marketplace **Credits:** 3
 PLSC 435 - Public Policy **Credits:** 3
 PLSC 456 - Classical, Medieval and Early Modern Political Thought **Credits:** 3
 ECON 225 - Principles of Macroeconomics **Credits:** 3
 GEOG 110 - Survey of Geography **Credits:** 3
 HIST 204 - American Experience I **Credits:** 3
 HIST 205 - American Experience II **Credits:** 3
 HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3

Total Credits: 33

History

HIST 101 - Introduction to History & Political Science (HPSC)

Credits: 1
 Course is designed to assist students in their transition to Andrews University while also introducing students to the study of History & Political Science. Content includes orientation to the major/department; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities including, but not limited to guest lectures, field presentations, and projects. Introductory seminar for all first semester HPSC majors.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

HIST 110 - Worldviews, Cultures and Gods

Credits: 3
 This course examines the concept of worldview and how worldviews are

manifested through history in various cultures/religions, from ancient monistic types to modern and postmodern types. The course covers biblical worldview, special revelation, natural and scientific worldview, various philosophies of history, and the interaction between various worldviews, ideologies and ideas.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 117 - Civilizations and Ideas I

Credits: 3
 Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the premodern world.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall
College Code: CAS

HIST 118 - Civilizations and Ideas II

Credits: 3
 Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Spring
College Code: CAS

HIST 137 - Chinese History & Culture I

Credits: 3
 A study of Chinese history and culture from antiquity to the Ming dynasty. Hong Kong Adventist College only.

Grade Mode: Normal (A-F,I,W)
Schedule Type: lecture
College Code: CAS

HIST 138 - Chinese History & Culture II

Credits: 3
 A study of Chinese history and culture from the Qing dynasty to the present. Hong Kong Adventist College only.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 204 - American Experience I

Credits: 3
 A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

HIST 205 - American Experience II

Credits: 3
 A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Spring
College Code: CAS

HIST 277 - History Colloquium

Credits: 0
 Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies.

Lecture/Lab: Weekly: 1 lecture or activity

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: CAS

HIST 316 - History of the Christian Church I

Credits: 3

Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): HIST 117 or permission of instructor.

Schedule Type: Lecture, Self-Paced

Term Offering: Fall

College Code: CAS

HIST 317 - History of the Christian Church II

Credits: 3

Surveys the history of the church from the Protestant Reformation to the current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, and worldwide mission expansion and ecumenism.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): HIST 118 or permission of instructor.

Schedule Type: Lecture, Self-Paced

Term Offering: Spring

College Code: CAS

HIST 325 - History of American Women

Credits: 3

The social, political, and economic roles and changing status of women in America. This course will examine how social constructions of gender, race, and class have shaped women's lives in the U.S. from the 1600s to the present, and how some women have pushed at the boundaries of those constructions through, for example, changing patterns of public/private sphere, work, leisure, and education; through political activism, involvement in a variety of social movements; and popular culture. We will emphasize the diversity of women's historical experiences by region as well as by social category, and will situate those experiences in the larger contexts of social, economic, and political change on local, national, and even global levels.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

HIST 390 - Research Seminar

Credits: 3

Introduction to research methodology, including the use of primary and secondary sources, bibliographical searches, and evaluation of sources. Requires the writing of a research paper using primary sources and original research.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture/Lab

College Code: CAS

HIST 404 - Adventist Heritage

Credits: 3

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced

Term Offering: Spring

College Code: CAS

HIST 409 - African American History

Credits: 3

The African American experience is the American experience. By understanding the issues of race, ethnicity, class, and gender within the African American experience, we can better understand the paradoxes of slavery and freedom from the founding of the nation in the Revolutionary period; the promise and ultimate denial of citizenship rights in emancipation and Federal Reconstruction; and the continual struggles of African American men and women to fulfill the promise of democracy from the Long Civil Rights and to the Black Power movement.

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Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

HIST 413 - Torture and Execution in Early Modern Europe, 1400-1800

Credits: 3

This course examines criminal law, courts, torture, and prisons from the Late Middle Ages to the French Revolution of 1789.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

HIST 414 - Renaissance and Reformation, 1300–1648

Credits: 3

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.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

HIST 415 - Absolutism and Enlightenment, 1648–1789

Credits: 3

The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

HIST 426 - Nationalism and Modernity, 1534-1914

Credits: 3

A history of the concept of nation, nationalism, Liberalism and socialism, with concentration on social, political and intellectual transformation of Europe during and since the French Revolution, revolutionary movements of the 19th century, the industrial revolution, the Age of Progress, and causes behind a the outbreak of the Great War.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

HIST 427 - World Wars and the Postmodern Age, since 1914

Credits: 3

A study of European society starting with the Great War, the Russian Revolution, totalitarian regimes, the Second World War, the Holocaust, the Cold War, the Second Vatican Council, the postmodern cultural and intellectual world of the 1960's, terrorism, racism and globalization.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

HIST 432 - Middle East Studies

Credits: 3

This course will examine the political history and institutions of selected Middle Eastern countries and focus on the similarities and differences between these nations in an effort to understand the way in which political systems and institutions have been adapted to serve diverse cultures of the modern world.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

HIST 434 - From Discovery to Nation, 1492–1789

Credits: 3

A study of the political, economic, and social development of America from discovery to 1789.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years
College Code: CAS

HIST 435 - Union and Disunion, 1789–1865

Credits: 3

Examines major events and developments through the lenses of religion, race, gender, class and culture. Emphasis is given to disestablishment of the churches, concepts of democracy, slavery, westward expansion, and the Civil War.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

HIST 437 - Topics:

Credits: 3

A study of selected topics in history as announced in the class schedule. May be repeated with different topics.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

HIST 438 - Workshop:

Credits: 1–3

Provides an opportunity to study in a focused area within the study of History. A paper is required for more than one credit and may be required for one credit.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

HIST 454 - Racism, Antisemitism, Holocaust

Credits: 3

A history of hatred and contempt of Jews and Judaism since the first century, modern antisemitism and racism, the rise of Nazism, the Final Solution, and the response of the Christian Church toward these developments. Attention is given to the Nostra Aetate and ramifications of it for contemporary society.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 458 - The Emergence of Modern America, 1865–1939

Credits: 3

Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

HIST 459 - Special Methods in Teaching History and Social Studies

Credits: 3

A practicum taken prior to student teaching. Emphasizes methods, materials, and techniques of teaching history, geography, and social studies in grades 712. Required of students seeking secondary certification in history or social studies. Does not apply to a minor in history.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): EDTE 459.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

HIST 469 - America as a World Power, 1939–Present

Credits: 3

An examination of issues of national consciousness and cultural identity within major topics of the period such as World War II, the Cold War, Vietnam, the Civil Rights movement, Watergate, and various contemporary issues.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

HIST 475 - History, Myth and Film

Credits: 3

Examines how films from 1900 to the present interpret historical events using docu-drama, propaganda, and feature films.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

HIST 480 - Senior Seminar

Credits: 3

A capstone course for the history major normally taken during the senior year, including the reading of classic works of history and research project.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Term Offering: Spring
College Code: CAS

HIST 485 - Internship

Credits: 1–6

Students work part- or full-time with museums, state and county historical societies, newspapers, library special collections, archival centers, or similar venues. A minimum of 45 clock hours of work experience are required for each semester hour of credit. May not be applied to the history minor.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Must be at least junior standing.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
Special Approval: Department permission required.

Term Offering: Fall, Spring
College Code: CAS

HIST 488 - Faith and History

Credits: 3

A study of the major philosophies of history and contemporary theoretical issues in the discipline with emphasis upon implications for a Christian understanding of history. Offered alternate spring semesters beginning 2017.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

HIST 495 - Independent Study/Readings

Credits: 1 -- 3

Individually directed study and readings in selected areas of history under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 3 credits with different topics
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: Fall, Spring
College Code: CAS

HIST 496 - Independent Research

Credits: 0–3

Individually directed research in selected areas of history under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits with different topics
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: fall, Spring
College Code: CAS

HIST 537 - Topics in _____

Credits: 3

Selected topics (as related to the course scheduled classes) in the area of history.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Lecture

College Code: CAS

HIST 590 - Independent Readings

Credits: 1,2

Individual reading in a specified area under the guidance of an instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

Term Offering: Fall, Spring

College Code: CAS

HIST 650 - Historical Method and Research

Credits: 3

Examination of historical research methodology, including bibliographical searches, critical evaluation of sources, documentation style, and written and oral presentation of research.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PHIL 224 - Introduction to Philosophy

Credits: 3

An introduction to basic philosophical issues, including the relationship of faith and reason, epistemology, the mind-body problem, determinism and free will, and ethics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

PHIL 320 - Critical Thinking

Credits: 3

Designed to encourage independent thinking and to teach analytical and logical skills necessary for problem solving as well as understanding and evaluating the ideas and claims of others.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 3 credits

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

Political Science

PLSC 101 - Introduction to History & Political Science (HPSC)

Credits: 1

Course is designed to assist students in their transition to Andrews University while also introducing students to the study of History & Political Science. Content includes orientation to the major/department; university procedures, policies, and resources; strategies for personal and academic success, and extracurricular opportunities including, but not limited to guest lectures, field presentations, and projects. Introductory seminar for all first semester HPSC majors.

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: seminar

College Code: CAS

PLSC 104 - American Government

Credits: 3

A study of American political institutions and behavior, primarily on the national level. May be applied to the history major.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced

Term Offering: Fall, Spring

College Code: CAS

PLSC 115 - Introduction to Political Theory

Credits: 3

An introductory survey of political thought as a basis of Western political thought from Greece through the present. This course is designed for beginning political science majors and non-majors with an interest in political thought.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PLSC 210 - Introduction to the Legal Profession

Credits: 2

This course is an introduction to law school and the legal profession. Topics will include, but are not limited to, the law school application and admissions process, introduction to the basics of our legal system, and careers in law. Undergraduate students considering attending law school are highly encouraged to take this course.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PLSC 225 - Comparative Politics

Credits: 3

An introduction to the general theories and methods of comparative politics through case studies of both advanced industrialized and developing countries. Examines a variety of governmental structures and analyzes their historical emergence, natures, forms, and dynamics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 230 - International Relations

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 237 - The Individual, State, and Marketplace

Credits: 3

An introduction to international political economy, which examines the interactions between international politics and international economics. Beginning with an introduction to the primary theories guiding international political economy, topics studied include international capital markets, global and regional trade, monetary policy, global finance, and the effects of these issues on domestic politics. Not applicable to the political science major or minor. Applies to the General Education Social Science requirements.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PLSC 260 - Introduction to American Law

Credits: 3

A study of the roles that law and the legal system play in American life. Topics include: the constitution, civil rights, property, employment, consumer protections, criminal punishment and judicial activism/restraint.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 277 - Political Science Colloquium

Credits: 0

Current topics and issues of interest to historians and political scientists. Required

each semester of all students majoring in history, political science, or social studies.

Lecture/Lab: Weekly: 1 lecture or activity
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

PLSC 314 - Contemporary Political Thought

Credits: 3

Our contemporary political world is a complex one, characterized by both tremendous promise and enduring human misery. Political theory is a realm of intellectual inquiry where we examine our most basic concepts and definitions, engage in normative judgment of our existing systems of government, and articulate and defend a vision of the system of political organization we envision to be ideal. The goal of this course is to familiarize you with important themes within contemporary political theory and the ways in which they relate to the world in which we reside. We will accomplish this through surveying the most influential political theorists of our time.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 316 - Legal Writing and Rhetoric

Credits: 3

An introduction to academic and professional writing, particularly argument and analysis, as they relate to the law, including theoretical and practical applications. Assignment will include pleadings, briefs, and memoranda. Students will also develop a philosophical and rhetorical understanding of their function as writers in relation to the law and the legal system.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

PLSC 324 - American Political Parties and Elections

Credits: 3

This course is an overview of the role of political parties and elections in the American national political system. We will consider the origins of political parties in the United States, and the history of elections and voting. Discussions will include an examination of the rise and origins of political polarization in the United States and the potential seriousness of its effects.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 326 - American Political Institutions: Judiciary

Credits: 3

Course covers the structure of the United States legal system. This includes an examination of the roles of law enforcement, lawyers, and judges; as well as the structure of courts and appointment process for judges, the legal system, the court system, and the judicial decision making.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 328 - American Political Institutions: Congress

Credits: 3

Course covers the history and structure of the U.S. Congress from its beginnings, the process of congressional elections, the differences between the House of Representatives and the Senate in terms of legislative processes, constitutional responsibilities, decision making process, committees and leadership structures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 335 - Criminal Law

Credits: 3

An introduction to substantive criminal law, including theories of punishment, basic stages of the criminal process, culpability, defenses, parties to crime, conspiracy, attempts, sentencing, homicide, and other selected offenses.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

PLSC 350 - State and Local Government

Credits: 3

An examination of politics at the state, county and municipal levels in the United States. Consideration is given to the changing relationship between state and local government and the federal government with emphasis on Michigan state and local governments as a case study. Topics include state-federal relations, state legislatures and executives, state-local relations, and structures of local government.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 365 - American Foreign Relations

Credits: 3

A study of the formation and conduct of American diplomacy in the light of major themes, including the diplomacy of human rights, globalization, and the American relationship with Islamic states.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 366 - Terrorism and Political Theory

Credits: 3

Terrorism has gone from a persistent yet marginal security concern to one of the most important problems of our day. Terrorists menace governments worldwide, there are few if any countries that do not suffer from some form of terrorism. This course examines a wide range of questions in order to provide students with a deeper understanding of the threat of terrorism today.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 390 - Research Seminar

Credits: 3

Introduction to research methodology, including the use of primary and secondary sources, bibliographical searches, and critical evaluation of sources. Requires the writing of a research paper using primary sources and original research.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: CAS

PLSC 405 - Globalization

Credits: 3

This course explores the meaning and impact of globalization on contemporary international politics. This course uses the perspectives of political science and international political economy to examine the processes and consequences of globalization. We will study how globalization affects the international economy, state, sovereignty, international organizations, transnational corporations, trade, immigration and democratic governance. We begin with developed democracies and go on to explore the benefits and costs of globalization for developing countries.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PLSC 410 - Comparative Political Theory and Method

Credits: 3

An introduction to the concepts and theories that form the basis of comparative political theory and comparative political research methods. Topics include comparative inquiry, ideology, theories of the state, democratic development, and the welfare state.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PLSC 225 or PLSC 230.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PLSC 419 - Political Extremism

Credits: 3

This course examines the varieties of political extremism in party politics, radicalized religion, revolutions and terrorism. We will examine definitions of extremism, who belongs to and who leads extremist movements and parties; what are the goals and expectations of both leaders and members of extremist movements and political parties? Finally, we will discuss how these movements and parties influence societies and mainstream politics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PLSC 420 - Human Rights, Violations, and Reconciliations

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 432 - Middle East Studies

Credits: 3

This course will examine the political history and institutions of selected Middle Eastern countries and focus on the similarities and differences between these nations in an effort to understand the way in which political systems and institutions have been adapted to serve diverse cultures of the modern world.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PLSC 435 - Public Policy

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 437 - Topics:

Credits: 3

A study of selected topics in political science as announced in the class schedule. May be repeated with different topics.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: CAS

PLSC 438 - Workshop:

Credits: 1–3

Provides an opportunity to study in a focused area within the study of Political Science. A paper is required for more than one credit and may be required for one credit.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

PLSC 454 - Utopian Political Thought

Credits: 3

This course examines the relationship between the power of modern science and utopian political theory. To this end, we will explore the project to conquer nature and perfect man and consider the likelihood (and consequences) of a more perfect marriage of technology and ideology in the future.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PLSC 456 - Classical, Medieval and Early Modern Political Thought

Credits: 3

A study of the great political ideas from antiquity to early modern times through a consideration of thinkers such as Plato, Aristotle, Aquinas, Machiavelli, Hobbes and Locke. The course explores such issues as human nature, the good life, freedom, justice, and authority as understood by pre-modern and early modern theorists.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 457 - Modern Political Thought

Credits: 3

Explores major political ideas from the eighteenth century to the present. Writers discussed typically include Rousseau, Kant, Hegel, Marx, Nietzsche, Heidegger and Leo Strauss. Central topics include the abandonment of natural right; the turn to history as a standard of right; and the subsequent self-destruction and recovery of reason (and revelation) in late modern political thought.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 458 - American Political Thought

Credits: 3

An examination of American political thought from the revolutionary period to the present. Required readings are drawn mainly from primary sources including the Declaration of Independence, the U.S. Constitution, the Federalist, and the writings of statesmen and theorists from the Civil War era, Progressive movement, New Deal and contemporary politics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 460 - Area Study:

Credits: 3

Study of the government and politics of individual nations (for example, India) or geographical regions (for example, Asia), as announced in the course schedule. Examines process, forces, and trends in the nation's/region's politics as it addresses societal needs and economic development. May be repeated with a different emphasis. May be applied to the history major.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PLSC 490 - Internship

Credits: 1–6

Students work part- or full-time with government agencies, elected government officials, political campaigns, private interest groups, NGOs, or similar venues. A minimum of 45 clock hours of work experience are required for each semester hour of credit.

May not be applied to the political science minor.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): Must be at least junior standing.

Repeatable: Repeatable up to 6 credits

Schedule Type: Practicum

Special Approval: Department permission required.

Term Offering: Fall, Spring

College Code: CAS

PLSC 495 - Independent Study/Readings

Credits: 1 -- 3

Individually directed study and readings under the guidance of the instructor. Limited to students with majors in political science or social studies or a minor in political science.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 4 credits with different topics
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: Fall, Spring
College Code: CAS

PLSC 496 - Independent Research

Credits: 0–3
Individually directed research in selected areas of political science under the guidance of the appropriate instructor. Limited to majors and minors in history and social studies.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits with different topics
Schedule Type: Independent
Special Approval: Instructor permission required.

Term Offering: fall, Spring
College Code: CAS

PLSC 525 - Public Policy, Civil Society and Development

Credits: 2,3
Governments are pressed to address issues of individual and collective concern. Resolving matters may demand the creation of programs and governmental policies, modification of existing ones or termination of current policy. Utilizing a case study approach, this course considers the essential phases of policymaking on behalf of civil society. Taught only for the off-campus MIDA degree.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

PLSC 537 - Topics in _____

Credits: 3
Selected topics (as related to the course scheduled classes) in the area of Political Science.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

International Languages and Global Studies

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Faculty

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Sonia Badenas
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Ruben Perez-Schulz

Emeriti

Wolfgang Kunze
Eduardo Ocampo

Mission

The Department of International Language Studies strives to develop students' knowledge of foreign languages and cultures in a Christian environment. It provides a broad range of educational courses and programs that build foreign language competence and enhance the understanding of foreign literatures and cultures. The department not only helps students develop a global perspective by training them to use their foreign language skills in a variety of fields, but also to develop critical understanding of world culture in its complexity and diversity, supporting and promoting Christ's appeal to this generation, "And this gospel of the kingdom will be preached in all the world as a witness to all the nations, and then the end will come."

The department provides students with communicative competence in a second language, promotes a greater understanding of and appreciation for the significance of language in human interaction, fosters interest in other cultures, and encourages intellectual development through enhanced cognitive and analytical skills.

The department offers many opportunities for language students to enhance an appreciation of other cultures and to develop fluency in the use of another language by participating in the Adventist Colleges Abroad (ACA) programs, language clubs, the National Language Honor Society, and religious activities.

Departmental Tours

The Department of International Language Studies offers two study tours: Europe and South America. Each tour is equivalent to six credits that count towards majors and minors. The South American tour may be taken only as Portuguese and Spanish credits; the European tour can be taken as French or Spanish credits. A maximum of 6 tour credits may be applied to the major or minor for students participating in the ACA program. All courses included in the tour are taught in the target language. Andrews University policies apply to the tour.

Bachelors

French BA

The BA in French is designed for students who want to know more about French civilization and who are interested in professions such as medicine, law, teaching, and journalism, as well as those wishing to pursue graduate studies in French. The program also complements such majors as Communications, English, French, History, Music, Nursing, and Social Work. It requires a minimum of 36 credits. These include FREN 401 or 402, 420 or 430, and 445. All majors are required to attend a full academic year at the Adventist Colleges Abroad program at the 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.

ACA Courses—18

FREN321

174

FREN341

FREN351

FREN361

FREN electives the equivalent of 9 semester credits from 300-level and above

AU Courses—18

Choose 18 credits from the following courses:

FREN 171 - Elementary French I **Credits:** 3

FREN 172 - Elementary French II **Credits:** 3

FREN 275 - Intermediate French **Credits:** 4 (or ACA equivalent)

FREN 280 - French Conversation and Composition **Credits:** 3

FREN 401 - Fundamentals of Translation **Credits:** 3 or

FREN 402 - French for Interpreters **Credits:** 3

FREN 415 - Advanced French Communication **Credits:** 3

FREN 430 - Contemporary French Culture and Society **Credits:** 3

Plus 2 credits of electives

Additional Requirement:

A language proficiency exit exam required.

Total Credits: 36

Global Studies BA

Program Description

The major in Global Studies seeks to prepare students to work for any organization dealing with domestic and international projects or to continue with graduate studies in fields related to worldwide activities such as International Development, Diplomacy, International Relations, and International Policies

Total Credits: 125

Major: Core Requirements - 36

Core Requirements

GBST 101 - Introduction to Global Studies Credits 3

GBST 201 - Culture Awareness in Globalization Credits: 3

SOCI 160 - Introduction to International Development **Credits:** 3

PLSC 230 - International Relations **Credits:** 3

PLSC 405 - Globalization **Credits:** 3

BSAD 365 - International Environment of Business **Credits:** 3

COMM 336 - Intercultural Communication **Credits:** 3

ENGL 440 - Language and Culture **Credits:** 3

Additional Requirements - 24

This major requires a minor in a foreign language (24 credits), including a minimum of a semester abroad.

Languages Available:

Arabic, French, German, Italian, Mandarin, Portuguese and Spanish.

Andrews Core Experience

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience while noting the following requirements.

Social Sciences

ANTH 200 - Cultural Anthropology **Credits:** 3

Religion

RELG 350 - World Religions **Credits:** 3

History

HIST 110 - Worldviews, Cultures and Gods **Credits:** 3

Language and International Business BA/BBA

Program Description

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 international business and a Bachelor of Arts in language for international trade.

Total Credits: 149

Business Core - 39

ACCT 121 - Principles of Accounting I **Credits:** 3
ACCT 122 - Principles of Accounting II **Credits:** 3
BSAD 341 - Business Law **Credits:** 3
BSAD 355 - Principles of Management **Credits:** 3
BSAD 365 - International Environment of Business **Credits:** 3
BSAD 475 - Operations Management **Credits:** 3
BSAD 494 - Business Strategy and Decisions **Credits:** 3
ECON 225 - Principles of Macroeconomics **Credits:** 3
ECON 226 - Principles of Microeconomics **Credits:** 3
FNCE 317 - Business Finance **Credits:** 3
INFS 120 - Foundations of Information Technology **Credits:** 3
INFS 215 - Business Software Applications **Credits:** 3
MKTG 310 - Principles of Marketing **Credits:** 3

Business Major: Core Requirements - 27

Business Core - 18

BSAD 450 - Multicultural Business Relations **Credits:** 3
BSAD 467 - International Management **Credits:** 3
ECON 454 - International Economics **Credits:** 3
FNCE 426 - International Finance **Credits:** 3
MKTG 465 - International Marketing **Credits:** 3
BSAD 487 - Internship in _____ **Credits:** 1-3 (Must have an international focus. INLS 490 may be taken in place of BSAD 487.)

Business Electives - 9

Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose three courses from the following:

Economics Electives—0-9

ECON 325 - Economic Thought **Credits:** 3
ECON 328 - Money and Banking **Credits:** 3
ECON 330 - Health Economics **Credits:** 3
ECON 415 - Introduction to Econometrics **Credits:** 3
ECON 427 - Economic Development **Credits:** 3

Finance/Accounting Electives—0-9

FNCE 397 - Investments **Credits:** 3
FNCE 410 - Intermediate Business Finance **Credits:** 3
FNCE 429 - Portfolio Theory **Credits:** 3
ACCT 330 - Cost and Managerial Accounting **Credits:** 3

Management Electives—0-9

BSAD 345 - Business and Society **Credits:** 3
BSAD 380 - Healthcare Foundations **Credits:** 3
BSAD 384 - Human Resource Management **Credits:** 3
BSAD 410 - Entrepreneurship **Credits:** 3
BSAD 470 - Quality Management **Credits:** 3

Marketing Electives—0-9

MKTG 320 - Consumer Behavior **Credits:** 3

Business Major Graduation Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Language Major: Core Requirements - 30

Students may choose to do a concentration in either French or Spanish. Prior knowledge of each respective language at the elementary level is assumed.

French

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

Adventist Colleges Abroad - 9

FREN 321
FREN 341
FREN 351
FREN 361

Andrews University Language Courses - 21

FREN 275 - Intermediate French **Credits:** 4
FREN 280 - French Conversation and Composition **Credits:** 3
FREN 415 - Advanced French Communication **Credits:** 3
FREN 430 - Contemporary French Culture and Society **Credits:** 3
FREN 460 - French for International Trade **Credits:** 3
ILGS 490 - Language and International Trade Internship/Practicum **Credits:** 3
(BSAD 487 may be taken in place of ILGS 490.)
remaining FREN/ILGS credits to complete 30 credits.

Note: Language proficiency exit exam required.

Spanish

All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Adventist Colleges Abroad - 6

Advanced Grammar

Choose one of the following courses:

SPAN 351, 352, 353, 451, 452, 453

Advanced Composition

Choose one of the following courses:

SPAN 361, 362, 363, 461, 462, 463

Advanced Conversation

Choose one of the following courses:

SPAN 371, 372, 373, 471, 472, 473

Andrews University Language Courses - 24

SPAN 275 - Intermediate Spanish **Credits:** 4
SPAN 280 - Spanish Conversation and Composition **Credits:** 3
SPAN 470 - Spanish for International Trade **Credits:** 3
SPAN 488 - Spanish for International Relations **Credits:** 3
ILGS 490 - Language and International Trade Internship/Practicum **Credits:** 3
(BSAD 487 may be taken in place of ILGS 490.)

SPAN 416 - Spanish for Native Speakers **Credits:** 3

Or SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3

SPAN 426 - Contemporary Spain **Credits:** 3

Or SPAN 436 - Spanish-American Culture **Credits:** 3

remaining SPAN/ILGS credits to complete 30 credits

Note: Language proficiency exit exam required.

Cognates - 3

STAT 285 - Elementary Statistics **Credits:** 3

Andrews Core Experience - 60

Students must take all courses designated in the Andrews Core Experience: BA & BS Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Or RELT 390 - Christian Business Ethics **Credits:** 3

Mathematics

MATH 166 - College Algebra for Business **Credits:** 3

Social Sciences

ECON 225 - Principles of Macroeconomics **Credits:** 3 (Taken as part of the business core.)

3 credits of FNCE 206 - Personal Finance **Credits:** 2,3

Language/Communication

Language, Intermediate Level Credits: 4 (Taken as part of the language core.)

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Language for International Trade BA

This program integrates the study of international languages and cultures with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French/Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where French/Spanish is spoken. Students may take examinations leading to certification in Business French/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.

Total Credits - 51-52

The Language for International Trade BA includes all the pre-requisites for an MBA degree.

Business and Economics Core - 15

ACCT 121 - Principles of Accounting I **Credits:** 3

ACCT 122 - Principles of Accounting II **Credits:** 3

BSAD 355 - Principles of Management **Credits:** 3

BSAD 365 - International Environment of Business **Credits:** 3

Choose one of the following:

BSAD 450 - Multicultural Business Relations **Credits:** 3

Or BSAD 467 - International Management **Credits:** 3

ECON 226 - Principles of Microeconomics **Credits:** 3

FNCE 317 - Business Finance **Credits:** 3

MKTG 310 - Principles of Marketing **Credits:** 3

Required Business Cognates - 6

ECON 225 - Principles of Macroeconomics **Credits:** 3

Choose one of the following:

ECON 454 - International Economics **Credits:** 3

Or MKTG 465 - International Marketing **Credits:** 3

Concentration 1: French - 30-31

This program integrates the study of international languages and cultures with preparation in international trade and business.

The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French participate in an internship in a business/industrial work environment either in the U.S. or abroad where French is spoken. Students may take examinations leading to certification in Business French. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates.

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses - 9

FREN321 - Advanced Composition - 2 credits

FREN341 - Advanced Grammar - 4 credits

FREN351 - Advanced Spoken Language - 2 credits

FREN361 - Text Analysis - 1 credit

AU Courses - 21-22

Take one of these paired courses:

FREN 171 - Elementary French I **Credits:** 3

FREN 172 - Elementary French II **Credits:** 3

Or

FREN 275 - Intermediate French **Credits:** 4

FREN 280 - French Conversation and Composition **Credits:** 3

Or

FREN 415 - Advanced French Communication **Credits:** 3

And the following courses:

FREN 430 - Contemporary French Culture and Society **Credits:** 3

FREN 460 - French for International Trade **Credits:** 3

ILGS 490 - Language and International Trade Internship/Practicum **Credits:** 3

Concentration 2: Spanish - 30-31

This program integrates the study of the Spanish language and culture with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where Spanish is spoken. Students may take examinations leading to certification in Business Spanish. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates. All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses - 9

Advanced Grammar

One of the following courses:

SPAN 351, 352, 353, 451, 452, 453

Advanced Composition

One of the following courses:

SPAN 361, 362, 363, 461, 462, 463

Advanced Conversation

One of the following courses:

SPAN 371, 372, 373, 471, 472, 473

AU Courses - 21-22

Take one of these paired courses:

SPAN 171 - Elementary Spanish I **Credits:** 3

SPAN 172 - Elementary Spanish II **Credits:** 3

Or

SPAN 275 - Intermediate Spanish **Credits:** 4

SPAN 280 - Spanish Conversation and Composition **Credits:** 3

Choose one of the following:

SPAN 416 - Spanish for Native Speakers **Credits:** 3

Or SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3

Choose one of the following:

SPAN 426 - Contemporary Spain **Credits: 3**
Or SPAN 436 - Spanish-American Culture **Credits: 3**

Choose two of the following:

SPAN 470 - Spanish for International Trade **Credits: 3**
SPAN 488 - Spanish for International Relations **Credits: 3**
ILGS 490 - Language and International Trade Internship/Practicum **Credits: 3**

Spanish BA

The Department of International Languages & Global Studies strives to develop students' knowledge of the Spanish language and culture in a Christian environment. It provides a broad range of educational courses and programs that build the Spanish language competence and enhance the understanding of Spanish and Latin American literatures and cultures. The department not only helps students develop a global perspective by training them to use their Spanish language skills in a variety of fields, but also to develop critical understanding of world culture in its complexity and diversity, supporting and promoting Christ's appeal to this generation, "And this gospel of the kingdom will be preached in all the world as a witness to all the nations, and then the end will come."

Total Credits: 36-37

Spanish

Choose one of the following Concentrations:

Concentration I: Language, Literature, and Culture

Select one of the following two tracks:

Track 1: Native Speakers - 36 credits
Available only to native speakers.

Major: Core Requirements - 24 credits

SPAN 171 - Elementary Spanish I **Credits: 3**
SPAN 172 - Elementary Spanish II **Credits: 3**
SPAN 275 - Intermediate Spanish **Credits: 4**
SPAN 280 - Spanish Conversation and Composition **Credits: 3**
SPAN 405 - Spanish Grammar Review **Credits: 1**
SPAN 416 - Spanish for Native Speakers **Credits: 3**

SPAN 426 - Contemporary Spain **Credits: 3**

Or SPAN 436 - Spanish-American Culture **Credits: 3**

Electives

Choose 4 additional credits of upper division electives from the Department of International Languages and Global Studies.

Major: Concentration Requirements - 12 credits

Language, Literature, and Culture Emphasis

SPAN 438 - Mexico and Central American Culture **Credits: 3**
SPAN 439 - Spanish Caribbean Culture **Credits: 3**
SPAN 446 - Spanish and Latin American Drama **Credits: 3**
SPAN 448 - Spanish and Latin American Literature and Film **Credits: 3**

Track 2: Non-Native Speakers - 36-37 credits

Includes study abroad experience. All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad (ACA) program at Colegio Adventista de Sagunto, Spain or Universidad Adventista del Plata, Argentina.

ACA Course Requirements - 15 Credits

Major: Core Requirements - 9 credits

Choose one 3 credit course from each of the following sets:

SPAN 351, 352, 353
SPAN 361, 362, 363
SPAN 371, 372, 373

Electives - 6 credits

Choose 6 additional credits of ACA elective coursework

AU Course Requirements - 21-22 credits

Major: Core Requirements - 9-10 credits

Choose one of the following sets of courses:

SPAN 171 - Elementary Spanish I **Credits: 3**

SPAN 172 - Elementary Spanish II **Credits: 3**

Or

SPAN 275 - Intermediate Spanish **Credits: 4**

SPAN 280 - Spanish Conversation and Composition **Credits: 3**

Complete the following course:

SPAN 420 - Advanced Spanish Written and Oral Communication **Credits: 3**

Major: Concentration Requirements - 12 credits

Language, Literature, and Culture Emphasis

SPAN 438 - Mexico and Central American Culture **Credits: 3**

SPAN 439 - Spanish Caribbean Culture **Credits: 3**

SPAN 446 - Spanish and Latin American Drama **Credits: 3**

SPAN 448 - Spanish and Latin American Literature and Film **Credits: 3**

Concentration II: Translation and Interpretation

Select one of the following two tracks:

Track 1: Native Speakers - 36 credits

Available only to native Spanish speakers

Major: Core Requirements - 24 credits

SPAN 171 - Elementary Spanish I **Credits: 3**

SPAN 172 - Elementary Spanish II **Credits: 3**

SPAN 275 - Intermediate Spanish **Credits: 4**

SPAN 280 - Spanish Conversation and Composition **Credits: 3**

SPAN 405 - Spanish Grammar Review **Credits: 1**

SPAN 416 - Spanish for Native Speakers **Credits: 3**

SPAN 426 - Contemporary Spain **Credits: 3**

Or

SPAN 436 - Spanish-American Culture **Credits: 3**

Electives

Choose 4 additional credits of upper division electives from the Department of International Languages and Global Studies

Major: Concentration Requirements - 12 credits

Translation and Interpretation Emphasis

SPAN 325 - Spanish for the Medical Professions **Credits: 3**

SPAN 457 - Spanish Media Translation **Credits: 3**

SPAN 447 - Spanish for Translation **Credits: 3**

Or

SPAN 449 - Spanish for Interpreters **Credits: 3**

SPAN 470 - Spanish for International Trade **Credits: 3**

Or

SPAN 488 - Spanish for International Relations **Credits: 3**

Track 2: Non-Native Speakers - 36-37 credits

Includes study abroad experience. All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad (ACA) program at Colegio Adventista de Sagunto, Spain or Universidad Adventista del Plata, Argentina.

ACA Course Requirements - 15 Credits

Major: Core Requirements - 9 credits

Choose one 3 credit course from each of the following sets:

SPAN 351, 352, 353, 451, 452, 453

SPAN 361, 362, 363, 461, 462, 463

SPAN 371, 372, 373, 471, 472, 473

One of the following sequence of coursework:

SPAN 326, 327 (6 credits)

Or

AU Course Requirements - 21-22 credits

Major: Core Requirements - 9-10 credits

Choose one of the following sets of courses:

SPAN 171 - Elementary Spanish I **Credits:** 3

SPAN 172 - Elementary Spanish II **Credits:** 3

Or

SPAN 275 - Intermediate Spanish **Credits:** 4

SPAN 280 - Spanish Conversation and Composition **Credits:** 3

Complete the following course:

SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3

Major: Concentration Requirements - 12 credits

Translation and Interpretation Emphasis

SPAN 325 - Spanish for the Medical Professions **Credits:** 3

SPAN 457 - Spanish Media Translation **Credits:** 3

SPAN 447 - Spanish for Translation **Credits:** 3

Or

SPAN 449 - Spanish for Interpreters **Credits:** 3

SPAN 470 - Spanish for International Trade **Credits:** 3

Or

SPAN 488 - Spanish for International Relations **Credits:** 3

Spanish for K-12 Education BA

This degree is for students seeking elementary or secondary teaching certification. All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—21–24

Advanced Grammar

One of the following courses:

SPAN 351, 352, 353, 451, 452, 453

Advanced Composition

One of the following courses:

SPAN 361, 362, 363, 461, 462, 463

Advanced Conversation

One of the following courses:

SPAN 371, 372, 373, 471, 472, 473

Note:

Electives the equivalent of 15–18 SPAN semester credits at 300-level or above

AU Courses—12–15

SPAN 416 - Spanish for Native Speakers **Credits:** 3 or

SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3

SPAN 426 - Contemporary Spain **Credits:** 3 or

SPAN 436 - Spanish-American Culture **Credits:** 3

SPAN 447 - Spanish for Translation **Credits:** 3 or

SPAN 449 - Spanish for Interpreters **Credits:** 3

Note:

Language proficiency exit exam required.

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Spanish/Speech-Language Pathology & Audiology BA/BS

Speech-Language Pathology and Audiology/Spanish BS/BA

A grade lower than a C in major courses or cognates will not count toward either requirement.

Spanish Major: Core Requirements - 42

ACA Requirements - 18

Choose one course from each of the following sets:

SPAN 351, 352, 353

SPAN 361, 362, 363

SPAN 371, 372, 373

Plus 9 Spanish credits at the 300-400 level

AU Cognates - 6

Choose one of the following sets:

SPAN 171 - Elementary Spanish I **Credits:** 3

SPAN 172 - Elementary Spanish II **Credits:** 3

SPAN 275 - Intermediate Spanish **Credits:** 4

AU Requirements - 18

SPAN 325 - Spanish for the Medical Professions **Credits:** 3

SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3

SPAN 426 - Contemporary Spain **Credits:** 3

SPAN 436 - Spanish-American Culture **Credits:** 3

SPAN 447 - Spanish for Translation **Credits:** 3

SPAN 449 - Spanish for Interpreters **Credits:** 3

SPAN 456 - Spanish for Speech Pathologists and Audiologists **Credits:** 3

SPLAD Major: Core Requirements - 46

SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3

SPPA 270 - Preclinical Observation **Credits:** 1

SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits:** 4

SPPA 285 - Applied Phonetics **Credits:** 3

SPPA 310 - Speech Science **Credits:** 3

SPPA 321 - Normal Language Development **Credits:** 3

SPPA 322 - Child Language Disorders **Credits:** 3

SPPA 331 - Basic Audiology **Credits:** 3

SPPA 332 - Audiological Procedures **Credits:** 3

SPPA 340 - Neuroscience of Communication **Credits:** 3

SPPA 374 - Articulation and Phonology: Development and Disorders **Credits:** 3

SPPA 425 - Clinical Principles and Practices **Credits:** 3

SPPA 448 - Disorders of Voice, Fluency and Swallowing **Credits:** 3

SPPA 458 - Aural Rehabilitation **Credits:** 3

SPPA 481 - Clinical Application in Speech-Language Pathology **Credits:** 2,3

SPPA 482 - Clinical Application in Audiology **Credits:** 2,3

Cognates - 14 Credits

PHYS 225 - Sound and Waves **Credits:** 4

STAT 285 - Elementary Statistics **Credits:** 3 (Fullfills General Education math requirement)

PSYC 301 - Human Development **Credits:** 3

BIOL 100 - Human Biology **Credits:** 4

or any BIOL with a lab

Andrews Core Experience

For the BS/BA dual degree follow the Andrews Core Experience: BA & BS Degrees and the Professional Degree Requirements

and note the following specific requirements for the Professional Degree:

Religion - 12

Equivalent of one course per year of full-time enrollment at AU. Required course:

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Total Credits - 140

Undergraduate Minors

French for Education Minor

For students seeking elementary or secondary teacher certification. One semester, or summer session, of advanced courses in France through ACA is required or take a challenge exam in advanced grammar, composition and conversation courses.

Total Credits: 21

ACA Courses—9

fall/spring option

FREN321
FREN341
FREN351
FREN361

summer option

FREN322
FREN342
FREN352
FREN362

AU Courses—12

FREN 415 - Advanced French Communication **Credits: 3**

Choose one course from each of the following sets:

FREN 401 - Fundamentals of Translation **Credits: 3 or**
FREN 402 - French for Interpreters **Credits: 3**

FREN 430 - Contemporary French Culture and Society **Credits: 3**

remaining FREN/INLS upper division credits to complete 24 credits.

Note:

For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

French Minor

One semester, or summer session, of intermediate or advanced courses in France through ACA is required.

ACA Courses—8

Fall/spring option

Choose one set of courses:

FREN 221, 231, 251, 261
FREN 321, 341, 351, 361

Summer option

Choose one set of courses:

FREN 202, 222, 232, 252, 262
FREN 322, 332, 342, 352, 362

AU Courses—16

FREN 171 - Elementary French I **Credits: 3**
FREN 172 - Elementary French II **Credits: 3**
FREN 275 - Intermediate French **Credits: 4** (or ACA equivalent)
6 upper division elective credits from FREN/INLS courses

Global Studies Minor

Minor Requirements

GBST 101 - Introduction to Global Studies **Credits: 3**
GBST 201 - Cultural Awareness in Globalization **Credits: 3**
SOCI 160 - Introduction to International Development **Credits: 3**
PLSC 230 - International Relations **Credits: 3**
PLSC 405 - Globalization **Credits: 3**
COMM 336 - Intercultural Communication **Credits: 3**
HIST 110 - Worldviews, Cultures and Gods **Credits: 3**

Total Credits: 21

Portuguese Minor

One semester of intermediate or advanced courses in Brazil through ACA is required.

ACA Courses—12

Choose one course from each of the following sets:

PORT 251, 252
PORT 261, 262
PORT 271, 272

One elective at the 300-level or higher

AU Courses—12

PORT 171 - Elementary Portuguese I **Credits: 3**
PORT 172 - Elementary Portuguese II **Credits: 3**
PORT 420 - Portuguese Literature & Culture **Credits: 3**
PORT 430 - Contemporary Brazilian Culture **Credits: 3**

Spanish for Education Minor

For students seeking elementary or secondary teacher certification. One semester of advanced courses in Spain or Argentina through ACA is required and take a challenge exam in advanced grammar, composition and conversation courses to complete this requirement.

ACA Courses—9

One course from each of the following sets:

SPAN 351, 352, 353
SPAN 361, 362, 363
SPAN 371, 372, 373

Note:

Electives the equivalent of 4 SPAN semester credits from 300- level and above.

AU Courses—12

Choose one course from each of the following sets:

SPAN 416 - Spanish for Native Speakers **Credits: 3 or**
SPAN 420 - Advanced Spanish Written and Oral Communication **Credits: 3**

SPAN 426 - Contemporary Spain **Credits: 3 or**
SPAN 436 - Spanish-American Culture **Credits: 3**

SPAN 447 - Spanish for Translation **Credits: 3 or**
SPAN 449 - Spanish for Interpreters **Credits: 3**

Note:

remaining SPAN/INLS upper division credits to complete 21 credits

For more information regarding Teacher Certification with a minor see the department of Teaching, Learning & Curriculum

Spanish Minor

One semester, or summer session, of intermediate or advanced courses in Argentina or Spain through ACA is required.

ACA Courses—8

Fall/spring options: (choose one course from each set)

SPAN 251, 252, 253

SPAN 261, 262, 263

SPAN 271, 272, 273

SPAN 351, 352, 353

Summer option: (choose one set of courses)

SPAN 211, 212, 213

or

SPAN 311, 350, 360, 370

AU Courses—16

SPAN 171 - Elementary Spanish I **Credits:** 3

SPAN 172 - Elementary Spanish II **Credits:** 3

SPAN 275 - Intermediate Spanish **Credits:** 4 (or ACA equivalent)

6 upper division elective credits from SPAN/INLS courses

Certificates

Business French Certificate

Andrews University is an approved examination center of the Paris Chamber of Commerce. Students may take the Diplome de Francais des Affaires I or II Zeme degrees de la Chambre de Commerce et d'Industrie de Paris at Andrews University. These French diplomas, identical to the ones taken in France, are highly respected in the United States, Canada, France, and Europe. Students who succeed in obtaining the Diplome de Francais des Affaires I or II will be able to handle basic business tasks in a French setting.

Business Spanish Certificate

Andrews University is also an approved examination center for the Madrid Chamber of Commerce and Industry. Students may take the Examen de Español de Negocios and receive the Diploma or Certificate from the Chamber of Commerce and Industry of Madrid and the prestigious University of Alcalá de Henares. The upose of this exam is to prove that students have an in-depth knowledge of the Spanish language and that they can work in any business-related field. The deadline for registration is February 15.

Spanish Translation/Interpretation Certificate

The Department of International Language Studies offers a Certificate in Spanish Translation/Interpretation. Students who wish to obtain the Certificate should demonstrate fluency in both English and Spanish.

Requirements for the Certificate:

SPAN 325 - Spanish for the Medical Professions **Credits:** 3

SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3

SPAN 426 - Contemporary Spain **Credits:** 3 or

SPAN 436 - Spanish-American Culture **Credits:** 3

SPAN 447 - Spanish for Translation **Credits:** 3

SPAN 449 - Spanish for Interpreters **Credits:** 3

SPAN 470 - Spanish for International Trade **Credits:** 3

SPAN 488 - Spanish for International Relations **Credits:** 3

Other Programs

Adventist Colleges Abroad Program

Andrews University, as a member institution, participates in the Adventist Colleges Abroad (ACA) program which gives North American students an opportunity to enhance their ability to use a foreign language and to experience a foreign culture while completing the requirements for a baccalaureate degree in the regular four-year period without losing credits or extending their courses of study. The Adventist Colleges Abroad program offers a wide variety of courses in composition, phonetics, reading, literature, folklore, culture, business, and civilization. Other courses may be taken to fulfill Andrews Core Experience requirements. In addition, students participate in on-site guided field trips of geographic, historic, or economic significance.

Admission Requirements

Admission as a student at Andrews University.

Competence in the language at the intermediate level is recommended.

However, applicants with two to three years of secondary or one year of elementary-level college language study may be admitted.

GPA of 2.25 in the language and 2.00 overall.

Good citizenship record

Completion of ACA application with all required information and signatures (academic and financial arrangements).

Fulfilling Major/Minor Requirements.

Adventist Colleges Abroad students with majors or minors in a language are encouraged to take the required conversation, composition, civilization, and literature courses at the upper division level while studying abroad if their level of proficiency enables them to do so (see major requirements). Upon their return to Andrews University, students must take in residence the following minimum number of credits:

For a language major: 12 upper division credits

For a language minor: 6 upper division credits

These requirements apply to all students who spend a full school year abroad, including transfer students. Students should take a normal load of 16 credits each quarter or 12 credits per semester. Students also are encouraged to take as many Andrews Core Experience courses as possible.

Adventist Colleges Abroad Full-year Study Options

Adventist University of France, Collonges-sous-Salève, France

Centro Universitário Adventista de São Paulo, Brazil

Colegio Adventista de Sagunto, Sagunto (Valencia), Spain

Universidad Adventista del Plata, Entre Ríos, Argentina

Adventist Colleges Abroad Summer Program offers students an opportunity to take, during a six-week session, beginning-, intermediate-, or advanced-level courses in the following languages:

French

Adventist University of France

Collonges-sous-Salève, France

German

Seminar Schloss Bogenhofen, St. Peter am

Hart near Braunau Austria

Greek/Hebrew

Athens Study Center, Athens, Greece

Italian

Instituto Avventista Villa Aurora Florence, Italy

Portuguese

Centro Universitário Adventista, São Paulo, Brazil

Spanish

Colegio Adventista de Sagunto, Valencia, Spain

Universidad Adventista de Montemorelos, México

In addition to language study, students participate in on-site guided field trips of geographic, historic, or economic significance.

ACA Academic Year Courses

See the ACA bulletin for course descriptions. A minimum of C is required.

Argentina

(Quarter Credits)

SPAN251, 252, 253 - Intermediate Spanish Grammar Credits: 4, 4, 4
SPAN261, 262, 263 - Intermediate Spanish Composition Credits: 2, 2, 2
SPAN271, 272, 273 - Intermediate Spanish Conversation Credits: 2, 2, 2
SPAN351, 352, 353 - Advanced Spanish Grammar Credits: 4, 4, 4
SPAN361, 362, 363 - Advanced Spanish Composition Credits: 2, 2, 2
SPAN371, 372, 373 - Advanced Spanish Conversation Credits: 2, 2, 2
SPAN451, 452, 453 - Advanced Spanish Grammar II Credits: 4, 4, 4
SPAN461, 462, 463 - Advanced Spanish Composition II Credits: 2, 2, 2
SPAN471, 472, 473 - Advanced Spanish Conversation II Credits: 2, 2, 2
RELH/SPAN211 - Hist of the Church in South America Credits: 2
RELH/SPAN313 - The Adventist Professional Credits: 2
RELH/SPAN310 - Contemporary Religious Outlook Credits: 2
SPAN/GEOG205/306 - Geography of Latin America Credits: 2/2
SPAN232 - Phonetics Credits: 2
SPAN240 - Orthography Credits: 1
SPAN293 - Language Through Drama Credits: 1
SPAN301, 302, 303 - Folklore of Argentina Credits: 2, 2, 2
SPAN326, 327 - Translation & Interpretation Credits: 2, 2
SPAN332, 333 - Latin American Literature Credits: 3, 3
SPAN/HIST342, 343 - History of Argentina Credits: 2, 2
SPAN381, 382 - Current Events in South America Credits: 1, 1
SPAN422, 423 - Translation & Interpretation Credits: 2, 2
SPAN495 - Independent Study Credits: 1-4
MUPF126 - Private Lessons Credits: 1
MUPF136 - Choir Credits: 1
MUPF146 - Orchestra or Band Credits: 1
MUPF156 - Ensemble Credits: 1

Austria

(Quarter Credits)

GRMN101, 102, 103 - Beginning German Credits: 6, 6, 6
GRMN111, 112, 113 - Elementary German Credits: 3, 3, 3
GRMN121, 122, 123 - Elementary Phonetics Credits: 1, 1, 1
GRMN215, 216, 217 - Intermediate Oral Expression Credits: 3, 3, 3
GRMN211, 212, 213 - Intermediate Written Expression Credits: 2, 2, 2
GRMN221, 222, 223 - Intermed. Reading Comprehension Credits: 3, 3, 3
GRMN235, 236, 237 - Intermed. Listening Comprehension Credits: 2, 2, 2
GRMN306, 307, 308 - Advanced Oral Expression Credits: 3, 3, 3
GRMN311, 312, 313 - Advanced Written Expression Credits: 2, 2, 2
GRMN325, 326, 327 - Advanced Reading Comprehension Credits: 3, 3, 3
GRMN335, 336, 337 - Advanced Listening Comprehension Credits: 3, 3, 3
HIST204, 205, 206 - European Civilization Credits: 2, 2, 2
HIST304, 305, 306 - European Civilization Credits: 2, 2, 2
RELB101, 102, 103 - Dogmatics Credits: 2, 2, 2
RELB301, 302, 303 - Dogmatics Credits: 2, 2, 2
BUAD/GRMN105, 106 - Business German Credits: 3, 3
BUAD/GRMN401, 402, 403 - Advanced Business German Credits: 2, 2, 2
GRMN254, 255, 256 - Survey of German Literature Credits: 3, 3, 3
GRMN495 - Independent Study Credits: 2-6
HMEC102 - Vegetarian Cooking & Nutrition Credits: 1.5
MUPF165, 166, 167 - Private Music Lessons Credits: .5-1, .5-1, .5-1
MUPF171, 172, 173 - Choir Credits: 1, 1, 1
MUPF146 - Chamber Orchestra Credits: 1
FTES104, 105, 106 - Physical Education Credits: 1, 1, 1
FREN101, 102, 103 - Elementary French Credits: 2, 2, 2
BUAD/GRMN115, 116, 117 - Elem. Business German & Internship Credits: 1, 1, 1
BUAD/GRMN215, 216, 217 - Intermed. Bus. German & Internship Credits: 1, 1, 1

Brazil

(Semester Credits)

PORT350 - Intermediate Portuguese Grammar Credits: 3

PORT360 - Intermediate Portuguese Composition Credits: 3
PORT370 - Intermediate Portuguese Conversation Credits: 3
PORT300 - Folklore of Brazil Credits: 3
PORT330 - Brazilian Literature Credits: 2
PORT310 - Contemporary Religious Outlook Credits: 3
PORT381 - Current Events in Brazil Credits: 2
FTES120 - Beginning Soccer Credits: 1

France

(Quarter Credits)

FREN101 - Beginning French Credits: 4
FREN121 - Comprehension and Written Expression Credits: 3
FREN131 - Spelling and Grammar Credits: 4
FREN151 - Elementary Spoken Language Credits: 4
FREN111 - Phonetics Credits: 1
FREN191 - Intensive Elementary French Credits: 11
FREN201 - Intermediate French Credits: 3
FREN221 - Intermediate Composition Credits: 3
FREN231 - Spelling and Grammar Credits: 4
FREN251 - Intermediate Spoken Language Credits: 4
FREN261 - Reading Comprehension Credits: 2
FREN291 - Intensive Intermediate French Credits: 9
FREN321 - Advanced Composition Credits: 3
FREN331 - Advanced Orthography Credits: 2
FREN341 - Advanced Grammar Credits: 6
FREN351 - Advanced Spoken Language Credits: 3
FREN361 - Text Analysis Credits: 2
FREN422, 423 - Literary Analysis, Summary Tech. Credits: 2, 2
FREN424, 425 - Document Analysis and Synthesis Credits: 2, 2
FREN421 - French Composition Credits: 3
FREN431, 432 - Advanced Orthography Credits: 2, 2
FREN441 - Morphology/Syntax of the Simple Sentence Credits: 4
FREN442 - Morphology/Syntax of the Complex Sent. Credits: 4
FREN451, 452 - Oral Communication Credits: 2, 2
FREN493 - Advanced Oral Communication Credits: 4
FREN461 - Advanced Literary Studies Credits: 3
FREN/HIST457, 458 - France and Its History Credits: 2, 2
FREN/PLSC459, 460 - French Institutions Credits: 2, 2
FREN/SOCI476, 477 - Changes in French Society Credits: 2, 2
FREN/SOCI479, 480 - Cultures in French-Speaking World Credits: 2, 2
FREN/RELG254, 354 - Religion (Conversation Topics) Credits: 2, 2
FREN269/369 - Independent Reading Credits: 1, 1
MUPF171, 271, 371 - Campus Choir Credits: 1, 1, 1
FREN/GEOG272, 372 - Regional France Credits: 1,1
FREN/ARTS273, 373 - French Fine Arts and Monuments Credits: 1, 1
FREN/PLSC374 - European Institutions Credits: 2
FREN/PLSC375 - International organizations Credits: 2
FREN/SOCI376 - French Civilization Credits: 2
FREN378, 478 - Language Through Drama Credits: 2, 2

Germany

(Semester Credits)

GRMN105, 106 - Elementary German Credits: 6, 6
GRMN115, 116 - Elementary Oral Expression Credits: 4, 4
GRMN125 - Phonetics Credits: 2
GRMN208, 209 - Intermediate German Credits: 4, 4
GRMN225 - Intermediate Phonetics Credits: 2
GRMN235, 236 - Intermediate Oral Expression Credits: 4, 4
GRMN141, 142 - Multimedia Language Lab Credits: 2, 2
GRMN195, 196 - Independent Reading Credits: 2, 2
GRMN175, 176 - Cultural Studies Credits: 2, 2
GRMN248, 249 - Multimedia Language Lab Credits: 2, 2
GRMN257, 258 - Survey of German Literature Credits: 2, 2
GRMN295, 296 - Independent Reading Credits: 2, 2
GRMN281, 282 - Cultural Studies Credits: 2, 2
GRMN/HIST288 - German History Credits: 1
GRMN318, 319 - Advanced Comprehensive German Credits: 4, 4
GRMN309, 310 - Advanced Grammar Credits: 2, 2
GRMN328, 329 - Advanced Reading Credits: 2, 2
GRMN338, 339 - Cultural Studies Credits: 2, 2
GRMN361, 362 - Survey of German Literature Credits: 2, 2
RELB351, 352 - Theology Credits: 2, 2

HIST381, 382 - German History Credits: 1, 1
 SOWK301, 302 - Social Work Credits: 2, 2
 GRMN388, 389 - Adv Grammar & Reading Comprehension Credits: 2, 2
 ART321, 322 - Ceramics: Drawing/Handicraft Credits: 2, 2
 MUPF131, 132 - Music Lessons Credits: 1, 1
 MUPF141, 142 - Choir Credits: 1, 1
 MUPF151, 152 - Brass Ensemble Credits: 1, 1
 HMEC107 - International Cooking Credits: 1
 FTES111, 112 - Physical Education Credits: 1, 1

Italy
(Quarter Credits)
 ITLN111 - Phonetics Credits: 1
 ITLN151, 152, 153 - Elementary Grammar Credits: 5, 5, 5
 ITLN181, 182, 183 - Elementary Conversation Credits: 3, 3, 3
 ITLN212 - Italian Culture Credits: 2
 ITLN251, 252, 253 - Intermediate Grammar Credits: 5, 5, 5
 ITLN281, 282, 283 - Intermediate Conversation Credits: 2, 2, 2
 ITLN262 - Intermediate Composition Credits: 2
 ITLN313 - Advanced Italian Culture Credits: 2
 ITLN351, 352, 353 - Advanced Grammar Credits: 3, 3, 3
 ITLN361 - Advanced Composition Credits: 2
 ITLN381, 382, 383 - Advanced Conversation Credits: 2, 2, 2
 ITLN451 - Advanced Grammar II Credits: 3
 ITLN461 - Advanced Composition II Credits: 2
 ITLN471 - Advanced Conversation II Credits: 3
 ITLN/HIST303 - Italian History Credits: 2
 ITLN/LITT333 - Italian Literature Credits: 2
 ITLN431 - Advanced Italian Literature Credits: 2
 ITLN/ART/HIST230, 330 - History of Italian Art Credits: 3, 3
 ITLN/GEOG310 - Geography of Italy Credits: 1
 ITLN/MUHL/HIST375 - History of Italian Music Credits: 2
 ART/HMEC315, 316 - The Art of Tailoring Credits: 1, 1
 ART311, 312, 313 - Ceramics Credits: 2, 2, 2
 ART322, 323 - Fashion Design Credits: 2, 2
 ART341, 342, 343 - Fine Arts Drawing Credits: 2, 2, 2
 ITLN/LITT/ENGL360 - Italy & its Culture in British & American Literature Credits: 2
 ITLN370, 470 - History of the Italian Cinema Credits: 2, 2
 ITLN380, 480 - Current Events Credits: 1, 1
 FREN101, 102, 103 - French I Credits: 2, 2, 2
 HMEC101, 102 - Mediterranean Cooking Credits: 1, 1
 ITLN278, 378 - Language Through Drama Credits: 2, 2
 ITLN/ART172, 272, 372 - Italian Fine Arts and Monument Credits: 1, 1, 1
 ITLN/ART/RELB399 - Independent Study Credits: 1–4
 ITLN422, 423 - Translation and Interpretation Credits: 2, 2
 MUPF101, 202, 303 - Piano Credits: 1, 1, 1
 MUPF171, 172, 173 - Choir Credits: 1, 1, 1
 MUPF291 - Voice Credits: 1
 FTES101, 102, 103 - General Fitness Program Credits: 1, 1, 1
 RELB101, 201, 301 - Religion Credits: 1, 1, 1
 RELH301 - History of the Adventist Church Credits: 2

Spain
(Quarter Credits)
 SPAN201, 202, 203 - Spanish Folklore Credits: 2, 2, 2
 SPAN225 - Spanish in Contemporary Music Credits: 1
 SPAN228 - Spanish and European Movies Credits: 1
 SPAN241, 242, 243 - Preparation for the Spanish Diploma Credits: 1, 1, 1
 SPAN251, 252, 253 - Intermediate Spanish Grammar Credits: 4, 4, 4
 SPAN261, 262, 263 - Intermediate Spanish Composition Credits: 3, 3, 3
 SPAN271, 272, 273 - Intermediate Spanish Conversation Credits: 2, 2, 2
 SPAN281, 282, 283 - Current Events in Spain Credits: 1, 1, 1
 SPAN301, 302, 303 - History of Spain Credits: 3, 3, 3
 SPAN312, 313 - Spain and Its Culture Credits: 2, 2
 SPAN/BUAD321, 322 - Business Spanish Credits: 2, 2
 SPAN331, 332, 333 - History of Spanish Literture Credits: 3, 3, 3
 SPAN341, 342, 343 - Preparation for the Spanish Diploma Credits: 1, 1, 1
 SPAN351, 352, 353 - Advanced Spanish Grammar Credits: 4, 4, 4
 SPAN361, 362, 363 - Advanced Spanish Composition 3, 3, 3
 SPAN371, 372, 373 - Advanced Spanish Conversation 2, 2, 2
 SPAN375 - Spanish for Health Professionals Credits: 2

SPAN421, 422, 423 - Translation and Interpretation Credits: 2, 2, 2
 SPAN441, 442, 443 - Preparation for the Spanish Diploma Credits: 1, 1, 1
 SPAN451, 452, 453 - Advanced Spanish Grammar II Credits: 4, 4, 4
 SPAN461, 462, 463 - Advanced Spanish Composition II Credits: 3, 3, 3
 SPAN471, 472, 473 - Advanced Spanish Conversation II Credits: 2, 2, 2
 SPAN495 - Independent Study Credits: 1-4
 ART321, 322, 323 - History of European Art Credits: 3, 3, 3
 GEOG311 - Geography of Spain Credits: 2
 HIST301, 302, 303 - History of Spain Credits: 3, 3, 3
 RELB291, 292, 293 - The Gospel & Contemporary Culture Credits: 2, 2, 2
 MUPF126 - Private Lessons Credits: 1-3
 MUPF171, 172, 173 - Choir Credits: 1, 1, 1
 MUPF146, 147, 148 - Orchestra Credits: 1, 1, 1
 FTES121, 122, 123 - Physical Education Credits: 1, 1, 1

ACA Summer Courses

See the summer ACA bulletin for course descriptions. A minimum of C is required.

Austria
(Quarter Credits)
 GRMN101, 102, 103 - Beginning German Credits: 2, 2, 2
 GRMN151, 152, 153 - Elementary Oral Expression Credits: 1, 1, 1
 GRMN191, 192, 193 - Intensive German Review Credits: 3, 3, 3
 GRMN201, 202, 203 - Intermediate German Credits: 2, 2, 2
 GRMN251, 252, 253 - Intermediate Oral Expression Credits: 1, 1, 1
 GRMN291, 292, 293 - Intensive German Review Credits: 3, 3, 3
 GRMN301, 302, 303 - Advanced German Credits: 2, 2, 2
 GRMN351, 352, 353 - Advanced Oral Expression Credits: 1, 1, 1
 BUAD115, 116, 117 - Elem. Business German & Internship Credits: 1, 1, 1
 BUAD215, 216, 217 - Intermed. Bus. German & Internship Credits: 1, 1, 1

Brazil
(Semester Credits)
 PORT101, 102 - Beginning Portuguese Credits: 3, 3
 PORT191, 192 - Intensive Portuguese Review Credits: 3, 3
 PORT211, 212 - Intermediate Portuguese Credits: 3, 3
 PORT291, 292 - Intensive Portuguese Review II Credits: 3, 3
 PORT321, 322 - Advanced Portuguese I Credits: 3, 3

France
(Quarter Credits)
 FREN102 - Beginning French Credits: 3
 FREN122 - Written Comprehension & Expression Credits: 2
 FREN132 - Spelling and Grammar Credits: 1
 FREN152 - Elementary Oral Expression Credits: 3
 FREN192 - Intensive Elementary French Credits: 6
 FREN202 - Intermediate French Credits: 2
 FREN222 - Intermediate Composition Credits: 2
 FREN232 - Spelling and Grammar Credits: 2
 FREN252 - Intermediate Oral Expression Credits: 2
 FREN262 - Reading Comprehension Credits: 1
 FREN292 - Intensive Intermediate French Credits: 5
 FREN322 - Advanced Composition Credits: 2
 FREN332 - Orthography Credits: 1
 FREN342 - Advanced Grammar Credits: 2
 FREN352 - Advanced Oral Expression Credits: 2
 FREN362 - Literary Studies Credits: 2
 FREN422 - Literary Analysis, Summary Techniques Credits: 2
 FREN462 - Advanced Literary Studies Credits: 2

Greece
(Quarter Credits)
 GREK/RELL331, 332, 333 - Intermediate Greek I, II, III Credits: 3, 3, 3
 HEBR331, 332, 333 - Hebrew Credits: 3, 3, 3

Italy
(Quarter Credits)
 ITLN101, 102, 103 - Beginning Italian Credits: 2, 2, 2
 ITLN/ART131 - Italian Art Credits: 3
 ITLN191, 192, 293 - Intensive Italian Review I Credits: 2, 2, 2
 ITLN201, 202, 203 - Intermediate Italian Credits: 2, 2, 2
 ITLN/ART231 - Italian Art Credits: 3

Mexico

(Quarter Credits)

- SPAN101, 102, 103 - Beginning Spanish Credits: 3, 3, 3
- SPAN211, 212, 213 - Intermediate Spanish Credits: 3, 3, 3
- SPAN312 - Mexico and its Culture Credits: 2
- SPAN351 - Advanced Spanish Grammar Credits: 3
- SPAN361 - Advanced Spanish Composition Credits: 2
- SPAN371 - Advanced Spanish Conversation Credits: 2

Spain

(Quarter Credits)

- SPAN101, 102, 103 - Beginning Spanish Credits: 3, 3, 3
- SPAN191, 192, 193 - Intensive Spanish Review Credits: 3, 3, 3
- SPAN211, 212, 213 - Intermediate Spanish Credits: 3, 3, 3
- SPAN291, 292, 293 - Intensive Spanish Review II Credits: 3, 3, 3
- SPAN311 - Spain and its Culture Credits: 2
- SPAN350 - Advanced Spanish Grammar Credits: 3
- SPAN360 - Advanced Spanish Composition Credits: 2
- SPAN370 - Advanced Spanish Conversation Credits: 2

Ukraine

(Quarter Credits)

- RUSS101, 102, 103 - Beginning Russian Credits: 3, 3, 3
- RUSS211, 212, 213 - Intermediate Russian Credits: 3, 3, 3
- RUSS351 - Advanced Russian Grammar Credits: 3
- RUSS361 - Advanced Russian Composition Credits: 3
- RUSS371 - Advanced Russian Conversation Credits: 3

Additonal Information

Language Honor Society. The local Beta Kappa chapter of AlphaMu Gamma, the national collegiate honor society for foreign languages, gives recognition to outstanding students.

Language Clubs. The Department of International Language Studies sponsors two language clubs. The purpose is to promote cultural, academic, social and spiritual activities. "Adelante" is the Spanish club and "Oh la la" is the French club. Both clubs require membership fees.

Language Requirements for Andrews Core Experience. 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 here for fees for Language Proficiency exams. See p. 44 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.

French

FREN 171 - Elementary French I

Credits: 3

Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high-school French or its equivalent.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

FREN 172 - Elementary French II

Credits: 3

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 23 years of high-school French. A one-hour lab per week is required.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FREN 171 with a minimum grade of C or permission of the instructor.

Schedule Type: Lecture/Lab

College Code: CAS

FREN 235 - Intercultural Influences Between France and the United States

Credits: 3

An interdisciplinary overview of the cultural influences and historical relationships between France and the United States of America. The class will touch on History, Politics, Business, Arts, Language, and Cuisine through lectures and readings. Students will enjoy field trips and guest lecturers as part of the class. (Conducted entirely in English)

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

FREN 255 - French Culture and Cuisine

Credits: 3

Food provides a unique window on culture. Get acquainted with the rich culture of the French speaking countries of the world, their interesting customs and etiquette, holidays and feasts, through their culinary traditions. Discover their particular lifestyle, social behaviors, family rituals and shared values. Discover what makes French cuisine so appealing, and France the culinary capital of the world. Learn about the different regions of France gastronomy, the history of some famous dishes, the essential French vocabulary related to food and how to prepare your own French specialties! Course taught in both English and French. One hour of lab per week is required.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: CAS

FREN 275 - Intermediate French

Credits: 4

Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture.

Lecture/Lab: Weekly: one 1-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FREN 172 with a minimum grade of C or permission of the instructor.

Schedule Type: Blended Learning, Lecture/Lab

College Code: CAS

FREN 280 - French Conversation and Composition

Credits: 3

Training in oral and writing self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the French language. Special attention to important differences that exist among all Francophone countries when speaking and writing. Reading comprehension and study of grammatical structures are important components of this course.

Lecture/Lab: Weekly: 3 lectures and a 1-hour lab

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FREN 275 with a minimum grade of C or instructor permission

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

FREN 401 - Fundamentals of Translation

Credits: 3

Techniques of translation processes in rendering into French and English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lecture/Lab
College Code: CAS

FREN 402 - French for Interpreters

Credits: 3
Intensive study and practice in the art of consecutive and simultaneous oral translation. Conducted entirely in French.

Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 405 - French Grammar Review

Credits: 1
A review of all basic grammar rules that are required to elaborate written documents and to help in the process of achieving fluency. Special emphasis is given to conjugation, orthography, and syntax.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 415 - Advanced French Communication

Credits: 3
A comprehensive study of French grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in French.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 429 - French for International Travel and Tourism

Credits: 3
Spoken and written French common to the French-speaking world of tourism, hotel business and catering, emphasizing on practices and cultural tools required to communicate in a French-speaking professional environment. This course provides an intensive preparation to the Diplome de Francais Professional Tourisme et Hotellerie conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.

Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FREN 430 - Contemporary French Culture and Society

Credits: 3
Analysis and comparison of French and American value orientations, family structures, and educational, political, economic, and cultural institutions. Course offered only during summer study tour to France. Conducted entirely in French.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 434 - French for Medical Professions

Credits: 3
Spoken and written French used by medical professions in the French-speaking world. Strong emphasis on vocabulary, phrases, terminology and specific language used in a doctor's office and hospital settings. This course provides an intensive preparation to the Diplome de Francais Professional Medical conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.

Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FREN 445 - French Literature and Film

Credits: 3
Analysis and comparison of artistic differences between selected pieces of French literature and their film adaptation. Conducted entirely in French.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FREN 460 - French for International Trade

Credits: 3
Spoken and written French common to the French-speaking world of business and industry, emphasizing business practices and cultural tools required to communicate in the French-speaking economic environment: business operations and socio-economics in France; the economy of France. This course provides an intensive preparation of the Diplôme Français des Affaires I conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French.

Lecture/Lab: An arranged lab is required
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

FREN 505 - Reading French

Credits: 5
For students without a working knowledge in French; an introduction to the grammar and syntax of French for the purpose of translating written French into English. May count toward a general elective only.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

Global Studies

GBST 101 - Introduction to Global Studies

Credits: 3
This course presents essential information on global civilizations and cultures in order to understand and deal with major issues such as equity, peace, genders and interactions among people from different cultural settings. It includes studies of geography, culture, customs, media, families, genders and work habits.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

GBST 201 - Cultural Awareness in Globalization

Credits: 3
This course presents major trends and themes in contemporary global affairs such as power, exchange, trafficking, integration, and respect. It includes the study of international topics that affect lives in communities at the individual and collective levels.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

German

GRMN 505 - Reading German
Credits: 5

For students without a working knowledge in German; an introduction to the grammar and syntax of German for the purpose of translating written German into English. May count toward a general elective only.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

International Language & Global Studies

ILGS 121 - Elementary _____ I

Credits: 3
significant aspects of culture of the foreign language—oral and listening work stressed. A one-hour lab per week is required. Language options can be discussed

with the Department of INLS.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 122 - Elementary _____ II

Credits: 3
Grammar with reading and writing continued in the context of significant aspects of culture of the foreign language—oral and listening work progressively increased. Language options can be discussed with the Department of INLS.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 235 - Intermediate _____

Credits: 4
Grammar, reading, composition, oral and aural exercises in the context of significant aspects of the culture of the foreign language.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 295 - Directed Study/Readings/Research/Project

Credits: 1–3
In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Independent
College Code: CAS

ILGS 330 - French/Spanish Service Fieldwork

Credits: 1,2
Designed for students having an advanced level of proficiency in French or Spanish. Services may include activities such as mentoring international students on and off campus, tutoring, interpreting and translating for community and government agencies.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 2 credits
Schedule Type: Practicum
College Code: CAS

ILGS 400 - Topics in _____

Credits: 3
A study of selected topics in language, culture, literature, or international trade. Topic and credits to be announced.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: CAS

ILGS 458 - Methods of Foreign Language Instruction: K -- 12

Credits: 3
ical 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.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ILGS 478 - Study Tour:

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

ILGS 490 - Language and International Trade Internship/Practicum

Credits: 3
A one-semester, full-time work assignment which provides the opportunity to extend theoretical classroom learning in an appropriate setting in the U.S. or abroad. A final report is required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: CAS

ILGS 495 - Directed Study/Readings/Research/Project

Credits: 1–3
In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: CAS

ILGS 575 - Topics in _____

Credits: 1–3
A study of selected topics in language, literature, or civilization. Topics and credits to be announced.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

ILGS 590 - Directed Study/Reading/Research/Project

Credits: 1–3
Studies in the area of French/Spanish language, literature, or civilization, as determined in consultation with the instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

Italian

ITLN 141 - Elementary Italian I

Credits: 3
ignificant aspects of culture—oral and listening work stressed.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Year Offering: Alternate years
Term Offering: Fall
College Code: CAS

ITLN 142 - Elementary Italian II

Credits: 3
Grammar and reading continued: oral and listening work progressively increased. A one-hour lab per week is required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ITLN171 with a minimum grade of C or permission of the instructor.
Schedule Type: Lecture/Lab
Term Offering: Spring
College Code: CAS

ITLN 436 - Contemporary Italian Culture

Credits: 3
Studies of the life and people of Italian speaking countries through lectures and readings in standard Italian. Readings are related to geography, history, politics, business, social problems, arts, and literatures. Conducted entirely in Italian.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

ITLN 468 - Italian Fine Arts, Literature and Film

Credits: 3
Analysis and comparison of artist's differences between selected pieces of Italian literature and their film adaptation. Emphasis on language and all artistic expressions connected to the identity of the Italian culture and society. Conducted entirely in Italian.

Lecture/Lab: Weekly: 3 lectures
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

Portuguese

PORT 171 - Elementary Portuguese I

Credits: 3
Grammar with reading and writing of simple Portuguese in the context of significant aspects of culture—oral and listening work stressed.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
Year Offering: Alternate years
College Code: CAS

PORT 172 - Elementary Portuguese II

Credits: 3
Grammar and reading continued: oral and listening work progressively increased.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PORT 171 with a minimum grade of C or permission of instructor.
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

PORT 420 - Portuguese Literature & Culture

Credits: 3
A study of selected major Portuguese and Brazilian writers whose works reflect important political, social, moral, and cultural aspects of Portuguese societies. Conducted entirely in Portuguese.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

PORT 430 - Contemporary Brazilian Culture

Credits: 3
An introduction to the life and people of Brazil through lectures and readings in Brazilian Portuguese on the geography, history, politics, social problems, arts, business and literature of the region. Conducted entirely in Portuguese.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

Spanish

SPAN 171 - Elementary Spanish I

Credits: 3
Grammar with reading and writing of simple Spanish in the context of significant aspects of culture—oral and listening work stressed. Elementary Spanish I is designed for students who have studied no Spanish or less than 2 years of high-school Spanish or its equivalent.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
186

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 172 - Elementary Spanish II

Credits: 3
Grammar and reading continued: oral and listening work progressively increased. Designed for students with 2-3 years of high-school Spanish or its equivalent.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPAN 171 with a minimum grade of C or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 275 - Intermediate Spanish

Credits: 4
Grammar, reading, composition, oral and listening exercises on the intermediate level, including significant aspects of Spanish culture.

Lecture/Lab: Weekly: one 1-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPAN 172 with a minimum grade of C or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 280 - Spanish Conversation and Composition

Credits: 3
Training in oral and writing self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking and writing levels that exist within the Spanish language. Special attention to important differences that exist among all Spanish speaking countries when using the language in both speaking and writing. Reading comprehension and study of grammatical structures are important components of this course.

Lecture/Lab: Weekly: 3 lectures and a 1-hour lab
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPAN 275 with a minimum grade of C or instructor permission
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

SPAN 325 - Spanish for the Medical Professions

Credits: 3
Spoken and written Spanish used by the medical professions in the Spanish-speaking world. Strong emphasis on vocabulary, phrases, medical terminology, and specific language use in a doctor's office and hospital settings. Basic knowledge of Spanish recommended.

Lecture/Lab: An arranged lab is required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

SPAN 405 - Spanish Grammar Review

Credits: 1
A review of all basic grammar rules that are required to elaborate written documents and to help in the process of achieving fluency. Special emphasis is given to conjugation, orthography, and syntax.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SPAN 416 - Spanish for Native Speakers

Credits: 3
An in-depth study of the Spanish language for native speakers who have not had previous formal academic instruction in Spanish. Special emphasis will be given to oral and written communication by focusing on grammar, syntax, and correct usage of the Spanish language. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

SPAN 420 - Advanced Spanish Written and Oral Communication

Credits: 3

A comprehensive study of Spanish grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation, and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SPAN 426 - Contemporary Spain

Credits: 3

An overview of contemporary Spain and its role in Europe as well as Latin America. Special consideration of geographical aspects, commerce, industry, tourism, education, political settings, and status of the Monarchy are given. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning

College Code: CAS

SPAN 436 - Spanish-American Culture

Credits: 3

An introduction to the life and people of Spanish America through lectures and readings in standard Spanish on the geography, history, politics, social problems, arts, and literature of the area. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SPAN 438 - Mexico and Central American Culture

Credits: 3

An overview of the Mexico and Central American cultures and their presence in the United States of America. Special consideration to customs, traditions, values, lifestyle, and social problems along with some historical events that have greatly influenced Mexicans and Central Americans. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SPAN 439 - Spanish Caribbean Culture

Credits: 3

A course designed to explore Hispanic culture and traditions in the Spanish-speaking Caribbean islands. Special interest in Cuba, Dominican Republic and Puerto Rico and their immigration trends to the United States of America. A study of their lifestyle, values, traditions, and customs. Conducted entirely in Spanish.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SPAN 446 - Spanish and Latin American Drama

Credits: 3

A study of selected major Spanish and Latin American writers whose works reflect important political, social, moral, and cultural aspects of Hispanic societies. Conducted entirely in Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: CAS

SPAN 447 - Spanish for Translation

Credits: 3

An introduction to the basic principles of translation from English to Spanish and from Spanish to English. An approach to techniques used in writing translation. Strong emphasis on written translations. Conducted entirely in Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Blended Learning, Lecture/Lab

College Code: CAS

SPAN 448 - Spanish and Latin American Literature and Film

Credits: 3

Comparison of artistic and linguistic differences between selected pieces of Spanish and Latin American literature and their film adaptation. Emphasis on language, characters, and cultural aspects of society. Conducted entirely in Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

SPAN 449 - Spanish for Interpreters

Credits: 3

A study of the basic principles of oral interpretation from English to Spanish and from Spanish to English. An approach to techniques used in oral interpretation. Strong emphasis on oral communication. Conducted entirely in Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

SPAN 456 - Spanish for Speech Pathologists and Audiologists

Credits: 3

Spoken and written Spanish used by speech pathologists and audiologists in both the medical and the educational fields in the United States of America as well as Spanish-speaking countries in the world. Strong emphasis on vocabulary, including specific terminology used in medical settings. This course is specifically oriented to students completing a degree in Spanish and Speech Language Pathology and Audiology as well as to those completing a degree in translation.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SPAN 457 - Spanish Media Translation

Credits: 3

A study of the basic principles of translation in the media. Comparison between translation of written documents and oral messages. Special attention to translating news, commercials, movies, websites, speeches, newspapers, and magazines. Conducted in both English and Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

SPAN 470 - Spanish for International Trade

Credits: 3

Spoken and written Spanish common to the Spanish-speaking world of business and industry, with emphasis upon business practices, and the writing and translating of business letters and professional reports. Cross-cultural references provide opportunities for comparative and contrastive analysis of American and Spanish cultural patterns in business settings. Conducted entirely in Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Blended Learning, Lecture/Lab

College Code: CAS

SPAN 488 - Spanish for International Relations

Credits: 3

Spoken and written Spanish common to the Spanish-speaking world of international relations with emphasis in vocabulary related to government agencies, non-profit organizations, diplomacy, religious entities, independent agencies (UN, OEA). Special emphasis in communication. Conducted entirely in Spanish.

Lecture/Lab: An arranged lab is required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: CAS

Liberal Arts, General Studies & Interdisciplinary Studies

On-Campus Degree Programs

Aaron Moushon, *Advisor*
Nethery Hall, Room 135
269-471-3382; Fax 269-471-6236
moushona@andrews.edu

Distance Degree Programs

Glynis Bradfield, *Advisor*
Griggs Hall, Room 120
269-471-6570
stuservgriggs@andrews.edu
www.andrews.edu/distance/

Mission

The Liberal Arts, General Studies & Interdisciplinary Studies programs serve students who need an individualized and interdisciplinary degree, and house specific courses that do not naturally fit within any existing departments. The goal is to cooperate with the mission of the sponsoring departments and the fundamental mission of Andrews University.

For more information about the Distance Education options at Andrews University, please visit the following links:

Course information – interactive and self-paced online course descriptions

Student Services - videos, tutorials, and contact information for distance students

Apply online or contact a distance admissions counselor

All distance degrees offered by Andrews University

Associates

General Studies AA

The General Studies Associate of Arts degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies AA will need to make application in the College of Arts & Sciences Dean's Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Degree Requirements

Complete a minimum of 62 semester credits
Fulfill the Andrews Core Experience for an Associate degree
Fulfill the general associate degree requirements

Course selection is made in consultation with the advisor
Earn a minimum of 15 semester credits through Andrews University
A minimum of 9 credits of the major must be taken in residence
The overall GPA for all courses (including transfer credits) must be 2.0
The GPA for all focus-area courses (including transfer credits) must be 2.25

General Studies AS

The General Studies Associate of Science degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies AS will need to make application in the College of Arts & Sciences Dean's Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Degree Requirements

Complete a minimum of 62 semester credits
Fulfill the Andrews Core Experience for an Associate degree
Fulfill the general associate degree requirements
Course selection is made in consultation with the advisor
Earn a minimum of 15 semester credits through Andrews University
A minimum of 9 credits of the major must be taken in residence
The overall GPA for all courses (including transfer credits) must be 2.0
The GPA for all focus-area courses (including transfer credits) must be 2.25

Bachelors

General Studies BA

The General Studies Bachelor of Arts degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies BA will need to make application in the College of Arts & Sciences Dean's Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Program Requirements

Complete a minimum of 124 semester credits
Fulfill the Andrews Core Experience for a BA degree
Fulfill the general baccalaureate degree requirements
A minimum of 33 semester credits in the student's chosen focus area, with at least 11 credits numbered 300 or above
A minimum of 30 semester credits from courses numbered 300 or above
Earn a minimum of 30 semester credits through Andrews University
Elective courses to fill the balance of 124 semester credits
The overall GPA for all courses (including transfer credits) must be 2.0
The GPA for all focus-area courses (including transfer credits) must be 2.25
No course with a grade below C- may count toward the focus area

General Studies BS

The General Studies Bachelor of Science degree is designed to serve students seeking to complete a degree for personal or professional goals.

On-campus students looking to complete the General Studies BS will need to make application in the College of Arts & Sciences Dean's Office (Nethery Hall, Room 135).

Online delivery: Students electing to complete more than 50% of the program online will choose the distance education version, coordinated through the School of Distance Education. This program is offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). This self-paced online degree does not require any on-campus time unless on-campus courses are selected.

Degree Requirements

- A minimum of 124 semester credits
- Fulfill the Andrews Core Experience requirements for a BS degree
- Fulfill the general baccalaureate degree requirements
- A minimum of 39 semester credits in the student's chosen focus area, with at least 13 credits numbered 300 or above
- A minimum of 30 semester credits from courses numbered 300 or above
- Earn a minimum of 30 semester credits through Andrews University
- Elective courses to fill the balance of 124 semester credits
- The overall GPA for all courses (including transfer credits) must be 2.0
- The GPA for all focus-area courses (including transfer credits) must be 2.25
- No course with a grade below C- may count toward the focus area

Liberal Arts, Humanities Concentration BA

Program Description

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean's Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

Liberal Arts students will be required to keep a portfolio of work done during their education in order to demonstrate progress toward meeting learning objectives.

Degree Details

- Divided into four Concentrations
 - Humanities
 - Sciences
 - Social Sciences
 - Interdisciplinary

Governed by an Andrews University Advisory Committee

A minimum of 124 semester credits must be earned, including a concentration of 45 credits plus general education requirements and electives

A minimum of 30 semester credits in the degree must be from courses numbered 300 and above

A minimum of 60 credits must be earned from approved AU courses

A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above

Why and For Whom

- Person with a broader interest than a single discipline
- For those who switched majors
- Fall-back for the capable student
- More flexible than single-discipline degree
- For affiliate campuses – only approved concentrations

Humanities Concentration

Required course: PHIL 224 - Introduction to Philosophy

Three foundation classes are required.

RELG 350 - World Religions and

Two from the following list:

ARTH 220 - Language of Art

MUHL 214 - Enjoyment of Music

ENGL 255 - Studies in Literature

33 credits taken from three of the six areas listed below (including 15 upper-division credits from two of the six following areas):

- Fine Arts
- Philosophy
- Music
- Literature
- History
- Religion

Total Credits : 45

Liberal Arts, Interdisciplinary Concentration BA/BS

Program Description

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

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Degree Details

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- Sciences
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A minimum of 60 credits must be earned from approved AU courses

A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above

Why and For Whom

- Person with a broader interest than a single discipline
- For those who switched majors
- Fall-back for the capable student

More flexible than single-discipline degree
For affiliate campuses – only approved concentrations

Interdisciplinary Concentration

45 credits total
Required upper division: 15 credits
Required course: PHIL 224 - Introduction to Philosophy
The equivalent of two 20-hour focus areas approved by the Andrews liberal arts advisory committee
Restrictions on available minors for affiliate sites will be impacted by the terms and conditions of the specific affiliation agreement

Total Credits : 45

Liberal Arts, Sciences Concentration BS

Program Description

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean's Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

Liberal Arts students will be required to keep a portfolio of work done during their education in order to demonstrate progress toward meeting learning objectives.

Degree Details

Divided into four Concentrations

Humanities
Sciences
Social Sciences
Interdisciplinary

Governed by an Andrews University Advisory Committee

A minimum of 124 semester credits must be earned, including a concentration of 45 credits plus general education requirements and electives

A minimum of 30 semester credits in the degree must be from courses numbered 300 and above

A minimum of 60 credits must be earned from approved AU courses

A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above

Why and For Whom

Person with a broader interest than a single discipline
For those who switched majors
Fall-back for the capable student
More flexible than single-discipline degree
For affiliate campuses – only approved concentrations

Sciences Concentration

Required upper division: 15 credits
Required course: PHIL 224 - Introduction to Philosophy

Required course: MATH 168 - Precalculus Or MATH 191 - Calculus I
Two science sequences with labs for a total of four foundation classes.

Choose two of the following:

BIOL 165 - Foundations of Biology and BIOL 166 - Foundations of Biology
CHEM 131 - General Chemistry I and CHEM 132 - General Chemistry II
PHYS 141 - General Physics I and PHYS 241 - Physics for Scientists and Engineers I Or PHYS 241 - Physics for Scientists and Engineers I and PHYS 242 - Physics for Scientists and Engineers II

MATH 191 - Calculus I or MATH 195 - Calculus I for Biology

Remaining credits from post-foundation classes

Biology
Chemistry & Biochemistry
Physics
Mathematics

Total Credits : 45

Liberal Arts, Social Sciences Concentration BS

Program Description

The Andrews University liberal arts curriculum seeks to challenge students by preparing them for an increasingly complex and interconnected world.

The liberal arts degrees demonstrate the following learning objectives in each of the concentrations: critical thinking, effective communication, and life-long learning and the preparation of students for lives of leadership and service.

The degree on the diploma and transcript will be listed as a Bachelor of Arts or a Bachelor of Science. The major on the transcript will be Liberal Arts, with a listing of one of four concentrations: Humanities, Sciences, Social Sciences, Interdisciplinary.

The Liberal Arts degree program will be administered from the College of Arts and Sciences Dean's Office, with the Associate Dean assigned the responsibility to coordinate the advising of students. Academic oversight of the program will be the responsibility of the Liberal Arts Advisory Committee whose membership will include representation from the departments represented by the curricular requirements.

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A minimum of 15 credits in the concentration must be earned from approved AU courses numbered 300 and above

Why and For Whom

Person with a broader interest than a single discipline
For those who switched majors
Fall-back for the capable student
More flexible than single-discipline degree
For affiliate campuses – only approved concentrations

Social Sciences Concentration

Required course: PHIL 224 - Introduction to Philosophy

Three foundation classes are required. It is highly recommended that you take upper-division courses in the two focus areas you choose, since they are likely to be prerequisites for some of the other upper-division classes you will need. Choose three from the following list:

ANTH 124 - Introduction to Anthropology
FMST 115 - Introduction to Family Studies or FMST 201 -
Personal Relationships
PSYC 101 - Introduction to Psychology
SOCI 119 - Principles of Sociology
PLSC 104 - American Government
ECON 225 - Principles of Macroeconomics or ECON 226 -
Principles of Microeconomics

27 upper-division credits in two of the following six areas with a minimum of 4 upper-division classes from the two focus areas (for a total of 12 credits). The other 15 upper-division credits may come from any of the areas in the social sciences noted below:

Anthropology
Family Studies
Psychology
Sociology
Political Science
Economics

Two classes of electives (6 credits) from any of these acronyms: ANTH, FMST, PSYC, SOCI, PLSC, or ECON

Total Credits : 45

Undergraduate Minors

General Studies Minor

A minor in General Studies may be used in conjunction with regular degrees or with a General Studies major

A GPA of at least 2.00 is required in all transfer credits—and in all credits earned at Andrews University that are counted for the minor—with no grade below C-

At least 3 semester credits must be earned on campus in courses numbered 300 or above

No more than 5 semester credits from the major can be used in the minor

Total Credits: 20

General Studies

GNST 091 - Academic Tutorial Support

Credits: 1–4

A tutorial application of the principles of academic success. Includes one-on-one tutoring and/or group-learning experiences. Could also include academic or cognitive evaluations when necessary.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): Consent of the instructor required.

Schedule Type: Independent

College Code: CAS

GNST 298 - PLA: (Special Topic)

Credits: variable

PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted.

Grade Mode: By examination (P)

Repeatable: Repeatable with different topics

Schedule Type: Independent

College Code: CAS

GNST 416 - GRE Standardized Test Preparation: Verbal

Credits: 1

Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Lecture

College Code: CAS

GNST 417 - GRE Standardized Test Preparation: Quantitative

Credits: 1

Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Lecture

College Code: CAS

GNST 498 - PLA: (Special Topic)

Credits: variable

PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted.

Grade Mode: By examination (P)

Repeatable: Repeatable up to 32 credits

Schedule Type: Independent

College Code: CAS

GNST 499 - PLA Portfolio Development

Credits: 2

The development of a portfolio of evidence to present for Prior Learning Assessment.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Self-Paced

College Code: CAS

Interdisciplinary Studies

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved.

IDSC 278 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

IDSC 280 - Cooperative Education in _____ (subject area)

Credits: 0.5,1

Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.

Repeatable: Repeatable up to 1 credit

Schedule Type: Independent

College Code: CAS

IDSC 294 - Off-Campus Study in _____

Credits: 3–15

See advisor for details.

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
College Code: CAS

IDSC 296 - Student Missionary/Taskforce Experience

Credits: 0
This course qualifies for full-time status, requiring a minimum of 540 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDSC 380 - Cooperative Education in____(subject area)

Credits: 0.5,1
Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.
Repeatable: Repeatable up to 1 credit
Schedule Type: Independent
College Code: CAS

IDSC 394 - Off-Campus Study in _____

Credits: 0–15
See advisor for details.

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

IDSC 456 - Integrated Science

Credits: 4
This course is designed to provide a science experience that models what science professionals do in the real world. This course will integrate content from life, physical and earth science using a project driven, problem solving approach. Laboratory and lecture experiences are integrated continuously and include a strong technology component.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

IDSC 596 - Student Missionary/Taskforce Experience

Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

Mathematics

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269-471-3423
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Faculty

Lynelle Weldon, *Chair*
Anthony Bosman
Shandelle M. Henson
Joon Hyuk Kang
Yun Myung Oh
Marian Prince (Adjunct Faculty)
Abdias Vence (Mathematics & Science Center)

Distance Education Faculty

Janisa Henry (Adjunct Faculty)
Jane Nesbit (Adjunct Faculty)
Cleon White (Adjunct Faculty)

Emeriti

Kenneth L. Franz
Theodore R. Hatcher
Robert C. Moore
Donald H. Rhoads

Mission

Through teaching, research, and service, the Department of Mathematics seeks to provide leadership by

- Preparing a diverse student body with the mathematical understanding, problem-solving skills, and dispositions that enable career excellence;
- Increasing mathematical and scientific knowledge through publication and presentation and engaging undergraduates in research;
- Supporting the broader mathematics education community and mentoring others for generous service through a committed Christian life.

Mathematics is foundational to physics, engineering, and computer science, and is increasingly important in many fields of study such as finance, accounting, economics, biology, medicine, and environmental science. Students majoring in these and other fields will find that acquiring an additional major in mathematics or mathematical studies greatly enhances the marketability of their degree.

Special Requirements and Placement Test

Non-overlapping Credit Restrictions

Because there is substantial overlap in material covered in the following groups of courses, no student is granted credit (other than general elective credit) in more than one course from each group:

MATH182, 191, 195 (Calculus with Applications, Calculus I, Calculus I for Biology)

MATH145, 165, 166 (Reasoning with Functions, College Algebra, College Algebra for Business)

Minimum Grade for Prerequisites

Except for MATH191 and 195 which require a C in the prerequisite class (MATH168), the minimum grade to satisfy prerequisites is C-.

Mathematics Placement Examination (MPE) and General Education Mathematics Requirement

Information on the MPE and Andrews Core Experience Mathematics requirements is available in the section on Andrews Core Experience Mathematics and on the Department of Mathematics Web site.

Bachelors

Mathematics BS

Program Goals: BS Mathematics

- Students will demonstrate breadth and depth in their grasp of undergraduate mathematics.
- Students will conduct research projects, write papers, and make presentations.
- Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.
- Graduates who enter graduate programs will be successful in completing the first year and eventually a master's or doctoral degree.
- Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others.

Major Requirements: 39

Required courses

- MATH 191 - Calculus I **Credits: 4** or MATH 195 - Calculus I for Biology **Credits 4**
- MATH 192 - Calculus II **Credits: 4**
- MATH 215 - Introduction to Linear Algebra **Credits: 3**
- MATH 240 - Calculus III **Credits: 4**
- MATH 286 - Differential Equations **Credits: 3**
- MATH 315 - Linear Algebra **Credits: 3**
- MATH 355 - Foundations of Advanced Mathematics **Credits: 3**
- MATH 389 - Mathematics Colloquium **Credits: 0** or PHYS 277 - Physics Colloquium **Credits 0**
(4 semesters)
- MATH 431 - Real Analysis I **Credits: 3**
- MATH 432 - Real Analysis II **Credits: 3**
- MATH 441 - Abstract Algebra I **Credits: 3**

At least 6 credits in additional courses

In consultation with a Department of Mathematics advisor, students should choose at least 6 credits from the following courses:

- MATH 405 - Applied Mathematics **Credits: 3**
- MATH 408 - Complex Analysis **Credits: 3**
- MATH 426 - Mathematical Modeling in Biology **Credits: 3**
- MATH 442 - Abstract Algebra II **Credits: 3**
- MATH 475 - Geometry **Credits: 3**
- MATH 487 - Special Topics in _____ **Credits: 1–3**
- MATH 495 - Independent Study **Credits: 1–3**
- MATH 497 - Research in Mathematics **Credits: 0–3**
- STAT 340 - Probability Theory with Statistical Applications **Credits: 3**

Students in a secondary teacher certification program are required to take

- MATH 375 - Secondary School Mathematics Teaching **Credits: 3**
- MATH 475 - Geometry **Credits: 3**
- STAT 285 - Elementary Statistics **Credits: 3**

Note:

MATH 375 and STAT 285 do not count toward the 39 major credits. A major field test in mathematics is required during the senior year.

Cognate Course—3

- CPTR 151 - Computer Science I **Credits: 3**

Mathematics Education BS

Program Goals: BS Mathematics Education

- Students will demonstrate breadth and depth in their knowledge of undergraduate mathematics.
- Students will have teaching-related work experience during their college years.
- Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.
- Graduates who accept teaching jobs or enter graduate programs will be successful in completing the first year. Those who enter graduate programs will eventually complete a master's or doctoral degree.

Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others.

Graduated and student teachers will demonstrate a good understanding of the mathematics that they are teaching and the ability to communicate it clearly.

Major Requirements: 36

- MATH 191 - Calculus I **Credits: 4 or** MATH 195 - Calculus I for Biology **Credits: 4**
- MATH 192 - Calculus II **Credits: 4**
- MATH 215 - Introduction to Linear Algebra **Credits: 3**
- MATH 240 - Calculus III **Credits: 4**
- MATH 355 - Foundations of Advanced Mathematics **Credits: 3**
- MATH 375 - Secondary School Mathematics Teaching **Credits: 3**
- MATH 475 - Geometry **Credits: 3**
- MATH 315 - Linear Algebra **Credits: 3 or** MATH 441 - Abstract Algebra I **Credits: 3**
- MATH 286 - Differential Equations **Credits: 3 or** MATH 426 - Mathematical Modeling in Biology **Credits: 3**
- MATH 389 - Mathematics Colloquium **Credits: 0 or** PHYS 277 - Physics Colloquium **Credits: 0 (4 semesters)**
- STAT 285 - Elementary Statistics **Credits: 3**
- STAT 340 - Probability Theory with Statistical Applications **Credits: 3**

Note:

This major is available only to those who are obtaining elementary or secondary teacher certification.

A major field test in mathematics is required during the senior year.

Cognate Course—3 credits

CPTR 151 - Computer Science I **Credits: 3**

Andrews Core Experience—for Mathematics Education with Secondary Certification

For more information regarding Andrews Core Experience requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Note the following **specific** requirements:

Religion: 12*

- RELT 100 - God and Human Life **Credits: 3**
- RELT 225 - Doctrines of the Adventist Faith **Credits: 3**
- RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4 and** a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:

- ENGL 115 - College Writing I **Credits: 3**
- ENGL 215 - College Writing II **Credits: 3**
- COMM 450 - Communication in the Classroom **Credits: 3**

Foreign Language (BA only)

Intermediate Language (4)

History:

- HIST 117 - Civilizations and Ideas I **Credits: 3**
- HIST 118 - Civilizations and Ideas II **Credits: 3**

Fine Arts/Humanities:

Choose one course from:

- ARTH 220 - Language of Art **Credits: 3**
- PHOT 210 - History of Photography **Credits: 3**
- Studio Art (3)
- ENGL 255 - Studies in Literature **Credits: 3**
- PHIL 224 - Introduction to Philosophy **Credits: 3**
- MUHL 214 - Enjoyment of Music **Credits: 3**
- Ensemble Music (3)

Life/Physical Sciences:

Take one course from the Life Sciences and one from the Physical Sciences. Choose from the General Education Program requirements.

Mathematics:

Covered in major

Service:

EDTE 165 - Introduction to Teaching **Credits: 4**

Social Sciences:

- GDPC 302 - Educational Psychology **Credits: 3 &**
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits: 3**

Fitness Education:

HLED 120 - Fit for Life **Credits: 1** plus two Fitness Education courses

Non-degree Majors

Mathematical Studies Major

Program Goals: Mathematical Studies

- Students will demonstrate breadth and depth in their grasp of undergraduate mathematics.
- Students will conduct research projects, write papers, and make presentations.
- Graduates will be successful in obtaining employment or acceptance into graduate or professional programs.
- Graduates who enter graduate programs will be successful in completing the first year and eventually a master's or doctoral degree.
- Students will demonstrate a commitment to Jesus, the Seventh-day Adventist Church, and service to others.

Major Requirements: 30

Required courses:

- MATH 191 - Calculus I **Credits: 4 or** MATH 195 - Calculus I for Biology **Credits: 4**
- MATH 192 - Calculus II **Credits: 4**
- MATH 215 - Introduction to Linear Algebra **Credits: 3**
- MATH 240 - Calculus III **Credits: 4**
- MATH 389 - Mathematics Colloquium **Credits: 0 or** PHYS 277 - Physics Colloquium **Credits: 0 (2 semesters)**

At least 15 credits in additional courses

In consultation with a Department of Mathematics advisor, students will take at least 15 additional credits from the following courses:

- MATH 286 - Differential Equations **Credits: 3**
- MATH 315 - Linear Algebra **Credits: 3**
- MATH 355 - Foundations of Advanced Mathematics **Credits: 3**
- MATH 405 - Applied Mathematics **Credits: 3**
- MATH 408 - Complex Analysis **Credits: 3**
- MATH 426 - Mathematical Modeling in Biology **Credits: 3**
- MATH 431 - Real Analysis I **Credits: 3**
- MATH 432 - Real Analysis II **Credits: 3**
- MATH 441 - Abstract Algebra I **Credits: 3**
- MATH 442 - Abstract Algebra II **Credits: 3**
- MATH 475 - Geometry **Credits: 3**
- MATH 487 - Special Topics in _____ **Credits: 1–3**
- MATH 495 - Independent Study **Credits: 1–3**
- MATH 497 - Research in Mathematics **Credits: 3**
- STAT 340 - Probability Theory with Statistical Applications **Credits: 3**
- CPTR 151 - Computer Science I **Credits: 3**

Note:

This major is available only as a second major, to those taking a major in another field.

Undergraduate Minors

Mathematics Education Minor

This minor is available only to those obtaining elementary teacher certification. For more information regarding teacher certification with a minor, see the department of Teaching, Learning & Curriculum.

Minor Requirements - 23

MATH 168 - Precalculus **Credits:** 4
MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology Credits: 4
MATH 215 - Introduction to Linear Algebra **Credits:** 3
MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3
MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3
MATH 355 - Foundations of Advanced Mathematics **Credits:** 3
STAT 285 - Elementary Statistics **Credits:** 3

Mathematics Minor

Minor Requirements - 20

MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology Credits: 4
MATH 192 - Calculus II **Credits:** 4
MATH 215 - Introduction to Linear Algebra **Credits:** 3

At least 9 credits in additional courses

Choose at least 9 credits of additional courses in consultation with a departmental advisor:

MATH 240 - Calculus III **Credits:** 4
MATH 286 - Differential Equations **Credits:** 3
MATH 315 - Linear Algebra **Credits:** 3
MATH 355 - Foundations of Advanced Mathematics **Credits:** 3
MATH 405 - Applied Mathematics **Credits:** 3
MATH 408 - Complex Analysis **Credits:** 3
MATH 426 - Mathematical Modeling in Biology **Credits:** 3
MATH 431 - Real Analysis I **Credits:** 3
MATH 432 - Real Analysis II **Credits:** 3
MATH 441 - Abstract Algebra I **Credits:** 3
MATH 442 - Abstract Algebra II **Credits:** 3
MATH 475 - Geometry **Credits:** 3
MATH 487 - Special Topics in _____ **Credits:** 1–3
MATH 495 - Independent Study **Credits:** 1–3
MATH 497 - Research in Mathematics **Credits:** 0–3
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

Minor Requirements for elementary or secondary certification

For more information regarding teacher certification with a minor see the department of Teaching, Learning & Curriculum. Students in a secondary teacher certification program are required to take the following courses:

MATH 355 - Foundations of Advanced Mathematics **Credits:** 3
MATH 375 - Secondary School Mathematics Teaching **Credits:** 3
MATH 475 - Geometry **Credits:** 3
STAT 285 - Elementary Statistics **Credits:** 3
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

NOTE: A major field test in mathematics is required during the senior year.

Students in an elementary teacher certification program should take MATH 221 and MATH 222 instead of MATH 375.

Minor in Mathematics of Economics and Finance

This minor is available only to students obtaining a degree in the School of Business Administration.

Minor Requirements - 20

MATH 191 - Calculus I **Credits:** 4 or MATH 195 - Calculus I for Biology Credits: 4
MATH 192 - Calculus II **Credits:** 4
MATH 215 - Introduction to Linear Algebra **Credits:** 3
MATH 286 - Differential Equations **Credits:** 3
STAT 285 - Elementary Statistics **Credits:** 3
STAT 340 - Probability Theory with Statistical Applications **Credits:** 3

Mathematics

MATH 091 and MATH 092 are provided for students not achieving a score of at least P2 on the Mathematics Placement Examination (MPE).

Students complete the sequence MATH091/092 by passing a set of proficiency tests in arithmetic and algebra, at which time a P2 score is awarded. When this occurs, the student has completed the Math Skill part of the General Education requirement, and is considered ready to take MATH 145, MATH 165, MATH 166 or STAT 285. Depending on the diligence and previous preparation of the student, this may occur at any time in the MATH 091/MATH 092 sequence.

MATH 091 - Arithmetic and Algebra Review I

Credits: 3

Individualized review of arithmetic and algebra skills. Algebra topics include linear, quadratic and rational equations; graphs and systems of linear equations; and polynomial operations and factoring. Students completing all of the required topics and exams while enrolled in MATH091 will receive an MPE score of P2 and are not required to take MATH 092. Students earning a passing grade in MATH 091 but not completing all of the required topics and exams must enroll in MATH 092. This developmental course does not count toward college credit.

Course/Lab Fee: Yes

Grade Mode: Normal with R (A-F,I,W,R)

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

MATH 092 - Arithmetic and Algebra Review II

Credits: 3

Continuation of MATH 091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re-registration the next semester. This developmental course does not count toward college credit.

Course/Lab Fee: Yes

Grade Mode: Normal with R (A-F,I,W,R)

Prerequisite(s): MATH 091

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

MATH 145 - Mathematics for the (Mis)Information Age

Credits: 3

A quantitative reasoning course that teaches how to use algebraic tools and real-world data to make informed decisions and avoid being misled in public policy, science, health, and business. Topics include logic; interpreting graphs and tables; functions such as linear, quadratic, exponential, and logarithmic with applications to population growth and personal finance; and fundamentals of probability and statistics such as false positives and statistical significance.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P2.

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

MATH 165 - College Algebra

Credits: 3

Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P2.

Schedule Type: Lecture, Self-Paced

Term Offering: Fall, Spring

College Code: CAS

MATH 166 - College Algebra for Business

Credits: 3

Introduction to precalculus. Linear, quadratic, radical, and absolute value equations and inequalities; graphs of lines, parabolas, circles, ellipses and hyperbolas; composition and inverses of functions; transformations of graphs, symmetry; linear, quadratic, exponential, logarithmic, polynomial, and rational functions. Introduction to derivatives of polynomials. Applications to business and science, including interpretation of graphs and charts.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P2

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

MATH 167 - Precalculus Trigonometry

Credits: 1

Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P3 or MATH 165 or MATH 166

Schedule Type: Lecture

College Code: CAS

MATH 168 - Precalculus

Credits: 4

Linear, quadratic, and absolute value equations and inequalities with applications; radical equations; polynomial, rational, exponential, logarithmic, inverse, trigonometric functions; higher order equations; exponential and logarithmic equations; the unit circle, trigonometric identities and equations; Law of Sines and Cosines; vectors in the plane, polar coordinates and graphs; complex numbers and De Moivre's Theorem; conic sections.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P3 or MATH 165 or MATH 166

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Spring

College Code: CAS

MATH 182 - Calculus with Applications

Credits: 3

Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from multivariable calculus, including partial derivatives and extrema of functions of two variables.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P4 or MATH 167 or MATH 168

Schedule Type: Lecture

College Code: CAS

MATH 191 - Calculus I

Credits: 4

MATH191, 192 is a standard introduction to single-variable calculus. MATH 191 includes limits, continuity, derivatives, applications and integration up through substitution and integration by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus.

Course Attribute: Fulfills the General Education Mathematics reasoning requirement

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE=P5 or MATH 167 or MATH 168 with grade no lower than C.

Schedule Type: Lecture, Interactive Online

Term Offering: Fall, Spring

College Code: CAS

MATH 192 - Calculus II

Credits: 4

Continuation of MATH191. Techniques of integration, improper integrals, applications of integrals, sequences, power series, Taylor and Maclaurin series, tests of convergence, error estimates, polar coordinates, parameterized curves, vectors, dot and cross products.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 191 or MATH 195.

Schedule Type: Lecture

Term Offering: Spring, Summer

College Code: CAS

MATH 195 - Calculus I for Biology

Credits: 4

Introduction to single-variable calculus in the context of the life sciences from the dynamical systems point of view. Limits, continuity, derivatives, integration by substitution and by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus. In addition to standard topics, includes research applications to biology and medicine, an introduction to mathematical models and differential equations, equilibria, stability, and eigenvalues. Equivalent to MATH191.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): BIOL 165 or BIOL 166 or consent of the instructor

Prerequisite(s): MPE=P5 or MATH 167 or MATH 168 with grade no lower than C

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

MATH 215 - Introduction to Linear Algebra

Credits: 3

Vectors, Euclidean n-space, matrices, systems of linear equations, determinants, eigenvalues, eigenvectors, vector spaces, and linear transformations with emphasis on applications and computation.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 182, MATH 191, or MATH 195.

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

MATH 221 - Mathematics for Elementary Teachers I

Credits: 3

This is the first of two courses that equip prospective elementary and middle school teachers with the deep conceptual knowledge, reasoning skills, and teaching methods for becoming effective mathematics teachers. This course emphasizes active engagement, conceptual understanding, mathematical reasoning, and hands-on teaching methods. Topics include numeration systems, sets of numbers (whole numbers, integers, rational numbers, and real numbers) and their properties, computational algorithms, and basic concepts of algebra and functions. Required of all students in the elementary education program.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MPE \geq P2

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

MATH 222 - Mathematics for Elementary Teachers II

Credits: 3

This is the second of two courses that equip prospective elementary and middle school teachers with the deep conceptual knowledge, reasoning skills, and teaching methods for becoming effective mathematics teachers. This course emphasizes active engagement, conceptual understand, mathematical reasoning, and hands-on teaching methods. Topics include geometric figures and their properties, proofs in algebra and geometry, geometric transformations, symmetry, congruence, similarity, measurement, data analysis, and probability. Required of all students in the elementary education program.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 221 with a grade of C or higher

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

MATH 240 - Calculus III

Credits: 4

Standard introduction to multivariable calculus. Vectors and vector functions, curves and surfaces, partial derivatives, multiple integrals, line and surface integrals. Stokes', Green's, and divergence theorems.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 192.

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

MATH 286 - Differential Equations

Credits: 3

Ordinary differential equations as dynamical systems. Linear and nonlinear first order equations and systems, higher order linear equations, modeling, standard analytic and qualitative methods of solution, equilibria and stability, phase plane analysis. Computer graphing tools will be used.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 192.

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

MATH 295 - Independent Study

Credits: 1–3

Independent study of selected topics in mathematics under the supervision of a mathematics professor. Ordinarily a minimum of three hours of study per week is expected for each credit. The instructor may require written reports or oral presentations.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Consent of the instructor.

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MATH 315 - Linear Algebra

Credits: 3

A rigorous proof course on vector spaces, linear systems, linear transformations, matrix representations, eigenspaces, and diagonalization.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 215, MATH 355.

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: CAS

MATH 355 - Foundations of Advanced Mathematics

Credits: 3

An introduction to concepts and methods that are fundamental to the study of advanced mathematics. Topics include logic, proof methods, set theory, relations, functions, number theory, and other selected topics from discrete mathematics. Mathematical reasoning and the reading and writing of proofs are emphasized.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 182, MATH 191, or MATH 195.

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

MATH 375 - Secondary School Mathematics Teaching

Credits: 3

Content, methods, and materials for secondary school mathematics teaching, including secondary mathematics content, mathematical problem solving, lesson preparation, teaching of skills and concepts, use of technology, assessment of learning, issues in teaching and learning, and other selected topics.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 355.

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Spring

College Code: CAS

MATH 389 - Mathematics Colloquium

Credits: 0

Participation in at least 10 departmental colloquia or approved colloquia of other departments. Meets weekly, grade is based on attendance.

Course/Lab Fee: Yes

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

MATH 405 - Applied Mathematics

Credits: 3

Solutions of first- and second-order partial differential equations and applications.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 240, MATH 286.

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Fall

College Code: CAS

MATH 408 - Complex Analysis

Credits: 3

Elementary complex analysis, contour integrals, complex series.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 240, MATH 355.

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Spring

College Code: CAS

MATH 426 - Mathematical Modeling in Biology

Credits: 3

Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete- and continuous-time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 191 or MATH 195.

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

MATH 431 - Real Analysis I

Credits: 3

Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 240, MATH 355.

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

MATH 432 - Real Analysis II

Credits: 3

Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 240, MATH 355, MATH 431.

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: CAS

MATH 441 - Abstract Algebra I

Credits: 3

A rigorous proof course on groups, rings, fields, and homomorphisms. Topics include cyclic groups, Cayley's Theorem, Lagrange's Theorem, factor groups, integral domains, and factor rings.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 240, MATH 355.
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MATH 442 - Abstract Algebra II

Credits: 3
A continuation of MATH 441. Topics include polynomial rings, divisibility in integral domains, and extension fields. Additional topics may include geometric constructions, Sylow Theorems, and Galois Theory.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 240, MATH 355, MATH 441
Schedule Type: Lecture
College Code: CAS

MATH 475 - Geometry

Credits: 3
Axiomatic development and history of Euclidean and non-Euclidean geometries, constructions, geometric transformations, and selected topics from finite, fractal, affine, and projective geometries. Relation of these topics to secondary teaching.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 355.
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MATH 487 - Special Topics in _____

Credits: 1–3
Consult the instructor in regard to the topic to be covered.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Consent of the instructor.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: CAS

MATH 495 - Independent Study

Credits: 1–3
Independent study of selected topics in mathematics to enable advanced students to pursue topics not offered in other scheduled courses. The student will study under the supervision of a mathematics professor whose prior approval is required. Ordinarily a minimum of three hours of study per week is expected for each credit. Grades are assigned on the basis of an instructor-selected procedure such as oral or written exams or reports.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Consent of the instructor.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MATH 497 - Research in Mathematics

Credits: 0–3
A research project in mathematics supervised by a faculty mentor. A minimum of 4 work hours per week is required for each credit earned and a minimum of 4 work hours per week is required for the zero-credit option. A written paper is required for both the zero-credit option and all other credit options. Students register for each semester of ongoing research.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Approval of the instructor.
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

MATH 530 - Topics in Teaching _____

Credits: 2,3
A. Algebra; B. Geometry; C. Analysis; D. Applications; Consult with department chair regarding availability in any given year.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: CAS

MATH 540 - Topics in _____

Credits: 2,3
Consult with the instructor in regard to the topic to be covered.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Consent of the instructor.
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture

Statistics

STAT 285 - Elementary Statistics

Credits: 3
A study of basic descriptive and inferential statistics, including elementary probability and probability distributions, statistical inference involving binomial, normal, and t-distributions, and hypothesis testing.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE \geq P2.
Schedule Type: Lecture, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

STAT 340 - Probability Theory with Statistical Applications

Credits: 3
Probability theory and statistics for students having preparation in calculus. Topics include probability models, combinatoric problems, random variables, discrete and continuous distributions, expectation, moment generating functions, central limit theorem.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 191 or MATH 195.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

Music

Hamel Hall, Room 207
269-471-3555; FAX 269-471-6339
music@andrews.edu
Please visit the Department of Music website for additional information.

Faculty

Adriana Perera, *Chair*
Claudio Gonzalez
Max Keller
Charles Reid
Karin Thompson
Carla L. Trynchuk
Chi Yong Yun
Stephen P. Zork

Lilianne Doukhan, *Emerita*
Carlos Flores, *Emeritus*
Paul E. Hamel, *Emeritus*
Alan Mitchell, *Emeritus*

Adjunct Faculty

Karla Rivera

Academic Programs	Credits
BA: Music	45
BS in Music	89
BMus: Music Education Teacher Certification	84 35+
BMus: Performance	85-93
Minor in Music	26
MA: Music	32
MMus: Conducting	32
MMus: Music Education	34
MMus: Music Ministry	35
MMus: Performance	32

Mission

To mentor students in artistic, intellectual, and character development. Faculty of the Department of Music are committed to providing a vibrant musical and learning environment to nurture artistic and creative growth in all students of music, to encourage and guide students through dynamic interaction in classroom and practical experiences as they mature into tomorrow's music professionals, and to mentor students in responsible use of their talents for service to Christ and to humanity.

Undergraduate Information

Bachelor curricula in Music 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.

Non-music majors may take courses in music or participate in music lessons or ensembles for credit or non-credit. See the Andrews Core Experience in each program for more information.

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 their 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 on the Department of Music webpage, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Applied Music General Requirements. All music majors register in applied music for every semester in residence and until they complete their senior recital.

Applied Music Examination Requirements. All music majors participate in an applied music examination at least twice during the school year. See the *Department of Music Student Handbook* for full details.

Ensemble Requirements. All music majors must enroll in a music ensemble each semester of residence for a minimum of 8 credits. Students who require more than eight semesters to complete their degree must participate in an ensemble during each semester of residence.

Minimum Passing Grades. No grade lower than a C in an applied lesson, ensemble, or music class will count towards fulfillment of degree or program requirements for the music major or music minor. This includes transfer music credits.

Piano Proficiency. All music majors and minors are required to achieve an acceptable level of piano proficiency. This requirement may be met by one of the following two ways: 1) by passing the piano proficiency requirement as stated in the document **Andrews University Department of Music Information Sheet: Piano Proficiency Examination** available at the Music Office as well as at the Department of Music web page, or 2) by taking four semesters of piano instruction for credit at the Andrews University Department of Music with a minimum passing grade of a B in each semester. Students choosing the first of these two options are expected to take the Piano Proficiency Examination before the end of the second semester of their freshman year; students choosing the second option are expected to start taking piano lessons during their first year in residence. If one of these two options is not met, students will not be allowed to register for upper-division classes (with the exception of ensembles) or upper-division applied lessons until the Piano Proficiency requirement has been met.

Recital Attendance. All music majors are required to enroll in the course MUPF 489 - Recital Attendance each semester in residence. Music minors are required to enroll in this course for four (4) semesters.

Upper-division Status. Request for advancement to upper-division status is submitted by the end of the sophomore year. See the Department of Music Student Handbook for full information.

State Certification. Students planning to teach music in K–12 must take the Bachelor of Music in Music Education degree and also complete required education courses specified by the School of Education.

Denominational Certification is not automatic with state certification and is not required for graduation. Contact the certification clerk in the School of Education for full information.

Music Performance Credits

The Department of Music offers private instruction in all major instruments and voice which may fulfill music major or non-music major elective requirements. Course outlines detailing specific course content are available from the instructor. The requirements correlate with guidelines suggested by the National Association of Schools of Music as outlined in the Department of Music Student Handbook.

Graduate Information

Master curricula in Music 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.

Non-music graduate students may take courses in music or participate in music lessons or ensembles for credit or non-credit. The Andrews University Department of Music has been a member of the National Association of Schools of Music (NASM) since 1964. Music Education students may choose to join the student chapter of Music Educators National Conference.

Graduate Programs Admission Requirements

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 and MUCT153 Ear Training Laboratory III; 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 master's program.
2. Students who have completed programs comparable to the baccalaureate

degree from non-United States institutions, with the level of mastery described in segment 1.

The Department of Music requires placement examinations in music history and literature, music theory, 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.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70 or higher.

Student Handbook. The *Department of Music Student Handbook*, available on the Department of Music webpage, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Piano Proficiency. Music majors must pass a piano proficiency examination. Graduate students who have not passed this examination on the undergraduate level may meet this requirement by one of the following two ways: 1) by passing the piano proficiency test as stated in the document **Andrews University Department of Music Information Sheet: Piano Proficiency Examination** available on the Department of Music web page, prior to the first registration, or 2) by taking four semesters of MUPF 516 Piano Proficiency with a minimum passing grade of a B in each semester.

Language Proficiency. For admission to the Master of Music, Voice Performance, language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Non-degree (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Participation on a no-credit basis is required for four semesters in one of the following Andrews University ensembles: Wind Symphony, University Singers or AU Symphony 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.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Recital Attendance

All Graduate music majors are required to enroll in the course MUPF 489 Recital Attendance each semester in residence.

Practical Training Requirement

All students pursuing master's programs (MA: Music, MMus: Conducting, MMus: Music Education, MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

- Music ministers in church settings
- Music teachers or instructors for a public or private school
- Instrumentalists performing in professional or community ensembles
- Research assistants in approved music research projects
- Other alternative activities must be approved by the student's major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to Graduate Program Director for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree 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.

Students who opt for the project or thesis or Project Continuation must take concurrently the Research Master class.

Comprehensive Examinations. All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam 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.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. Students who fail to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until they apply to the Department of Music for degree reactivation and pay the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

Bachelors

Music BA

A liberal arts degree allows one to pursue a broad range of interests while majoring in music. The BA with a major in music is viable as a double major.

Note that in order to receive the BA: Music, students must take Andrews Core Experience requirements for the Bachelor of Arts.

Total Credits: 45

Major Requirements:

MUCT 141 - Music Theory I: Introduction to Harmony **Credits:** 3
MUCT 142 - Music Theory II: Diatonic Harmony **Credits:** 3
MUCT 151 - Ear Training Laboratory I **Credits:** 1
MUCT 152 - Ear Training Laboratory II **Credits:** 1
MUCT 153 - Ear Training Laboratory III **Credits:** 1
MUCT 154 - Ear Training Laboratory IV **Credits:** 1
MUCT 241 - Music Theory III: Chromatic Harmony **Credits:** 3
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony **Credits:** 3
MUCT 251 - Music Technology Laboratory **Credits:** 1
MUHL 258 - American and World Music **Credits:** 3
MUHL 446 - Music Literature and Style (Antiquity-Renaissance) **Credits:** 3
MUHL 447 - Music Literature and Style (Baroque and Classical) **Credits:** 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) **Credits:** 3
minimum 8 credits of performance in one area which includes a 1- or 2-credit recital or project
8 credits of ensemble
MUPF 489 - Recital Attendance **Credits:** 0 every semester
Attendance at major area master classes
Piano Proficiency

Cognate:

PHYS 225 - Sound and Waves **Credits:** 4 (fulfills ACE Physical Science requirement)
MURE 420 - Church Music and Hymnology Credits: 3 (fulfills ACE Religion requirement)

Note:

At least one course other than ensemble or applied music must be taken in residence. A minimum of 4 credits in applied music must be taken as upper-division credits. Keyboard majors (piano or organ) must take 1 credit of MUPF405 Keyboard Accompaniment and 1 credit of MUPF410 Collaborative Piano as part of their 8 credits of ensemble. The remaining 6 credits must be taken in one of the major ensembles.

Music BSM

This degree provides a strong foundation in both music and the sciences and is especially designed for those interested in pursuing professional degrees in medical fields such as medicine, or dentistry programs.

Total Credits: 124

Major Requirements: 45 Credits

MUCT 141 - Music Theory I: Introduction to Harmony **Credits:** 3
MUCT 142 - Music Theory II: Diatonic Harmony **Credits:** 3
MUCT 151 - Ear Training Laboratory I **Credits:** 1
MUCT 152 - Ear Training Laboratory II **Credits:** 1
MUCT 153 - Ear Training Laboratory III **Credits:** 1
MUCT 154 - Ear Training Laboratory IV **Credits:** 1
MUCT 241 - Music Theory III: Chromatic Harmony **Credits:** 3
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony **Credits:** 3
MUCT 251 - Music Technology Laboratory **Credits:** 1
MUHL 258 - American and World Music **Credits:** 3
MUHL 446 - Music Literature and Style (Antiquity-Renaissance) **Credits:** 3
MUHL 447 - Music Literature and Style (Baroque and Classical) **Credits:** 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) **Credits:** 3
minimum 8 credits of performance in one area which includes a 1- or 2-credit recital or project.
8 credits of ensemble.
MUPF 489 - Recital Attendance Credits: 0
Piano Proficiency
Attendance at major area master classes

At least one course other than ensemble or applied music must be taken in residence.

A minimum of 4 credits in applied music must be taken as upper-division credits. Keyboard majors (piano or organ) must take 1 credit of MUPF 405 - Keyboard Accompaniment and 1 credit of MUPF 410 - Collaborative Piano as a part of their 8 credits of ensemble. The remaining 6 credits must be taken in one of the major ensembles.

Science Cognates: 38 Credits

BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5
CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
PHYS 141 - General Physics I **Credits:** 4
PHYS 142 - General Physics II **Credits:** 4
BCHM 421 - Biochemistry I **Credits:** 4

Andrews Core Experience Requirements: 35 Credits

See the following specific requirements.

Fitness Education:

professional degree requirements

Social Sciences:

PSYC 101 - Introduction to Psychology **Credits:** 3
SOC 119 - Principles of Sociology **Credits:** 3

Service:

fulfilled thorough professional components of the program.

Mathematics:

STAT 285 - Elementary Statistics **Credits:** 3

Life/Physical Sciences:

fulfilled through core curriculum.

Fine Arts/Humanities:

fulfilled through core curriculum.

Language/Communication:

professional degree requirements

History:

professional degree requirements.

Religion:

professional degree requirements including
MURE 420 - Church Music and Hymnology **Credits:** 3

Major Electives: 6 Credits

From the music or science fields.

Music Education, Teacher Certification BMus

A degree for students seeking careers as certified K-12 teachers in pre-collegiate denominational or public schools. Students normally spend five years in residence to complete the requirements. Requires state teacher certification. First-year students must make application and consult with the certification clerk in the School of Education to keep abreast of certification requirements.

Total Credits: 84

Core Requirements - 38

MUCT 141 - Music Theory I: Introduction to Harmony **Credits:** 3
MUCT 142 - Music Theory II: Diatonic Harmony **Credits:** 3
MUCT 151 - Ear Training Laboratory I **Credits:** 1
MUCT 152 - Ear Training Laboratory II **Credits:** 1
MUCT 153 - Ear Training Laboratory III **Credits:** 1
MUCT 154 - Ear Training Laboratory IV **Credits:** 1
MUCT 241 - Music Theory III: Chromatic Harmony **Credits:** 3
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony **Credits:** 3
MUCT 251 - Music Technology Laboratory **Credits:** 1
MUCT 454 - Orchestration **Credits:** 3
MUCT 470 - Form Analysis **Credits:** 2
MUHL 258 - American and World Music **Credits:** 3
MUHL 446 - Music Literature and Style (Antiquity-Renaissance) **Credits:** 3
MUHL 447 - Music Literature and Style (Baroque and Classical) **Credits:** 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) **Credits:** 3
MUPF 489 - Recital Attendance **Credits:** 0 every semester
Major attendance at major area master classes
Piano Proficiency

MUCT 425 - Counterpoint **Credits:** 2
Or MUCT 430 - Composition Seminar **Credits:** 3

Music Education Requirements—46

MUED 301 - Conducting I **Credits:** 2
MUED 302 - Conducting II **Credits:** 2
MUED 316 - Instrumental Literature **Credits:** 2
MUED 317 - Choral Literature **Credits:** 2
MUED 376 - Brass Methods **Credits:** 2
MUED 377 - Percussion Methods **Credits:** 2
MUED 378 - Vocal Methods **Credits:** 2
MUED 379 - String Methods **Credits:** 2
MUED 380 - Woodwind Methods **Credits:** 2
MUED 458 - Music in the Elementary School **Credits:** 3
MUED 459 - Music Methods and Materials **Credits:** 3
minimum 8 credits major performance which includes a 1- or 2-credit recital (wind, string, voice or key-board instrument) or project.
minimum 3 credits minor performance (wind, string, voice or keyboard instrument).
8 credits of ensemble (must be in a major instrumental or choral ensemble: University Singers, Chorale, Wind Symphony or Symphony Orchestra).
Keyboard performers must take 6 credits in major ensembles plus 1 credit each of MUPF405 Keyboard Accompaniment and MUPF410 Collaborative Piano.

Choose one of the following courses:

MUED 421 - Organ Literature and Pedagogy I **Credits:** 3
MUED 427 - Piano Pedagogy **Credits:** 3
MUED 429 - String Pedagogy **Credits:** 3
MUED 437 - Vocal Pedagogy **Credits:** 3
MUPF 420 - Diction for Singers **Credits:** 3

Andrews Core Experience

Students must fulfill all requirements in the Andrews Core Experience: Professional Degrees, while noting the following specific requirements.

Religion

RELT 100 - God and Human Life **Credits:** 3
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
4th course (see SED advisor)

Language and Communication

ENGL 115 - College Writing I **Credits:** 3
ENGL 215 - College Writing II **Credits:** 3
COMM 450 - Communication in the Classroom **Credits:** 3

History

HIST 117 - Civilizations and Ideas I **Credits:** 3
Or HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts and Humanities

fulfilled in core curriculum

Life and Physical Sciences

PHYS 225 - Sound and Waves **Credits:** 4

Mathematics

MATH 145 - Mathematics for the (Mis)Information Age **Credits:** 3 or higher

Service

EDTE 165 - Introduction to Teaching **Credits:** 4 from SED requirements

Social Sciences

GDPC 302 - Educational Psychology **Credits:** 3 from SED requirements

Fitness Education

HLED 120 - Fit for Life **Credits:** 1
plus one Fitness Education course

Teacher Certification Requirements—35+

(School of Education)

GDPC 302 - Educational Psychology **Credits:** 3
EDTE 165 - Introduction to Teaching **Credits:** 4
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3
EDTE 408 - Principles of Teaching and Learning **Credits:** 3
EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
EDTE 459 - Methods for Teaching Secondary School (Area) **Credits:** 3
EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
EDTE 480 - First Days of School Experience **Credits:** 2
EDTE 487 - Student Teaching Seminar **Credits:** 1
EDTE 488 - Student Teaching (Level) **Credits:** 1–15

Performance BMus

A degree for those whose career goals focus on performance, studio or collegiate teaching and graduate school.

Total Credits: 85–93

Core Requirements - 38

MUCT 141 - Music Theory I: Introduction to Harmony **Credits:** 3
MUCT 142 - Music Theory II: Diatonic Harmony **Credits:** 3
MUCT 151 - Ear Training Laboratory I **Credits:** 1
MUCT 152 - Ear Training Laboratory II **Credits:** 1
MUCT 153 - Ear Training Laboratory III **Credits:** 1
MUCT 154 - Ear Training Laboratory IV **Credits:** 1
MUCT 241 - Music Theory III: Chromatic Harmony **Credits:** 3
MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony **Credits:** 3
MUCT 251 - Music Technology Laboratory **Credits:** 1
MUCT 454 - Orchestration **Credits:** 3
MUCT 470 - Form Analysis **Credits:** 2
MUHL 258 - American and World Music **Credits:** 3
MUHL 446 - Music Literature and Style (Antiquity-Renaissance) **Credits:** 3
MUHL 447 - Music Literature and Style (Baroque and Classical) **Credits:** 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) **Credits:** 3
MUPF 489 - Recital Attendance **Credits:** 0 every semester
Major attendance at major area master classes
Piano Proficiency

MUCT 425 - Counterpoint **Credits:** 3
Or MUCT 430 - Composition Seminar **Credits:** 3

Performance—37–40

Major instrument: 16 credits (4 credits each of MUPF 165, MUPF 265, MUPF 365, and MUPF 465).
MUED 301, MUED 302; MUPF 420 (for voice majors only); MUPF 339 (3 credits required for instrumentalists only)
Applied area literature course, applied area pedagogy course.

Ensemble: 8 credits. Bachelor of Music degree students majoring in piano or organ performance must take 2 credits of MUPF405 Keyboard Accompaniment and 2 credits of MUPF410 Collaborative Piano. The remaining 4 credits must be taken in one of the major ensembles. MUPF 397 - Recital—Junior (1 credit) and MUPF 497 - Recital—Senior (2 credits). Attendance at major area master classes.

Cognate

PHYS 225 - Sound and Waves **Credits:** 4 (fulfills GE Life/Physical Science requirement);
MURE 420 - Church Music and Hymnology **Credits:** 3 (fulfills GE Religion requirement)

Other Music Requirements—10–15

For piano and instrumental majors only-10 credits of music electives
For voice majors only-15 credits of languages to be selected from: French I and II (3, 3); German I and II (3, 3); and Italian I and II (3, 3)

Andrews Core Experience

Students must fulfill all requirements in the Andrews Core Experience: Professional Degrees while noting the following specific requirements.

Religion

MURE 420 - Church Music and Hymnology **Credits:** 3

Fine Arts and Humanities

fulfilled through core curriculum

Life and Physical Sciences

PHYS 225 - Sound and Waves **Credits:** 4

Service

fulfilled through professional components of the program

Undergraduate Minors

Music Minor

Minor Requirements: - 26

MUCT 141 - Music Theory I: Introduction to Harmony **Credits:** 3
MUCT 142 - Music Theory II: Diatonic Harmony **Credits:** 3
MUCT 151 - Ear Training Laboratory I **Credits:** 1
MUCT 152 - Ear Training Laboratory II **Credits:** 1
MUCT 153 - Ear Training Laboratory III **Credits:** 1
MUCT 241 - Music Theory III: Chromatic Harmony **Credits:** 3
MUHL 258 - American and World Music **Credits:** 3
MUHL 447 - Music Literature and Style (Baroque and Classical) **Credits:** 3
MUHL 448 - Music Literature and Style (Romantic & 20th Century) **Credits:** 3
minimum 3 credits of performance in one area
2 credits of ensemble
MUPF 489 - Recital Attendance **Credits:** 0 (for a minimum of three semesters).
Piano Proficiency

Masters

Conducting MMus

Total Credits: 32+

Core Requirements - 13

MUCT 535 - Analytical Techniques I **Credits:** 2
MUCT 536 - Analytical Techniques II **Credits:** 2
MUHL 524 - Music Literature Seminar **Credits:** 2
Course should be taken for 2 Topics for a total of 4 credits
MUHL 519 - Studies in 20th Century Music **Credits:** 2
MUED 648 - Workshop **Credits:** 1–3
MUHL 695 - Bibliography and Research in Music **Credits:** 2

Additional courses—min. 19

Choral

MUPF 506 - Advanced Conducting **Credits:** 1,2 (9 credits required: 8 in major area and 1 in related area)
MUPF 575 - Recital **Credits:** 1,2 (2 credits required for this degree)
MUED 564 - Score Study **Credits:** 2
MUED 537 - Vocal Pedagogy **Credits:** 2
MUPF 520 - Diction for Singers **Credits:** 2
MUPF 589 - Recital Attendance **Credits:** 0
MUED 655 - Practical Training **Credits:** 0
MUHL 670 - Comprehensive Exam **Credits:** 0
MUXX - Music Electives Credits: 2-6
MUPF 5XX - Ensemble (four semesters for 0 credits each) Credits: 0

Instrumental:

see above for requirements

MUPF 506 - Advanced Conducting **Credits:** 1,2 (9 credits required: 8 in major area and 1 in related area)
MUPF 575 - Recital **Credits:** 1,2
MUED 564 - Score Study **Credits:** 2
MUPF 520 - Diction for Singers **Credits:** 2
MUPF 589 - Recital Attendance **Credits:** 0
MUED 655 - Practical Training **Credits:** 0
MUHL 670 - Comprehensive Exam **Credits:** 0
MUED 5XX - Pedagogy or Music Education course: Credits 3
MUXX - Electives: Credits: 1-6

Admission Requirements

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 and MUCT153 Ear Training Laboratory III; 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 master's 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.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Registration is required for 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.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDRM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree 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.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

Practical Training Requirement. All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

- Music ministers in church settings
- Music teachers or instructors for a public or private school
- Instrumentalists performing in professional or community ensembles
- Research assistants in approved music research projects
- Other alternative activities must be approved by the student's major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for

evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

Comprehensive Examinations. All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam 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 (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

Music Education MMus

Students majoring in music education must qualify for a state teaching certificate prior to conferral of degree.

Total Credits: 34+

Core Requirements - 13

MUCT 535 - Analytical Techniques I **Credits:** 2

MUCT 536 - Analytical Techniques II **Credits:** 2

MUHL 524 - Music Literature Seminar **Credits:** 2

Course should be taken for 2 Topics for a total of 4 credits

MUHL 519 - Studies in 20th Century Music **Credits:** 2

MUED 648 - Workshop **Credits:** 1–3

MUHL 695 - Bibliography and Research in Music **Credits:** 2

Music Education Core & One Track: 21+ Credits

Music Education Core - 12 Credits

MUED 515 - Introduction to Research in Music Education **Credits:** 3

MUED 521 - Historical and Philosophical Foundations of Music Education **Credits:** 3

MUED 530 - Current Issues and Trends in Music Education **Credits:** 3

MUED XXX - Area Literature or Area Pedagogy course* **Credits:** 3

MUPF XXX - Ensemble (four semesters for 0 credits each)

MUED 655 - Practical Training **Credits:** 0

MUHL 670 - Comprehensive Exam **Credits:** 0

*Students who took these course at AU will substitute with electives.

MUPF 589 - Recital Attendance **Credits:** 0

Practice Oriented Track - 8 Credits

MUPF 506 - Advanced Conducting **Credits:** 1,2

MUPF 560 - Applied Music Study in Private Lessons (for performance music majors) **Credits:** 1,2 (6 credits required for this degree.)

MUPF 575 - Recital **Credits:** 1,2 (2 credits required for this course.)

MUXX - Music Electives Credits:0-2

Research Oriented Track - 8 Credits

MUPF 506 - Advanced Conducting **Credits:** 1,2

MUXX - Music Electives Credits: 0-4

MUHL 699 - Master's Thesis **Credits:** 2–6

Or 4 Credits of MUHL 698 - Project **Credits:** 2

Admission Requirements

Graduate Programs Admission Requirements and Procedures

General requirements for admission to graduate study as stated in the Admissions section of this bulletin.

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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 and MUCT153 Ear Training Laboratory III; 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 master's 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.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Registration is required for 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.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDRM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree 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.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

Practical Training Requirement. All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

Music ministers in church settings

Music teachers or instructors for a public or private school

Instrumentalists performing in professional or community ensembles

Research assistants in approved music research projects

Other alternative activities must be approved by the student's major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

Comprehensive Examinations. All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam 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 (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

Music MA

A program requiring a variety of studies in the field of music normally including music theory, music history and performance. Graduates of this program demonstrate comprehensive knowledge of the field of music.

Total Credits: 32+

Core Requirements - 13

MUCT 535 - Analytical Techniques I **Credits: 2**

MUCT 536 - Analytical Techniques II **Credits: 2**

MUHL 524 - Music Literature Seminar **Credits: 2**

Course should be taken for 2 Topics for a total of 4 credits

MUHL 519 - Studies in 20th Century Music **Credits: 2**

MUED 648 - Workshop **Credits: 1-3**

MUHL 695 - Bibliography and Research in Music **Credits: 2**

Additional courses—19

MUPF 500 - Applied Music Study in Private Lessons (for music non-performance majors) **Credits:** 1,2 (2-8 credits required for this degree)
MUED 5XX - 2-3 credits of Music Education
MU 5XX - courses 500 level or above
MU 5XX - 6-12 credits of Music Electives 500 level or above
MUPF 5XX - Ensemble (four semesters for 0 credits): Credit: 0
MUPF 589 - Recital Attendance **Credits:** 0
MUED 655 - Practical Training **Credits:** 0
MUHL 670 - Comprehensive Exam **Credits:** 0

Note(s):

Students who plan to enter a doctoral program in musicology or who plan to teach music history and literature should elect the thesis option and fulfill a language requirement of reading proficiency in French or German.

Admission Requirements

Graduate Programs Admission Requirements and Procedures

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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 and MUCT153 Ear Training Laboratory III; 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 master's 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.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Registration is required for 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.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510

Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDRM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree 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.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

Practical Training Requirement. All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

Music ministers in church settings
Music teachers or instructors for a public or private school
Instrumentalists performing in professional or community ensembles
Research assistants in approved music research projects
Other alternative activities must be approved by the student's major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

Comprehensive Examinations. All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam 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 (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence

in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

Music Ministry MMus

Total Credits: 35+

Core Requirements - 13

- MUCT 535 - Analytical Techniques I **Credits: 2**
- MUCT 536 - Analytical Techniques II **Credits: 2**
- MUHL 524 - Music Literature Seminar **Credits: 2**
Course should be taken for 2 Topics for a total of 4 credits
- MUHL 519 - Studies in 20th Century Music **Credits: 2**
- MUED 648 - Workshop **Credits: 1–3**
- MUHL 695 - Bibliography and Research in Music **Credits: 2**

Music Components—29+

Sacred Music—9–11

- MURE 590 - Ministry of Music Practicum **Credits: 1** (with portfolio)
- MUPF 506 - Advanced Conducting **Credits: 1,2** (4-6 credits required for this degree.)
- CHMN 523 - Worship: Word and Music **Credits: 2,3** (2 credits required for this course.)
- MURE 520 - Church Music and Hymnology **Credits: 2**

Other Studies in Music - 7+

- MUPF 500 - Applied Music Study in Private Lessons (for music non-performance majors) **Credits: 1,2** (2-6 credits required for this degree.)
- MUPF 500 Organ (1)
- MUXX - Music Electives Credits: 2-6
- MUPF 5XX - Ensemble (4 semesters: 2 choral & 2 student choice) Credits: 0
- MUPF 589 - Recital Attendance **Credits: 0**
- MUED 655 - Practical Training **Credits: 0**
- MUHL 670 - Comprehensive Exam **Credits: 0**

Seminary Studies—5

- CHMN 543 - Christian Leadership in a Changing World **Credits: 2,3**
- DSRE 534 - Ministry to Youth and Young Adults **Credits: 2,3** (2 credits required for this course.) **OR** CHMN 552 - Foundations of Pastoral Ministry Credits: 2

Thesis/Project/Recital Requirement

- This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:
- A thesis—6 credits of MUHL699 and/or EDRM505.
- Two projects—2 credits of MUHL698 for each project.
- A credit recital—2 credits plus a minimum of 6 credits of applied music.
- One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

Admission Requirements

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 and MUCT153 Ear Training Laboratory III; 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 master's 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.

A Graduate Scholarship Tuition Reduction is available to students with a minimum GRE Exam score of 297 (quantitative + verbal) or Music Placement Exam average score of 70.

Double Major Policy for Graduate Music Programs:

Two majors may be allowed only within a specific program such as the Master of Arts in Music or the Master of Music. No more than two majors are allowed.

Only one degree is granted. The different majors will only be listed in the transcript.

Candidates must complete the specific requirements for both majors.

Candidates must enroll for Final Project (thesis option, project option, or recital option as it may apply) twice to fulfill final project requirements for each of the two majors.

Candidates take comprehensive examinations that cover both concentration areas.

Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.

Once a degree is earned, a second major area may not be added to the transcripts.

Ensemble Requirements

Registration is required for 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.

Keyboard students in the MA and MMus (music education) programs on the Andrews University campus are required to enroll for one semester of MUPF505 Keyboard Accompaniment or one semester of MUPF510 Collaborative Piano. This may apply as one of the minimum four semesters of ensemble.

Performance majors in piano and organ are required to enroll for one semester of MUPF510 Collaborative Piano and one semester of MUPF515 Recital Accompaniment and may apply these towards the minimum four semesters of ensemble.

Thesis/Project/Recital Requirement

This requirement for an MA in music, MA in music ministry or MMus in music education may be met by one of the following:

A thesis—6 credits of MUHL699 and/or EDRM505.

Two projects—2 credits of MUHL698 for each project.

A credit recital—2 credits plus a minimum of 6 credits of applied music.

One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.

The MMus: Performance degree 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.

Language Proficiency. For admission to the Master of Music: Performance (voice performance specialization), language proficiency is required in French, German and Italian. Proficiency in these languages can be validated by evidence of

coursework in each of these languages equivalent to two semesters of college level study, or by passing a language proficiency exam. Lack of proficiency in these three languages can be addressed by taking additional remedial coursework. Remedial coursework does not count toward completion of the graduate degree.

Electives. Each area of study has appropriate choices of electives.

Practical Training Requirement. All students pursuing master's programs (MA: Music, MMus: Conducting; MMus: MUSIC 195 Music Education; MMus: Music Ministry; MMus: Performance) are required to take the 0-credit course MUED655 Practical Training to develop professional experience in music. To fulfill this requirement, students are required to meet a minimum of 50 hours of work/service while enrolled in the masters program. This could be done over the summer. Some recommended areas of work/service that may count toward this practical training experience are as follows:

- Music ministers in church settings
- Music teachers or instructors for a public or private school
- Instrumentalists performing in professional or community ensembles
- Research assistants in approved music research projects
- Other alternative activities must be approved by the student's major professor

After completing this requirement students will fill out and submit the form Completion of Practical Training Requirements to their major professor for evaluation and signature. Students who have developed experiences equivalent to this practical training before entering the masters program may fulfill this requirement by submitting appropriate evidence showing sufficient work/ service experience.

Comprehensive Examinations. All graduate students in music take the 0-credit course MUHL670 Comprehensive Exam 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 (Guest) Students. A student who plans to study music under this classification may be admitted to courses as approved by the department chair.

Active Status. After completing all course requirements, all graduate music students must maintain an active status continuous enrollment for both Fall and Spring semesters until the degree is granted. This is accomplished by enrolling in MUHL665 Comprehensive Exam Preparation (non-repeatable with fee attached), MUHL670 Comprehensive Exam (non-repeatable), or MUHL655 Program Continuation (repeatable with fee attached) until the degree is earned. A student who fails to maintain continuous enrollment as defined here, will not be allowed to finish their degree requirements until he/she applies to the Department of Music for degree reactivation and pays the established fees for each semester of absence in the program. The reactivation fee used will be the latest AU Bulletin fee listed for MUHL655 Program Continuation.

Performance MMus

Total Credits: 32 +

Core Requirements - 13

- MUCT 535 - Analytical Techniques I **Credits:** 2
- MUCT 536 - Analytical Techniques II **Credits:** 2
- MUED 648 - Workshop **Credits:** 1–3
- MUHL 519 - Studies in 20th Century Music **Credits:** 2
- MUHL 524 - Music Literature Seminar **Credits:** 2 (Course should be taken for 2 Topics for a total of 4 credits)
- MUHL 695 - Bibliography and Research in Music **Credits:** 2

Additional courses—min. 19

- MUPF 538 - Chamber Music Ensemble **Credits:** 0,1 (This course required for string majors only for 1-3 credits.)
- MUPF 575 - Recital **Credits:** 1,2 (2 credits required for this degree)
- MUPF 520 - Diction for Singers **Credits:** 2 (This course required for voice majors only,)*
- MUED 5XX - Area Literature* Credits: 2
- MUED 5XX - Area Pedagogy* Credits: 2
- MUXX - Music Electives Credits: 3-6
- MUPF 5XX - Ensemble (four semesters for 0 credits each)
- MUPF 560 - Applied Music Study in Private Lessons (for performance music majors) **Credits:** 1,2 (8 credits required for this degree)

- MUPF 589 - Recital Attendance **Credits:** 0
- MUED 655 - Practical Training **Credits:** 0
- MUHL 670 - Comprehensive Exam **Credits:** 0

- *Students who took these courses at AU will substitute with music electives.
- MUCT 535 - Analytical Techniques I **Credits:** 2
- MUCT 536 - Analytical Techniques II **Credits:** 2
- MUED 648 - Workshop **Credits:** 1–3
- MUHL 519 - Studies in 20th Century Music **Credits:** 2
- MUHL 524 - Music Literature Seminar **Credits:** 2
- MUHL 695 - Bibliography and Research in Music **Credits:** 2
- *Music Electives 3-6 credits.

Admission Requirements

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 and MUCT153 Ear Training Laboratory III; 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 master's program.

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- Decision on adding a second major must be made before the candidate fills out and submits the Advancement to Candidacy Form.
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Music Composition & Theory

MUCT 141 - Music Theory I: Introduction to Harmony

Credits: 3

Review of music fundamentals, including the music vocabulary, keys and rhythm, as well as the basic elements of melody and harmony (scales, intervals, and triads) and a basic study of the principles of chord progression utilizing triads in root position. Requires concurrent enrollment in MUCT 151.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

MUCT 142 - Music Theory II: Diatonic Harmony

Credits: 3

Study of the principles of voice leading and chord progression in applied four-part harmonization. Emphasis will be placed on interpretation and realization of Figured Bases, four-part harmonization using triads and seventh chords in root position as well as in inversions, the study and use of non-harmonic tones, and the dominant seventh chord as well as the other nondominant seventh chords. Requires concurrent enrollment in MUCT 152.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MUCT 141.

Schedule Type: Lecture

College Code: CAS

MUCT 151 - Ear Training Laboratory I

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lab

College Code: CAS

MUCT 152 - Ear Training Laboratory II

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lab

College Code: CAS

MUCT 153 - Ear Training Laboratory III

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lab

College Code: CAS

MUCT 154 - Ear Training Laboratory IV

Credits: 1

Aural skill with melodies, rhythms, intervals, chords and harmonic progressions. Activities include sight reading, error correction, transcription and improvisation of tonal music. Requires concurrent enrollment in MUCT 141, MUCT 142, MUCT 241 and MUCT 242.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lab

College Code: CAS

MUCT 241 - Music Theory III: Chromatic Harmony

Credits: 3

Theoretical and practical study of the entire spectrum of chromatic harmony vocabulary with emphasis in composition and analysis. Requires concurrent enrollment in MUCT 153.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUCT 142.
Schedule Type: Lecture
College Code: CAS

MUCT 242 - Music Theory IV: Chromatic to Post-Tonal Harmony

Credits: 3
Continuation of Music Theory III with an introduction to the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): Requires concurrent enrollment in MUCT 154.
Prerequisite(s): MUCT 241.
Schedule Type: Lecture
College Code: CAS

MUCT 251 - Music Technology Laboratory

Credits: 1
Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUCT 252 - Music Technology Laboratory II

Credits: 1
Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUCT 425 - Counterpoint

Credits: 3
Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

MUCT 430 - Composition Seminar

Credits: 3
Development of skills in original musical composition emphasizing the writing of short items of melody, and accompaniment for supplied melodies, leading to the writing of a substantial original composition for public performance. Emphasizes the development of critical skills in a highly participatory classroom environment.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUCT 454 - Orchestration

Credits: 3
Scoring for chamber groups, larger ensembles and full orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUCT 470 - Form Analysis

Credits: 2
The origin and meaning of form: motives, phrases, and periods with elementary and combined binary and ternary forms, rondo and sonata-allegro.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years

Term Offering: Spring
College Code: CAS

MUCT 525 - Counterpoint

Credits: 2
Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years (odd)
Term Offering: Spring
College Code: CAS

MUCT 530 - Composition Seminar

Credits: 2
Development of skills in original musical composition emphasizing the writing of short items of melody, and accompaniment for supplied melodies, leading to the writing of a substantial original composition for public performance. Emphasizes the development of critical skills in a highly participatory classroom environment

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
Year Offering: Alternate years (odd)
Term Offering: Fall
College Code: CAS

MUCT 535 - Analytical Techniques I

Credits: 2
Detailed comprehensive analysis of representative works from literature of the tonal period.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUCT 536 - Analytical Techniques II

Credits: 2
Detailed comprehensive analysis of representative works from literature of the post-tonal and 20th Century periods. Music Education

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
College Code: CAS

MUCT 554 - Orchestration

Credits: 2
Scoring for chamber groups, larger ensembles and full orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: lecture
Year Offering: Alternate years (even)
Term Offering: Fall
College Code: CAS

MUCT 570 - Form Analysis

Credits: 2
The origin and meaning of form: motives, phrases, and periods with elementary and combined binary and ternary forms, rondo and sonata-allegro.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

Music Education

MUED 301 - Conducting I

Credits: 2
The theory and application of basic conducting principles.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years

Term Offering: Fall
College Code: CAS

MUED 302 - Conducting II

Credits: 2

The application of theory and techniques unique to the conducting of both choral and instrumental ensembles.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED 301 or equivalent.
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

MUED 316 - Instrumental Literature

Credits: 2

Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 317 - Choral Literature

Credits: 2

Score analysis; score preparation and programming; study and survey of significant choral literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 376 - Brass Methods

Credits: 2

Fundamentals of performing and teaching brass instruments with emphasis on their use in band and orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 377 - Percussion Methods

Credits: 2

Fundamentals of performing and teaching percussion-instruments with emphasis on their use in band and orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 378 - Vocal Methods

Credits: 2

Fundamentals of performing and teaching voice with emphasis on their use in choir.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 379 - String Methods

Credits: 2

Fundamentals of performing and teaching string instruments with emphasis on their use in orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years

Term Offering: Spring
College Code: CAS

MUED 380 - Woodwind Methods

Credits: 2

Fundamentals of performing and teaching woodwind instruments with emphasis on their use in band and orchestra.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 421 - Organ Literature and Pedagogy I

Credits: 3

A chronological survey of organ literature and the development of the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

MUED 422 - Organ Literature and Pedagogy II

Credits: 3

Continuation of MUED 421.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED 421 or permission of instructor.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

MUED 426 - Piano Literature

Credits: 3

A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 427 - Piano Pedagogy

Credits: 3

The study and review of the materials and methods of private and class piano instruction.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 428 - String Literature

Credits: 3

The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: CAS

MUED 429 - String Pedagogy

Credits: 3

The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 430 - Topics in _____

Credits: 1–3

A study of selected topics related to the music profession. Consult current class schedule for topics covered each year.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

MUED 436 - Vocal Literature

Credits: 3

Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

MUED 437 - Vocal Pedagogy

Credits: 3

A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: CAS

MUED 438 - Workshop

Credits: 1–3

Course/Lab Fee: Yes

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

MUED 458 - Music in the Elementary School

Credits: 3

Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: CAS

MUED 459 - Music Methods and Materials

Credits: 3

Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

MUED 485 - Practicum in Conducting

Credits: 1

Individual attention and instruction with one of the larger ensembles.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MUED304 or 305 and permission of teacher.

Repeatable: Repeatable

Schedule Type: Practicum

College Code: CAS

MUED 500 - Graduate Theory/History Review

Credits: 1–4

Review of the theory and history principles that are regarded essential for success in a graduate program in music. Includes music vocabulary, skills, and basic concepts in the two areas.

Grade Mode: Satisfactory (S,U,I,W)

Prerequisite(s): Complete sequence of Undergraduate Music History and Music Theory courses, or equivalent.

Schedule Type: Lecture

College Code: CAS

MUED 515 - Introduction to Research in Music Education

Credits: 3

Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Spring

College Code: CAS

MUED 518 - Instrumental Methods

Credits: 3

Comprehensive study of current methodology, emphasizing one of the following areas: woodwinds, brass, percussion, strings.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

MUED 521 - Historical and Philosophical Foundations of Music Education

Credits: 3

Study of the philosophy and practice of Music Education from the 1920s to the present.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

MUED 526 - Piano Literature

Credits: 2

A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: CAS

MUED 527 - Piano Pedagogy

Credits: 2

The study and review of the materials and methods of private and class piano instruction.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Fall

College Code: CAS

MUED 528 - String Literature

Credits: 2

The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Spring

College Code: CAS

MUED 529 - String Pedagogy

Credits: 2

The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 530 - Current Issues and Trends in Music Education

Credits: 3
Study of current issues and trends in music education.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: CAS

MUED 531 - Organ Lit and Pedagogy I

Credits: 2
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.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

MUED 532 - Organ Lit and Pedagogy II

Credits: 2
Continuation of MUED 5xx

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MUED 531 or permission of instructor.
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

MUED 535 - Topics in _____

Credits: 2
A study of selected topics related to the music profession. Consult current class schedule for topics covered each year.

Grade Mode: Normal (A-F,I,W)
Repeatable: repeatable
Schedule Type: Lecture
Special Approval: Instructor permission required.

Term Offering: fall, Spring
College Code: CAS

MUED 536 - Vocal Literature

Credits: 2
Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 537 - Vocal Pedagogy

Credits: 2
A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 558 - Music in the Elementary School

Credits: 2
Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture

Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUED 559 - Music Methods and Materials

Credits: 2
Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 564 - Score Study

Credits: 2
A course designed to develop the essential abilities in the student to translate musical notation into a mental image, through the development of analytical tools to understand the larger design of a musical composition. Students will also be introduced to an effective method of score marking.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: CAS

MUED 648 - Workshop

Credits: 1-3
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: CAS

MUED 655 - Practical Training

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: CAS

Music History & Literature

MUHL 214 - Enjoyment of Music

Credits: 3
An opportunity to acquire a better appreciation of classical music —to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced
College Code: CAS

MUHL 258 - American and World Music

Credits: 3
A study of America's musical past with emphasis on the historical and social context of native, folk, sacred, popular, and classical music, and their interaction. An introduction to musical traditions from around the world with an investigation of their musical languages and the social context in which they happen.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 446 - Music Literature and Style (Antiquity-Renaissance)

Credits: 3
Historical development of musical styles and the relationship between music and social trends of the period. Visual and aural analysis of representative compositions and introduction to biographical and bibliographical materials.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

MUHL 447 - Music Literature and Style (Baroque and Classical)

Credits: 3
See MUHL 446.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 448 - Music Literature and Style (Romantic & 20th Century)

Credits: 3
See MUHL 446.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 450 - Project Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 490
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 490 - Research Pro Seminar

Credits: 0
The Research ProSeminar is designed to provide a safe, supportive environment for undergraduate musician scholars working on a research project in music, to provide constructive critique and encouragement for each other. While largely driven by the needs of the group members, the Research ProSeminar is conducted under the guidance of a faculty member, who, in addition to facilitating group discussion, will give short presentations on relevant aspects of scholarship in music.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 450
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

MUHL 495 - Independent Study

Credits: 1–3
In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be pursued must be submitted to the department chair. A minimum of 45 hours of work is required for each credit.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of the department chair required.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 519 - Studies in 20th Century Music

Credits: 2
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.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
Year Offering: Even years
Term Offering: Spring
College Code: CAS

MUHL 524 - Music Literature Seminar

Credits: 2
A study of selected major works from representative period(s)/composer(s). Provides a synthesis of musicological, historical, analytical, and interpretational techniques. Different literature covered each semester.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Advanced-level survey courses or demonstrated equivalent.
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: CAS

MUHL 590 - Research Pro Seminar

Credits: 0
The Research Pro Seminar is designed to provide a safe, supportive environment for graduate musician scholars working on a research project in music, to provide constructive critique and encouragement for each other. While largely driven by the needs of the group members, the Research Pro Seminar is conducted under the guidance of a faculty member, who, in addition to facilitating group discussion, will give short presentations on relevant aspects of scholarship in music.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 650, MUHL 698, or MUHL 699
Repeatable: Repeatable
Schedule Type: Seminar
College Code: CAS

MUHL 650 - Project Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) with advisor approval only.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 590
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 655 - Program Continuation

Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUHL 665 - Comprehensive Exam Preparation

Credits: 0
Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration. .

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: CAS

MUHL 670 - Comprehensive Exam

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: CAS

MUHL 695 - Bibliography and Research in Music

Credits: 2
An introduction to the tools and materials available in music research, with a critical analysis of sources. An examination of the goals and methods of research in music and an introduction to scholarly writing.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

MUHL 697 - Independent Study

Credits: 1–3
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable

Schedule Type: Independent
College Code: CAS

MUHL 698 - Project

Credits: 2
Requires concurrent enrollment in MUHL 590 - Research Pro Seminarclass.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 590
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: CAS

MUHL 699 - Master's Thesis

Credits: 2-6
Requires concurrent enrollment MUHL 590 - Research Pro Seminarclass. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): MUHL 590
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: CAS

Music Performance

MUPF 116 - Piano Proficiency

Credits: 1,2
The development of basic keyboard skills required for building musicianship for all music majors and minors: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 160 - Applied Music Non-Degree

Credits: 1,2
Applied Music Non-Degree. The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. These courses do not apply toward fulfilling music degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: repeatable
Schedule Type: Lecture
Special Approval: Instructor permission required.

Term Offering: Fall, Spring, Summer
College Code: CAS

MUPF 164 - Applied Music

Credits: 1,2
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: CAS

MUPF 165 - Applied Music

Credits: 1,2
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 264 - Applied Music—Sophomore

Credits: 1,2
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 265 - Applied Music—Sophomore

Credits: 1,2
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 330 - University Orchestra

Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 334 - Wind Symphony

Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 336 - University Choral

Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual

horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 339 - Chamber Music Ensemble

Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 345 - Sinfonietta

Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 360 - Applied Music Non-Degree

Credits: 1,2
Applied Music Non-Degree. The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. These courses do not apply toward fulfilling music degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
Special Approval: instructor permission required.

Term Offering: Fall, Spring, Summer
College Code: CAS

MUPF 364 - Applied Music—Junior

Credits: 1,2
Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 365 - Applied Music—Junior

Credits: 1,2
The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 385 - University Singers

Credits: 1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 396H - Honors Music Recital (Junior)

Credits: 1
A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Independent
College Code: CAS

MUPF 397 - Recital—Junior

Credits: 1
Recitals

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: CAS

MUPF 405 - Keyboard Accompaniment

Credits: 1
Accompanying of instrumental and vocal soloists. Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 410 - Collaborative Piano

Credits: 1
Coaching and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music and other forms featuring the piano as a collaborative instrument. Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 420 - Diction for Singers

Credits: 3
The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

MUPF 464 - Applied Music—Senior

Credits: 1,2

Applied Music Non-Performance Major/Minor The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489. Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MUPF 465 - Applied Music—Senior

Credits: 1,2

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF 489.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MUPF 478 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

MUPF 489 - Recital Attendance

Credits: 0

Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Students are required to attend nine (9) live musical events each semester in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a "pass" for one (1) semester may risk losing their standing as a music major or minor.

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MUPF 490 - Recital Continuation

Credits: 0

Recitals

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MUPF 496H - Honors Music Recital (Senior)

Credits: 2

A memorized recital under the supervision of a music honors committee. A research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Independent

College Code: CAS

MUPF 497 - Recital—Senior

Credits: 1,2

Recitals

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 2 credits

Schedule Type: Independent

College Code: CAS

MUPF 499 - Senior Project

Credits: 1,2

Requires concurrent enrollment in MUHL 490 - Research Pro Seminar.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Corequisite(s): MUHL 490

Schedule Type: Independent

College Code: CAS

MUPF 500 - Applied Music Study in Private Lessons (for music non-performance majors)

Credits: 1,2

Style and development of repertoire; preparation for public performance.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): Requires concurrent enrollment in MUPF 489.

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MUPF 505 - Keyboard Accompaniment

Credits: 0,1

Accompanying of instrumental and vocal soloists.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Music Organization

College Code: CAS

MUPF 506 - Advanced Conducting

Credits: 1,2

Choral/Instrumental Section 01: Study of the art and techniques of conducting relative to the score and to the chorus as a performance instrument. Section 02: Study of the art and techniques of conducting relative to the score and to the orchestra or band as performance instruments. Major works are studied and conducted. Each of these courses require concurrent enrollment in MUPF 489. MUPF 510 - Collaborative Piano and instruction in collaborative piano; the study of piano ensemble repertoire, such as piano duos, piano duets, chamber music, and other forms featuring the piano as a collaborative instrument.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: CAS

MUPF 510 - Collaborative Piano

Credits: 0,1

Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Music Organization

College Code: CAS

MUPF 515 - Recital Accompanying

Credits: 0,1

Preparation and public performance of a pianist/soloist recital in which the piano is the principal medium of accompaniment.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Music Organization

College Code: CAS

MUPF 516 - Piano Proficiency

Credits: 1,2
The development of basic keyboard skills required for building musicianship for all music graduate students: scales and chords, sight reading, accompaniment of melodies, and playing simple pieces and hymns.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 520 - Diction for Singers

Credits: 2
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.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: CAS

MUPF 525 - University Orchestra

Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 526 - University Wind Symphony

Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 527 - University Choral

Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 528 - University Singers

Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 538 - Chamber Music Ensemble

Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual

horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Music Organization
College Code: CAS

MUPF 545 - Sinfonietta

Credits: 0,1
Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/ humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Music Organization
College Code: CAS

MUPF 550 - Private Instruction in _____

Credits: 1–4
Private instruction in composition.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 560 - Applied Music Study in Private Lessons (for performance music majors)

Credits: 1,2
Style and development of repertoire; preparation for public performance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): Requires concurrent enrollment in MUPF 489.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 570 - Applied Music Study in Private Lessons (for non-music majors)

Credits: 1–2
Style and development of repertoire; preparation for public performance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 575 - Recital

Credits: 1,2
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

MUPF 578 - Study Tour

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

MUPF 589 - Recital Attendance

Credits: 0
Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Students are required to attend nine (9) live musical events each semester

in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a "pass" for one (1) semester may risk losing their standing as a music major or minor.

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

MUPF 640 - Recital Continuation

Credits: 1,2

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

Music-Religious

MURE 420 - Church Music and Hymnology

Credits: 3

The biblical basis for and the theological implications involved in church-music practice with emphasis on the development of principles for guidance in the use and selection of available literature.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: CAS

MURE 485 - The Church Organ and Service Playing

Credits: 2

The development of the organ and organ literature; a practical study of church services, including organ registrations for choral music, vocal solos, and hymn playing; discussion of the organ interlude and improvisation. Concurrent enrollment in applied music—organ is recommended.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

MURE 520 - Church Music and Hymnology

Credits: 2

The understanding and appreciation of the heritage and development of Christian hymn singing and Church music repertoire, in their respective liturgical and theological contexts.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: CAS

MURE 590 - Ministry of Music Practicum

Credits: 1

A two-semester internship as minister of music or minister of music assistant in a selected church in the local area.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 2 credits

Schedule Type: Practicum

College Code: CAS

Physics

Haughey Hall, Room 211
269-471-3430
physics@andrews.edu
http://physics.andrews.edu

Faculty

Margarita C. K. Mattingly, *Chair*
Gary W. Burdick
G. Brendan Cross
Mickey D. Kutzner
Tiffany Z. Summerscales
Stephen C. Thorman

Adjunct Faculty

Lonnie Pierce
Kelly Youngberg

Emeriti

Robert E. Kingman
S. Clark Rowland

Mission

Advance the appreciation, understanding and application of physics in the context of personal integrity and service, scientific rigor, and Seventh-day Adventist faith.

Strategies

- Create an environment of scholarly inquiry, learning, and creativity
- Develop technical, analytical, and critical thinking skills
- Provide opportunities for intellectual independence, collaboration, and outreach
- Promote personal wholeness, integrity, balance, and spiritual well-being

Student and Faculty Goals

- Understand physics ideas, principles and interpretation, supporting and participating in research and education
- Measure, analyze and model physical phenomena, lending insight to other disciplines and professions
- Communicate scholarship in written and oral form, networking with scholarly, faith, and civic communities
- Connect scientific and religious world views, serving the Seventh-day Adventist Church and society

Physics describes the world in terms of matter and energy and relates phenomena to fundamental law using mathematical representations. Its scope includes systems that range in size from the sub-nuclear to the entire cosmos.

The BS: Physics program supports and enhances professional careers in all the physical sciences, engineering, and the life sciences. Its emphasis on problem-solving also provides a foundation for careers in medicine, business, law, and government.

The BS: Biophysics program prepares the graduate for direct entry into the workforce or advanced studies in medical and bioengineering fields as well as biophysics.

The BS: Physics Education program prepares the graduate for a career in secondary teaching.

The Major in Physics Studies is an add-on degree program that complements any baccalaureate degree without incurring additional general education requirements. It strengthens and expands marketability and interdisciplinary opportunities.

A Minor in Physics complements any baccalaureate degree. It is the minimum requirement for secondary teaching certification in physics. All physics majors and minors desiring certification should consult with the School of Education throughout their program.

Bachelors

Biophysics BS

Major Requirements: 40

Offered by the biology and physics departments

BIOL 165 - Foundations of Biology **Credits:** 4,5 *
BIOL 166 - Foundations of Biology **Credits:** 4,5 *
BIOL 372 - Cell and Molecular Biology **Credits:** 3
BCHM 421 - Biochemistry I **Credits:** 4 **
PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
PHYS 277 - Physics Colloquium **Credits:** 0 ***
PHYS 311 - Classical Mechanics I **Credits:** 3
PHYS 316 - Biophysics **Credits:** 3
PHYS 330 - Thermodynamics and Statistical Mechanics **Credits:** 3
PHYS 377 - Advanced Physics Laboratory I **Credits:** 1
PHYS 431 - Electricity and Magnetism I **Credits:** 3
1 Credit minimum of PHYS 495 - Physics Research **Credits:** 0–3

Note:

*Students taking the 8-credit BIOL 165 and 166 Foundations of Biology course must take an additional credit of electives to meet the 40-credit requirement. Students taking the on-campus 10-credit BIOL 165 and 166 Foundations of Biology course will need to take a total of 41 credits in order to complete the requirements for the major.

**By taking the cognate courses and BCHM 421, a student qualifies for a minor in chemistry.

***PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1

MATH 191 - Calculus I **Credits:** 4

Or MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4

MATH 286 - Differential Equations **Credits:** 3

Recommended Electives:

BCHM 422 - Biochemistry II **Credits:** 3
BCHM 430 - Biochemistry Lab **Credits:** 1
MATH 215 - Introduction to Linear Algebra **Credits:** 3
MATH 240 - Calculus III **Credits:** 4

Senior Thesis.

All Physics and Biophysics majors do some original research in collaboration with an established physicist on-campus or at another university, industrial or national laboratory. If students enroll for 3 credits of PHYS 495 or HONS 497H, they may prepare a Senior Thesis. Undergraduate Research Scholarships are available through the Office of Research & Creative Scholarship when students collaborate with Andrews Physics faculty.

Physics BS

Major Requirements: 40

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
 PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
 PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
 PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
 PHYS 277 - Physics Colloquium **Credits:** 0 *
 PHYS 311 - Classical Mechanics I **Credits:** 3
 PHYS 330 - Thermodynamics and Statistical Mechanics **Credits:** 3
 PHYS 377 - Advanced Physics Laboratory I **Credits:** 1
 PHYS 431 - Electricity and Magnetism I **Credits:** 3
 PHYS 477 - Advanced Physics Laboratory II **Credits:** 1
 PHYS 481 - Quantum Mechanics I **Credits:** 3
 PHYS 495 - Physics Research **Credits:** 0–3 (a minimum of 1 credit)
 plus an additional 15 credits numbered 300 and above

Note:

* PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

MATH 191 - Calculus I **Credits:** 4 or
 MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4
 MATH 215 - Introduction to Linear Algebra **Credits:** 3
 MATH 240 - Calculus III **Credits:** 4
 MATH 286 - Differential Equations **Credits:** 3
 CHEM 131 - General Chemistry I **Credits:** 4
 CHEM 132 - General Chemistry II **Credits:** 4

CPTR 151 - Computer Science I **Credits:** 3 or
 PHYS 235 - MATLAB **Credits:** 2,3

Secondary-teaching Certification:

Physics majors desiring secondary-teaching certification should also consult with the School of Education. BIOL 165 is required in addition to all other cognates. Program is certified by the Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

Physics Education BS

Major Requirements: 30

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
 PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
 PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
 PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
 PHYS 277 - Physics Colloquium **Credits:** 0 *
 PHYS 311 - Classical Mechanics I **Credits:** 3
 PHYS 330 - Thermodynamics and Statistical Mechanics **Credits:** 3
 PHYS 377 - Advanced Physics Laboratory I **Credits:** 1
 PHYS 431 - Electricity and Magnetism I **Credits:** 3
 PHYS 481 - Quantum Mechanics I **Credits:** 3
 PHYS 495 - Physics Research **Credits:** 0–3 (a minimum of 1 credit)
 plus an additional 6 credits numbered 300 and above in consultation with advisor.

Note:

*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

MATH 191 - Calculus I **Credits:** 4 or
 MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4
 MATH 240 - Calculus III **Credits:** 4
 MATH 286 - Differential Equations **Credits:** 3
 CHEM 131 - General Chemistry I **Credits:** 4
 BIOL 165 - Foundations of Biology **Credits:** 4,5

Note:

This major is available only to those who are obtaining secondary teacher certification. Program is certified by the Michigan Department of Education and accredited by the National Science Teachers Association.

General Education Requirements—for Physics and Physics Education with Secondary Certification

For more information regarding General Education Requirements or Secondary Certification with a BA or BS degree, see the department of Teaching, Learning & Curriculum

Religion: 12*

RELT 100 - God and Human Life **Credits:** 3
 RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
 RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:

ENGL 115 - College Writing I **Credits:** 3
 ENGL 215 - College Writing II **Credits:** 3
 COMM 450 - Communication in the Classroom **Credits:** 3

Foreign Language (BA only)

Intermediate Language (4)

History:

HIST 117 - Civilizations and Ideas I **Credits:** 3
 HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts/Humanities:

Choose one course from:
 ARTH 220 - Language of Art **Credits:** 3
 PHTO 210 - History of Photography **Credits:** 3
 Studio Art (3)
 ENGL 255 - Studies in Literature **Credits:** 3
 PHIL 224 - Introduction to Philosophy **Credits:** 3
 MUHL 214 - Enjoyment of Music **Credits:** 3
 Ensemble Music (3)

Life/Physical Sciences:

see cognate requirements for major

Mathematics:

see cognate requirements for major

Service:

EDTE 165 - Introduction to Teaching **Credits:** 4

Social Sciences:

GDPG 302 - Educational Psychology **Credits:** 3
 EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

Fitness Education:

HLED 120 - Fit for Life **Credits:** 1
 plus two Fitness Education courses

Non-degree Majors

Physics Studies Major

Major Requirements: 30

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
 PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
 PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
 PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
 PHYS 277 - Physics Colloquium **Credits:** 0 *
 PHYS 311 - Classical Mechanics I **Credits:** 3 (or ENGR 285 and PHYS 412),
 PHYS 330 - Thermodynamics and Statistical Mechanics **Credits:** 3

PHYS 377 - Advanced Physics Laboratory I **Credits:** 1
PHYS 431 - Electricity and Magnetism I **Credits:** 3 (or ENGR 435)
PHYS 481 - Quantum Mechanics I **Credits:** 3
PHYS 495 - Physics Research **Credits:** 0–3 (a minimum of 1 credit)
plus an additional 3–6 credits numbered 300 and above in consultation with advisor.

Note:

*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Cognate Courses:

MATH 191 - Calculus I **Credits:** 4 or
MATH 195 - Calculus I for Biology **Credits:** 4

MATH 192 - Calculus II **Credits:** 4
MATH 240 - Calculus III **Credits:** 4
MATH 286 - Differential Equations **Credits:** 3

Note:

This major is available only as a second major. It is designed to complement engineering, computer science, chemistry and mathematics degrees, but may be added to a major in any field.

Undergraduate Minors

Physics Minor

Minor Requirements: 20

PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1
PHYS 277 - Physics Colloquium **Credits:** 0 *
PHYS 311 - Classical Mechanics I **Credits:** 3
and electives chosen in consultation with the department chair.

Note:

*PHYS 277 is required every semester. MATH 389 may substitute for PHYS 277.

Secondary-teaching Certification:

Students in a teacher certification program are required to take PHYS 330, PHYS 377 and PHYS 495 (1) Research. They are also required to take MATH 191, CHEM 131, and BIOL 165 as cognates. Program is certified by the State of Michigan Department of Education and accredited by the National Science Teachers Association.

For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Physics

PHYS 107 - Concepts and Applications in Physics I

Credits: 3

Identifying and quantifying physics concepts that organize daily experience, selected from mechanics, waves, thermodynamics, electromagnetism, optics, and modern physics. Includes individual and collaborative development of abstract and practical problem solving skills and applications in the classroom and integrated laboratory experience. Intended to lay a foundation for pre-professional and calculus-based introductory physics courses. In combination with PHYS 108, meets the physical science requirement for Andrews University General Education. Does not apply to a physics major or minor.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab

Term Offering: Fall
College Code: CAS

PHYS 108 - Concepts and Applications in Physics II

Credits: 3

A sequel to PHYS107, identifying and quantifying the remaining physics concepts from mechanics, waves, thermodynamics, electromagnetism, optics, and modern physics. Includes individual and collaborative development of abstract and practical problem solving skills and applications in the classroom and integrated laboratory experience. Intended to lay a foundation for pre-professional and calculus-based introductory physics courses. In combination with PHYS 107, meets the physical science requirement for Andrews University General Education. Does not apply to a physics major or minor.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 107
Schedule Type: Lecture/Lab
College Code: CAS

PHYS 110 - Astronomy

Credits: 4

Exploring the cosmic environment—the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large-scale features of the Universe. Meets the Andrews General Education Physical Science requirement. Does not apply to a major or minor.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P2 or MATH 145 or MATH 165 or STAT 285 or equivalent.
Schedule Type: Lecture/Lab, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

PHYS 115 - Mythbusting

Credits: 4

Examining what is commonly believed about the physical world and how to realign it with measureable reality. A conceptual and relevant understanding of physics—forces, matter and energy with 21st century applications. Meets the General Education Physical Science requirement. Does not apply to a major or minor.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P2 or any GE-level math course.
Schedule Type: Lecture/Lab
College Code: CAS

PHYS 117 - Observational Astronomy Lab

Credits: 0,1

Practical experience and background in observational astronomy with modern optical instruments in laboratory, field or remote facilities. As weather permits, lab will include sessions at the Kingman Observatory with departmental or personal telescopes. This is a standalone laboratory course suitable for students in any major and for the general public. General Education Physical Science credit is limited to transfer students who are articulating a lecture course in astronomy or a Physical Science with 3 or more credits. Does not apply to a major or minor.

Lecture/Lab: Weekly: one 3-hour activity
Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Lab
College Code: CAS

PHYS 141 - General Physics I

Credits: 4

Algebra based introduction to mechanics, wave motion, sound and thermodynamics.

Lecture/Lab: Weekly: 3 lectures, 1 recitation, 1-hour of small-group learning and one 2.5-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P4 or MATH 167 or MATH 168
Schedule Type: Lecture, Lab, Workshop
College Code: CAS

PHYS 142 - General Physics II

Credits: 4

Algebra based introduction to electricity, magnetism, physical and geometric

optics, relativity, and modern physics

Lecture/Lab: Weekly: 3 lectures, 1 recitation, 1-hour of small-group learning and one 2.5-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 141
Schedule Type: Lecture, Lab, Workshop
College Code: CAS

PHYS 225 - Sound and Waves

Credits: 4

The production, transmission, synthesis, and perception of sound as understood through the physical principles, properties, and nature of waves. Includes a survey of applications—music, speech, locomotion, and imaging—and comparisons with light and other kinds of waves. Meets the General Education Physical Science requirement. Does not apply to a major or minor.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MPE P2 or MATH 145 or MATH 165 or STAT 285
Schedule Type: Lecture/Lab
College Code: CAS

PHYS 235 - MATLAB

Credits: 2,3

An introduction to MATLAB programming with a focus on its application to physics problems. The capabilities of MATLAB are explored in the areas of graphing, data analysis, numerical methods, Fourier analysis, and signal processing.

Lecture/Lab: Weekly: 1 lecture and a 4-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lab
College Code: CAS

PHYS 241 - Physics for Scientists and Engineers I

Credits: 4

A calculus-based introduction to mechanics, wave motion and thermodynamics emphasizing the mathematical formulation and the physical significance of fundamental principles.

Lecture/Lab: Weekly: 4 lectures and 1 recitation
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PHYS 271
Prerequisite(s): MATH 192
Schedule Type: Lecture
College Code: CAS

PHYS 242 - Physics for Scientists and Engineers II

Credits: 4

A calculus-based introduction to electricity, magnetism, geometric and physical optics, relativity, and modern physics emphasizing the mathematical formulation and the physical significance of fundamental principles.

Lecture/Lab: Weekly: 4 lectures and 1 recitation
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PHYS 272
Prerequisite(s): MATH 192 and PHYS 241
Schedule Type: Lecture
College Code: CAS

PHYS 271 - Physics for Scientists and Engineers Laboratory I

Credits: 1

Laboratory experiments in mechanics, wavemotion and thermodynamics, associated with the PHYS241 course.

Lecture/Lab: Weekly: one 3-hour lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): PHYS 241
Schedule Type: Lab
College Code: CAS

PHYS 272 - Physics for Scientists and Engineers Laboratory II

Credits: 1

Laboratory experiments in electricity, magnetism, geometric and physical optics, and modern physics associated with the PHYS242 course.

Lecture/Lab: Weekly: one 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PHYS 242

Schedule Type: Lab

College Code: CAS

PHYS 277 - Physics Colloquium

Credits: 0

Current topics and issues of interest to the physics community. Required each semester of all students with a physics major or minor. Interchangeable with MATH 389.

Lecture/Lab: Weekly: 1 lecture or activity

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: CAS

PHYS 280 - Topics in _____

Credits: 0–3

Introductory-level topics in astrophysics, other current physics area or associated scientific programming.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Approval of the instructor.

Repeatable: Repeatable up to 4 credits. Minimum of 4 hours per week is required for each credit earned.

Schedule Type: Seminar

College Code: CAS

PHYS 295 - Independent Study/Research

Credits: 1,2

Individually directed reading and lab projects in physics (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Approval of the instructor.

Repeatable: Repeatable up to 4 credits

Schedule Type: Independent

College Code: CAS

PHYS 311 - Classical Mechanics I

Credits: 3

Statics, kinematics, and dynamics for single particles, including Lagrangian and Hamiltonian formalisms.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MATH 192

Prerequisite/Corequisite: PHYS 241 or PHYS 142

Recommended: PHYS 242

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

PHYS 316 - Biophysics

Credits: 3

Modeling and describing physical phenomena of living systems, including transport and diffusion across membranes and electrical processes in muscle and nerve tissue.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 242 (recommended) or PHYS 142; MATH 192

Schedule Type: Lecture

College Code: CAS

PHYS 325 - Astrophysics

Credits: 3

The application of physics to astronomical objects and systems. Includes orbital mechanics, observing with light, planetary systems, stellar mechanics, galaxies, and cosmology.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 242 (recommended) or PHYS 142 ; MATH 192

Schedule Type: Lecture

College Code: CAS

PHYS 330 - Thermodynamics and Statistical Mechanics

Credits: 3

Systematic introduction to thermodynamics, kinetic theory, and statistical mechanics (classical and quantum).

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 242 (recommended) or PHYS 142 ; MATH 192

Schedule Type: Lecture

College Code: CAS

PHYS 350 - Optics

Credits: 3

Geometric and physical optics; interference and diffraction, polarization, Fourier optics, lasers, and holography.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 242 (recommended) or PHYS 142; MATH 192.

Schedule Type: Lecture

College Code: CAS

PHYS 377 - Advanced Physics Laboratory I

Credits: 1

Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, scientific computing, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 2 credits

Schedule Type: Lab

Term Offering: Spring

College Code: CAS

PHYS 400 - Demonstrations in Physics

Credits: 1,2

Identifying topics suitable for demonstration, surveying the literature, preparing demonstrations, finding suppliers of materials and equipment. Critically evaluating demonstrations—their design, preparation, and execution.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Approval of the department chair.

Schedule Type: Lab

College Code: CAS

PHYS 412 - Classical Mechanics II

Credits: 3

Statics, kinematics, and dynamics of multi-particle systems, including Lagrangian and Hamiltonian formalisms.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 311 or ENGR 285 ; MATH 192

Schedule Type: Lecture

College Code: CAS

PHYS 420 - Advanced Topics in_____

Credits: 2,3

Atomic physics, nuclear physics, or other current physics area.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PHYS 242 or PHYS 311

Repeatable: Repeatable up to 6 credits

Schedule Type: Lecture

College Code: CAS

PHYS 431 - Electricity and Magnetism I

Credits: 3

A treatment of electromagnetic phenomena in terms of potentials and vector fields. Develops Maxwell's equations with descriptions of electrostatics and magnetostatics as solutions to Laplace's and Poisson's equations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PHYS 311

Schedule Type: Lecture

College Code: CAS

PHYS 432 - Electricity and Magnetism II

Credits: 3

A treatment of electromagnetic phenomena in terms of potentials and vector fields. Addresses electromagnetic radiation in media, reflection and refraction, and the fields of waveguides and antennae.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PHYS 431

Schedule Type: Lecture

College Code: CAS

PHYS 440 - Relativity

Credits: 3

Einstein's theories of Special and General Relativity. Includes introductions to black holes, relativistic cosmology and gravitational waves.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 242 (recommended) or PHYS 142 ; MATH 192

Schedule Type: Lecture

College Code: CAS

PHYS 445 - Particle Physics

Credits: 3

A study of particle properties, forces, structure, decay and reaction mechanism in the context of the Standard Model.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 481

Schedule Type: Lecture

College Code: CAS

PHYS 460 - Solid State Physics

Credits: 3

A study of crystallography, x-ray diffraction, properties of crystalline and amorphous solids, band theory of solids, and lattice dynamics.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 311

Schedule Type: Lecture

College Code: CAS

PHYS 475 - Physics Review

Credits: 3

A review and synthesis of physics concepts and analytical and experimental techniques in preparation for entry into a graduate program. Topics include classical, statistical and quantum mechanics, waves and classical fields.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 311

Schedule Type: Workshop

College Code: CAS

PHYS 477 - Advanced Physics Laboratory II

Credits: 1

Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, scientific computing, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 2 credits

Schedule Type: Lab

Term Offering: Spring

College Code: CAS

PHYS 478 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Schedule Type: Blended Learning

College Code: CAS

PHYS 481 - Quantum Mechanics I

Credits: 3

The mechanics of physical phenomena at small scales in formalisms developed by

Schrödinger, Heisenberg, and Dirac. Treatments of infinite and square well, barrier, step, and harmonic oscillator potentials; uncertainty relations and angular momenta.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 311

Schedule Type: Lecture

College Code: CAS

PHYS 482 - Quantum Mechanics II

Credits: 3

Matrix mechanics and spin, quantum mechanics applied to the hydrogen atom, many-electron atoms and solid state physics. Also an introduction to time-independent and time-dependent perturbation theory.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHYS 481

Schedule Type: Lecture

College Code: CAS

PHYS 490 - Independent Study in Physics

Credits: 1–3

Individually directed study or problem-solving in selected fields of physics. A minimum of 4 hours work per week is required for each credit earned and a written paper is required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

Special Approval: Instructor permission required.

College Code: CAS

PHYS 495 - Physics Research

Credits: 0–3

An independent research project in physics supervised by a faculty member. A minimum of 4 hours work per week is required for each credit earned. A written paper and an oral presentation are required. Students should register for credit, or for the zero credit option, for each semester during which research is being done.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

Special Approval: Instructor permission required.

College Code: CAS

PHYS 530 - Topics in Teaching _____

Credits: 1–3

Discussions on 1) the principles of physics and effective approaches for teaching them, or 2) the physics lab, its purposes, administrative and safety procedures, essential equipment, seminal experiments, data analysis, lab journal, and reports.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 9 credits

Schedule Type: Seminar

College Code: CAS

PHYS 540 - Topics in _____

Credits: 2,3

Study in one of the traditional areas of graduate physics such as electromagnetic theory, analytical or quantum mechanics, solid state, atomic, nuclear or high energy physics, astrophysics, relativity, or mathematical physics. Students complete readings and problems.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 9 credits

Schedule Type: Lecture

College Code: CAS

PHYS 577 - Physics Colloquium

Credits: 0, 0.5, 1

Current topics and issues of interest in the physics community. For non-zero credit options, includes specialized study and the preparation and delivery of a public presentation.

Lecture/Lab: Weekly: 1 lecture or activity

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable up to 1 credit

Schedule Type: Seminar

College Code: CAS

PHYS 648 - Workshop

Credits: 1–3

An intensive program for middle school and secondary teachers and teachers-in-training who seek certification or endorsement in physics and who wish to update and expand their skills in the physics laboratory.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: CAS

PHYS 690 - Independent Study/Research

Credits: 1–3

Individually directed study, problem-solving, or research in selected fields of physics. Open to qualified students who show ability and initiative. A minimum of 4 hours work per week expected for each credit earned.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Consent of department chair.

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: CAS

Religion & Biblical Languages

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Mission

The Department of Religion & Biblical Languages seeks to engage majors and general education students through a biblically grounded, theologically astute and relevant process of spiritual formation; equipping and inspiring them to passionately serve the Seventh-day Adventist Church and the wider world beyond as dedicated lay persons and committed denominational employees in the expectation of the soon coming of Jesus Christ.

Students who are religion and theology majors must be in good and regular standing in terms of student life citizenship. As future ministers of the church, they are expected to live in harmony with Seventh-day Adventist beliefs and practices. Failure in any of these areas may lead to a student being placed on probation or being dismissed from the program. Academic requirements and other program standards are stated in detail in the departmental handbook.

Associates

Christian Discipleship AA

This degree prepares students for personal outreach ministries, including Bible instruction, and offers an opportunity to study a broad spectrum of courses covering both Old and New Testament.

This AS degree can be completed on-campus or online. Program requirements are the same for both the main campus and online options.
Main Campus: All courses for this program are available on the main campus. Campus course formats include lectures, labs, and more interactive learning experiences.
Online: All course requirements can also be completed online, with no time required on the main campus. Online courses are offered in self-paced open learning and self-paced full term formats, with a few also available in interactive online format (see School of Distance Education and International Partnerships Online Delivery Definitions).

Requirements - 33

RELB 111 - Introduction to the Old Testament **Credits:** 3
RELB 112 - Introduction to the New Testament **Credits:** 3
RELB 210 - Jesus in His Time and Ours **Credits:** 3
RELB 235 - Apocalyptic and Biblical Prophecy **Credits:** 3
RELB 245 - Hermeneutics **Credits:** 3
RELB 335 - Acts and Epistles **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
RELT 315 - Christian Discipleship **Credits:** 3

Choose one of the following courses

RELT 115 - Introduction to Christian Discipleship **Credits:** 3
3 Credits of RELP 240 - Personal Witnessing **Credits:** 2-3

Choose one of the following courses

RELG 225 - Foundations of Missions **Credits:** 3
RELT 250 - Personal Spirituality and Faith **Credits:** 3
RELP 335 - Foundations of Youth Ministry **Credits:** 3

Andrews Core Experience

Students must take the courses designated in the Andrews Core Experience: Associate Degrees outline.

Bachelors

Religion BA (Distance Ed)

Online Delivery: This degree is offered as self-paced online program, although some courses are sometimes available in an interactive online format (see School of Distance Education and International Partnerships Definitions). This program does not require any time on campus.

Total Credits: 124

Program Description

The BA in Religion is designed for students seeking a mastery of basic principles of biblical interpretation, theological reasoning, and practical ministry. This degree does not aim for intentional integration with a student's primary major and related vocational goals, but instead provides a broad-based immersion into Adventist theology and practice. As this degree fulfills part but not all of seminary prerequisites, it is a good fit for non-traditional students as they can finish their remaining prerequisites in the seminary.

Major: Core Requirements - 44-45

RELB 111 - Introduction to the Old Testament **Credits:** 3
RELB 112 - Introduction to the New Testament **Credits:** 3
RELB 210 - Jesus in His Time and Ours **Credits:** 3
RELB 245 - Hermeneutics **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
RELT 100 - God and Human Life **Credits:** 3
RELT 250 - Personal Spirituality and Faith **Credits:** 3
RELT 325 - Theology I **Credits:** 3
RELT 326 - Theology II **Credits:** 3
RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

RELB 304 - Studies in Daniel **Credits:** 3

Or RELB 305 - Studies in Revelation **Credits:** 3

Choose one of the following courses:

RELB 216 - Law and Writings of the Old Testament **Credits:** 3

RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3

RELB 335 - Acts and Epistles **Credits:** 3

Take 5-6 credits from the following:

RELG 225 - Foundations of Missions **Credits:** 3

RELP 240 - Personal Witnessing **Credits:** 2-3

RELP 330 - Homiletics—Introduction to Preaching **Credits:** 2

RELP 335 - Foundations of Youth Ministry **Credits:** 3

RELP 441 - Introduction to Pastoral Ministry **Credits:** 2,3

Andrews Core Experience

The Religion Andrews Core Experience requirement is fulfilled through completion of the religion major.

Students must complete an intermediate language course/requirement either through Greek, Hebrew, or a modern foreign language.

Students must take all courses designated in the BA/BS degree requirements of the Andrews Core Experience Program while noting the preceding specific considerations for this degree.

Program Outcomes

Seek Knowledge

Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective.

Affirm Faith

Expression of faith: In the context of present society, history, theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing.

Exhibit growth in Christian life skills.

Change the World

Document an attitude of mission, experience & skills in personal service.

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 Seventh-day Adventist Theological Seminary section of this bulletin.

Religion, BA

Total Credits: 124

Program Description

The BA in Religion is designed for students seeking a mastery of basic principles of biblical interpretation, theological reasoning, and practical ministry. This degree does not aim for intentional integration with a student's primary major and related vocational goals, but instead provides a broad-based immersion into Adventist theology and practice. It is suited as a degree for non-traditional students who for various reasons are not in the position to complete a BA in Theology. The degree does not meet pre-Seminary requirements and students are encouraged to add another major.

Major: Core Requirements - 42-43

Biblical Studies (15)

RELB 111 - Introduction to the Old Testament **Credits:** 3

RELB 112 - Introduction to the New Testament **Credits:** 3

RELB 210 - Jesus in His Time and Ours **Credits:** 3

RELB 406 - Studies in Daniel and Revelation **Credits:** 3

Choose one of the following courses:

RELB 216 - Law and Writings of the Old Testament **Credits:** 3

RELB 335 - Acts and Epistles **Credits:** 3

RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3

Theological Studies (15-16)

RELT 250 - Personal Spirituality and Faith **Credits:** 3

Or RELT 315 - Christian Discipleship **Credits:** 3

RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4 (3-4 credits)*

RELT 325 - Theology I **Credits:** 3

RELT 326 - Theology II **Credits:** 3

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Practical Studies*

RELP 200 - Religion Forum **Credits:** 0 (Every semester in residence)

Choose five to six credits from the following courses:

RELP 240 - Personal Witnessing **Credits:** 2-3

Any RELP course.

Electives (6)*

Courses from RELP, RELG, RELH, RELT, or RELB.

*Please see note below regarding electives for those wishing to enter the Seventh-day Adventist Theological Seminary. Students wishing to enter the seminary should take RELH 400 for (4) credits.

Andrews Core Experience - 60-61

Students must take all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience.

RELT 100 - God and Human Life **Credits:** 3 (Or Test Out)

Language*

Choose one of the following sets:

BIBL 211 - Greek I **Credits:** 3

BIBL 212 - Greek II **Credits:** 3

BIBL 313 - Greek III **Credits:** 3

Or

BiBL 341 - Hebrew I **Credits:** 3

BIBL 342 - Hebrew II **Credits:** 3

Or

Any modern foreign language, through the intermediate level.

*Note: Language requirements may be fulfilled by any intermediate level foreign language course. Major requirement can be fulfilled by taking one of the Biblical languages.

Graduation Requirements

Minimum grade of "C-" for all major classes and cognates.

Minimum overall GPA of 2.25

Major GPA of 2.50

Practical service in accordance with the requirements of the department.

Program Outcomes

Seek Knowledge

Document foundational knowledge in the areas of Bible, history, and theology from an SDA perspective

Affirm Faith

Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church

Exhibit growth in awareness of Christian values and life skills

Change the World

Document service experiences & skills in community and cross cultural contexts

Off-campus Locations

This program is also offered at approved off-campus location(s).

Additional Information

For students wishing to directly enter the seminary, it is recommended that you choose the following prerequisite courses in addition to the prerequisites built into the degree: RELP 485 (Pastoral Ministry), RELH 316 (History of the Christian Church I), RELH 317 (History of the Christian Church II), and RELP 330 (Homiletics). One of the RELP courses can count towards your practical studies elective component of

the degree, and two of the three remaining courses can fit into your general departmental electives, leaving you with only (1) additional course.

Employment/Future Academic Progress Information

For students desiring to directly enter the ministry upon graduation, the Theology, BA is the standard, in-depth degree that has greater employment options. The religion degree should be done in conjunction with another major for employment purposes except for transfer/major change students attempting to finish up and go directly to the seminary.

Religion, Secondary Education Concentration BA

Total Credits: 124

Program Description

The BA in Religion for Secondary Education includes all requirements in Religion for SDA church certification and is designed for those seeking to teach religion on the secondary level. In order to meet Michigan State Teacher Certification requirements an additional major and minor must be earned. Students must obtain a second advisor in the School of Education and consult regularly with that advisor as well as their Religion advisor.

Major: Core Requirements - 33-34

- RELB 111 - Introduction to the Old Testament **Credits:** 3
- RELB 112 - Introduction to the New Testament **Credits:** 3
- RELB 245 - Hermeneutics **Credits:** 3
- RELB 210 - Jesus in His Time and Ours **Credits:** 3
- RELB 406 - Studies in Daniel and Revelation **Credits:** 3
- RELT 100 - God and Human Life **Credits:** 3
- RELT 326 - Theology II **Credits:** 3
- 3 Credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4

Choose one course from the following:

- RELB 216 - Law and Writings of the Old Testament **Credits:** 3
- RELB 335 - Acts and Epistles **Credits:** 3
- RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3

Choose two courses from the following:

- RELT 250 - Personal Spirituality and Faith **Credits:** 3
- RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
- RELP 335 - Foundations of Youth Ministry **Credits:** 3
- RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Certification

Denominational
Religion for Secondary Education includes all requirements in Religion for SDA church certification and designated for those seeking to teach religion on the secondary level. In order to meet Michigan State Teacher Certification requirements an additional major and minor must be earned. Students must obtain a second advisor in the School of Education and consult regularly with that advisor as well as their Religion advisor.

Andrews Core Experience

Please see the School of Education, Department of Teaching, Learning & Curriculum for specific Andrews Core Experience requirements.

Graduation Requirement:

- A minimum grade of "C" for all major classes
- a minimum overall GPA of 2.5
- Major GPA of 2.50
- Practical service in accordance with the requirements of the department.

See Department of Teaching, Learning & Curriculum for Additional Secondary Education graduation requirements.

Additional Information

Seminary Prerequisites
Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

Theology BA

Total Credits: 124

Program Description

The BA in Theology is a pre-professional degree which prepares students for the Theological Seminary and further training towards full time gospel ministry. It lays a solid foundation in the areas of biblical languages, exegesis, and theology, practical theology and ministry, history of the Christian Church with an emphasis on the Seventh-day Adventist movement, and doctrine and systematic theology, including ethics. It requires the development of an individual portfolio of ministerial service.

Major: Core Requirements - 57

- RELB 111 - Introduction to the Old Testament **Credits:** 3
- RELB 112 - Introduction to the New Testament **Credits:** 3
- RELB 210 - Jesus in His Time and Ours **Credits:** 3
- RELB 245 - Hermeneutics **Credits:** 3
- RELB 335 - Acts and Epistles **Credits:** 3
- RELB 406 - Studies in Daniel and Revelation **Credits:** 3
- RELP 105 - Introduction to Pastoral Service **Credits:** 1
- RELP 200 - Religion Forum **Credits:** 0 (each semester registered)
- RELP 240 - Personal Witnessing **Credits:** 2–3
- RELP 330 - Homiletics—Introduction to Preaching **Credits:** 2
- RELP 350 - Evangelism **Credits:** 3
- RELP 480 - Practicum Capstone **Credits:** 1
- RELP 485 - Pastoral Ministry **Credits:** 3
- RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
Take for 4 credits.
- RELT 325 - Theology I **Credits:** 3
- RELT 326 - Theology II **Credits:** 3

Choose one class from each of the following sets: (One or both classes must be 400 level.)

- RELB 216 - Law and Writings of the Old Testament **Credits:** 3 **Or** RELB 416 - Advanced Study in Law and Writings Credits: 3
- RELB 274 - Prophetic Writings of the Old Testament **Credits:** 3 **Or** RELB 474 - Advanced Study in Old Testament Prophets Credits: 3

Choose one of the following:

- RELG 225 - Foundations of Missions **Credits:** 3
- RELP 335 - Foundations of Youth Ministry **Credits:** 3

Choose one course from each of the following three categories (must take 3 credits in each category):

- Christian Spirituality:* (3 credits)
RELT 115 - Introduction to Christian Discipleship **Credits:** 3
- RELT 315 - Christian Discipleship **Credits:** 3
- RELT 250 - Personal Spirituality and Faith **Credits:** 3
- RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Religion, Culture, and Society: (3 credits)

- RELG 350 - World Religions **Credits:** 3
- RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
- RELT 348 - Christians and the Environment **Credits:** 3
- RELT 385 - Bioethics and Christian Faith **Credits:** 3
- RELT 390 - Christian Business Ethics **Credits:** 3
- RELT 445 - Modern Trends in Religion & Society **Credits:** 1–3

Issues in Theology: (3 credits)
REL T 415 - Topics in Theology **Credits: 3**
REL T 420 - Formative Thinkers in Religion **Credits: 3**

Major: Additional Requirements

Theology majors must, within their first semester on campus, prove proficiency in Theology and Bible through a test, including a written paper and an interview, administered by the department. If they fail to meet these requirements, REL T 100 is required.

Cognates - 22

BIBL 211 - Greek I **Credits: 3**
BIBL 212 - Greek II **Credits: 3**
BIBL 313 - Greek III **Credits: 3**
BIBL 341 - Hebrew I **Credits: 3**
BIBL 342 - Hebrew II **Credits: 3**
RELH 316 - History of the Christian Church I **Credits: 3**
RELH 317 - History of the Christian Church II **Credits: 3**

REL T 295 - Introduction to Theological Research **Credits: 1**
Or HONS 398H - Research Pro-Seminar **Credits: 1**

Andrews Core Experience

Students must take the courses designated in the Andrews Core Experience: BA & BS Degrees outline. Noting the following courses as required courses;

Humanities

PHIL 224 - Introduction to Philosophy **Credits: 3**

Social Sciences

A Family Study Course (FMST) **Or**
PSYC 101 - Introduction to Psychology **Credits: 3** (Seminary Recommended) **Or**
PSYC 180 - Dealing with Your Mind **Credits: 3**

Graduation Requirements

(a) A minimum grade of "C-" for all major classes and cognates; (b) a minimum overall of 2.25 GPA; (c) major GPA of 2.50; (d) a practical ministry portfolio in accordance with the requirements of the department.

Program Outcomes

Seek Knowledge

Possess a foundational knowledge in the areas of Bible, history, and theology, from an SDA perspective
Possess skills in the major biblical languages of Hebrew & Greek

Affirm Faith

In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing

Change the World

Exhibit growth in Christian life skills
Document experience & skills in personal ministry and evangelism on the level of local church and community and in a cross cultural context

Off-campus Locations

This program is also offered at approved off-campus location(s).

Program Acceptance

Students who enter the Theology, BA will be assessed at the end of their first year in the program in the areas of Christlikeness, character, community involvement, discipleship, mission, and scholarship. Students who do not receive a positive recommendation for continuation in the program will be transferred to the Religion, Biblical & Theological studies degree. An appeal to the faculty may be made. For this, an appointment should be made with the department chair.

Undergraduate Minors

Biblical Languages Minor

Minor Requirements - 20

BIBL 211 - Greek I **Credits: 3**
BIBL 212 - Greek II **Credits: 3**
BIBL 313 - Greek III **Credits: 3**
BIBL 341 - Hebrew I **Credits: 3**
BIBL 342 - Hebrew II **Credits: 3**
BIBL 495 - Independent Study **Credits: 1-3**
A total of 5 credits of BIBL 495 must be taken.

Missions Minor

Minor Requirements - 20

ANTH 200 - Cultural Anthropology **Credits: 3**
RELG 350 - World Religions **Credits: 3**
REL P 240 - Personal Witnessing **Credits: 2-3**
REL P 325 - Preparation for Mission Service **Credits: 2**
Or RELG 225 - Foundations of Missions **Credits: 3**

Choose one or two courses from the following:

EDTE 165 - Introduction to Teaching **Credits: 4**
BSAD 365 - International Environment of Business **Credits: 3**
BSAD 450 - Multicultural Business Relations **Credits: 3**
ENGL 465 - TESOL Methods **Credits: 2**
FDNT 469 - International Nutrition **Credits: 2,3**
SOCI 431 - Needs Assessment and Capacity Mapping **Credits: 3**

Choose two courses from the following:

GEOG 260 - Cultural Geography **Credits: 3**
RELG 360 - Topics in Religion **Credits: 1-3**

Topics: Mission Cultural and Religious Context (3 credits) and/or Christian Witness and World Religions (3 credits). These seminary courses are also available by request/instructor permission.

Religion Minor

Minor Requirements - 20

6 upper-division credits, 15 credits from RELB, RELT, RELG, and RELP. The remaining 5 credits may be taken from any Department of Religion & Biblical Languages offerings subject to consultation with the department.

Certificates

Christian Discipleship Certificate

This program is designed for students desiring limited studies in Christian Discipleship.

Certificate Description

The Christian Discipleship Certificate prepares Christians to better connect with God, self, and others, through a deeper understanding of biblical foundations, applied to their vocational calling and specific ministries. The certificate requires academic study and service learning in an internship ministry experience, with a portfolio as evidence of completing all certificate outcomes. All courses may be counted towards other religion associates/baccalaureate degrees.

Online delivery: This program is also offered in a self-paced online format (see School of Distance Education and International Partnerships Definitions). Some courses may also be available in an interactive online format. This program does not require any on-campus time, unless one is enrolled in the on-campus delivery.

Certificate Requirements: 17-18

RELT 115 - Introduction to Christian Discipleship **Credits:** 3

Choose one course from each of the following sets:

RELB 111 - Introduction to the Old Testament **Credits:** 3

RELB 112 - Introduction to the New Testament **Credits:** 3

RELB 210 - Jesus in His Time and Ours **Credits:** 3

RELT 250 - Personal Spirituality and Faith **Credits:** 3

RELB 230 - Biblical Prayers **Credits:** 3

RELT 100 - God and Human Life **Credits:** 3

RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

RELG 110 - Global Adventism and Cross-Cultural Service **Credits:** 3

RELG 225 - Foundations of Missions **Credits:** 3

RELP 325 - Preparation for Mission Service **Credits:** 2

RELP 240 - Personal Witnessing **Credits:** 2–3

RELP 350 - Evangelism **Credits:** 3

Additional Requirements

Practicum

The certificate requires a practical ministry component.

Program Outcomes

At the end of the program the students should be able to:

Demonstrate understanding of human spiritual development

Apply biblical themes and key theological doctrines to fundamentals of discipleship

Exhibit fundamental principles of biblical discipleship through personal faith journey

Document discipleship initiative through applied, practical service

Ministry Certificate (Spanish)

Online Delivery: This degree is offered as an interactive online program (see School of Distance Education and International Partnerships Definitions). This program does not require any time on campus.

Description

The Certificate in Ministry in Spanish provides biblical and theological foundations for practical Hispanic ministry through blended learning. The certificate requires academic study and service learning in an practical life setting, with a portfolio as evidence of completing all certificate outcomes.

Certificate Requirements: 18 Credits

The following courses will be taught in Spanish:

RELB 111 - Introduction to the Old Testament **Credits:** 3

RELB 112 - Introduction to the New Testament **Credits:** 3

RELB 210 - Jesus in His Time and Ours **Credits:** 3

RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

RELB 245 - Hermeneutics **Credits:** 3

3 Credits of RELP 240 - Personal Witnessing **Credits:** 2–3

Additional Requirements

Practicum

The certificate requires a practical ministry component with mentored learning.

Program Outcomes

At the end of the program the students should be able (in Spanish) to:

Document foundational knowledge in the area of Bible and Adventist teachings

Communicate the biblical message employing proper hermeneutical tools

Document service experiences and skills in practical witnessing

Mission and Global Awareness Certificate

Certificate Description

The Mission and Global Awareness Certificate prepares students for serving God and humanity in a cross cultural context. The programs provides theological foundations combined with sociological, anthropological and missiological understandings which equip the student for international service.

Certificate Requirements: 17-18

The below classes are available on-campus.

RELG 110 - Global Adventism and Cross-Cultural Service **Credits:** 3

Choose one course from each of the following sets:

RELG 225 - Foundations of Missions **Credits:** 3

RELP 325 - Preparation for Mission Service **Credits:** 2

RELT 100 - God and Human Life **Credits:** 3

RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

RELG 350 - World Religions **Credits:** 3

RELP 235 - Christianity in a World Context **Credits:** 2

ANTH 200 - Cultural Anthropology **Credits:** 3

BHSC 235 - Culture, Place and Interdependence **Credits:** 3

GEOG 260 - Cultural Geography **Credits:** 3

SOCI 160 - Introduction to International Development **Credits:** 3

Additional Requirements

A mission trip or volunteer service in an overseas culture is required.

Program Objectives

Program Outcomes

At the end of the program the students should be able to

Describe key factors which characterize the Seventh-day Adventist Church as a global movement

Identify significant challenges in cross cultural mission from an SDA perspective

Discern how culture and mission interact in service for God and humanity

Biblical Languages

BIBL 211 - Greek I

Credits: 3

Elements of grammar of the koine Greek of the New Testament, including vocabulary, translation, and reading.

Lecture/Lab: Weekly lab required

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced

Term Offering: Fall

College Code: CAS

BIBL 212 - Greek II

Credits: 3

Instruction in intermediate grammar and reading of selected portions of the New Testament.

Lecture/Lab: Weekly lab required

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIBL 211
Schedule Type: Lecture, Self-Paced
Term Offering: Spring
College Code: CAS

BIBL 221 - Elementary Latin

Credits: 2
Introduction to Latin grammar and syntax. Emphasis on biblical and ecclesiastical vocabulary and reading and translation of simple texts from Vulgate and church history.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BIBL 222 - Intermediate Latin

Credits: 2
Instruction in intermediate Latin grammar and syntax and reading and translation of selected texts from Vulgate and church history.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIBL 221
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIBL 313 - Greek III

Credits: 3
Advanced Koine Reading. New Testament portions from Luke, Paul, the book of Hebrews, and James should be analyzed on the bases of Greek syntax and author specific vocabulary. Selections from the Septuagint and the early church fathers will be considered to illustrate the development of thought within Christianity. Furthermore, introducing students to selections from Philo and Josephus.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIBL 211 and BIBL 212
Schedule Type: Lecture, Self-Paced
Term Offering: Fall, Summer
College Code: CAS

BIBL 341 - Hebrew I

Credits: 3
Fundamentals of Biblical Hebrew including a practical vocabulary, an understanding of the grammatical structure of the language, and practice in translation.

Lecture/Lab: Weekly lab required
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

BIBL 342 - Hebrew II

Credits: 3
Development of reading ability in different portions of the Hebrew Bible on intermediate level. Application of the principles of Hebrew lexicography, grammar, syntax and style to the exegesis of selected passages of the Hebrew Old Testament. Emphasis placed upon practical and scholarly application of the text in an exegesis paper.

Lecture/Lab: Weekly lab required
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIBL 341
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

BIBL 495 - Independent Study

Credits: 1-3
Provides opportunity for further and independent investigation of the history, development, and exegesis of the biblical text.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: CAS

Religion-Biblical Studies

RELB 111 - Introduction to the Old Testament

Credits: 3
An introduction to the writings and theology of the Old Testament within their near eastern cultural, geographical, and historical backgrounds.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced
Term Offering: Fall
College Code: CAS

RELB 112 - Introduction to the New Testament

Credits: 3
An introduction to the writings and theology of the New Testament within their Jewish and Greco-Roman cultural, geographical, and historical backgrounds.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced
Term Offering: Spring
College Code: CAS

RELB 210 - Jesus in His Time and Ours

Credits: 3
Details the mission, the message and the meaning of Jesus Christ for His day and for ours. What is it about the Christian story that captured the attention of so much of world history? Also examines the connection between Christ's first Advent and His second. May be taught with specific emphasis on one of the four gospels.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: CAS

RELB 216 - Law and Writings of the Old Testament

Credits: 3
An introduction to the Pentateuch and the "Writings" (historical books, Psalms, and Wisdom literature). May be taught with specific emphasis on a particular book or theme.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

RELB 230 - Biblical Prayers

Credits: 3
Readings of biblical prayers as part of divine-human dialogue, assessing their significance for theology as well as for personal spiritual life. A study of the way prayers help to characterize both God and human beings in various types of biblical literature, and reflections of the role of prayer in the life of believers today.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

RELB 235 - Apocalyptic and Biblical Prophecy

Credits: 3
A study of the meaning for the 21st century of biblical apocalyptic prophecy, describing the principles of reading and applying biblical prophecy in a modern world, comparing it with other modes of prophecy and prediction in the present culture, and assessing its relevance in view of modern global challenges. Does not count toward a Religion and Theology major.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

RELB 245 - Hermeneutics

Credits: 3
An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced

Term Offering: Fall
College Code: CAS

RELB 274 - Prophetic Writings of the Old Testament

Credits: 3
An introduction to the prophets of the Old Testament and their writings. May be taught with specific emphasis on a particular book or theme.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

RELB 304 - Studies in Daniel

Credits: 3
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

Grade Mode: Self-Paced (A-F,I,W)
Schedule Type: Self-Paced
College Code: CAS

RELB 305 - Studies in Revelation

Credits: 3
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

Grade Mode: Self-Paced (A-F,I,W)
Schedule Type: Self-Paced
College Code: CAS

RELB 335 - Acts and Epistles

Credits: 3
Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. May be taught with specific emphasis on a particular book or theme.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

RELB 406 - Studies in Daniel and Revelation

Credits: 3
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

RELB 416 - Advanced Study in Law and Writings

Credits: 3
Focused on a particular book or on themes in the law and writings of the Old Testament. Includes exegesis. Research paper required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BIBL 341 and BIBL 342
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

RELB 474 - Advanced Study in Old Testament Prophets

Credits: 3
Focused on a particular book or on themes in the prophetic writings of the Old Testament. Includes exegesis. Research paper required.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BIBL 341 and BIBL 342
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

Religion-General

RELG 110 - Global Adventism and Cross-Cultural Service

Credits: 3
A study of the Seventh-day Adventist Church as a global movement. Emphasis is on the interaction between mission, theology, organization, and culture in the 21st century.

Lecture/Lab: Weekly: 3 lectures
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

RELG 160 - Topics in Religion

Credits: 1–3
Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
Term Offering: Fall, Spring, Summer
College Code: CAS

RELG 225 - Foundations of Missions

Credits: 3
An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to understand God's mission in our world and to experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions. The class experience includes intensive short-term missions exposure by means of a class tour. Note: Student missionaries are required to take a different missions course: RELP 325 - Preparation for Mission Service.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced
College Code: CAS

RELG 248 - Workshop

Credits: 1–3
Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Workshop
Term Offering: Fall, Spring
College Code: CAS

RELG 350 - World Religions

Credits: 3
Explores major world views and religious traditions and their fundamental teachings, beliefs, and practices. Considers each major religion's analysis of basic human problems and the proposed solutions. Students learn to respect and understand diverse beliefs and practices. Taught from a Christian perspective, the course seeks to explore common ground and challenges between Christianity and the major world religions.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

RELG 360 - Topics in Religion

Credits: 1–3
Designed to add flexibility to the department offerings and to meet diverse student needs. Consult the class schedule for the current topic. This course qualifies for a deferred grade when it requires research.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
Term Offering: Fall, Spring, Summer
College Code: CAS

RELG 378 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. Religion and theology majors may apply up to 6 elective credits of classes taken on study tours toward their major if preapproved by department.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

RELG 380H - Honors in Religion (topic specified)

Credits: 1–3

Readings and seminar observations on various topics. Area of study announced in advance.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

RELG 496 - Special Projects in Religion

Credits: 1-3

By special permission of the Department of Religion & Biblical Languages.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: CAS

Religion-History

RELH 316 - History of the Christian Church I

Credits: 3

Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): HIST 117 or permission of instructor. Not applicable to the General Education requirements in religion nor a major in religion.

Schedule Type: Lecture, Self-Paced

Term Offering: Fall

College Code: CAS

RELH 317 - History of the Christian Church II

Credits: 3

Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): HIST 118 or permission of instructor. Not applicable to the GE requirements in religion.

Schedule Type: Lecture, Blended Learning, Self-Paced

Term Offering: Spring

College Code: CAS

RELH 400 - SDA History and Prophetic Heritage

Credits: 3,4

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. Theology majors take the class for 4 credits, Religion majors for 3 credits.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Summer

College Code: CAS

Religion-Professional & Applied Studies

REL105 - Introduction to Pastoral Service

Credits: 1

An introduction for ministerial students to the various components of the pastoral calling and practicum. Open only to Theology majors.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

REL200 - Religion Forum

Credits: 0

A weekly seminar giving instruction in the many aspects of ministering in churches. Required of all theology/religion majors. Students must register for this class each semester in residence.

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Practicum

Term Offering: Fall, Spring

College Code: CAS

REL235 - Christianity in a World Context

Credits: 2

An introduction to the status and role of Christianity and mission worldwide. Includes a brief history of Christian mission, current facts about mission needs, Christian and mission relationships to world religions, political ideologies, national development, and non-Western cultures.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

REL240 - Personal Witnessing

Credits: 2–3

Acquaintance with the dynamics of Christian witnessing in the neighborhood, at work, and in the friend-to-friend approach of personal Bible study. Christ's example of witnessing is highlighted.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Blended Learning, Seminar, Self-Paced

Term Offering: Fall

College Code: CAS

REL325 - Preparation for Mission Service

Credits: 2

An orientation to the knowledge, skills, and attitudes necessary for successful student mission service. This class is required for all student missionaries (SMs). The course includes aspects of the entire student missionary experience including: preparation (before going), in-field service (while serving in mission field), and re-entry (when the student missionary returns). This class fulfills 2 credits of the General Education religion requirement. The course is offered at the special reduced student missionary tuition rate. Students must enroll in the course before leaving as a student missionary. Instructor permission required.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning

Term Offering: Spring, Summer

College Code: CAS

REL330 - Homiletics—Introduction to Preaching

Credits: 2

Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion/theology majors.

Lecture/Lab: Weekly: lab required

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: RELB 245

Schedule Type: Lecture, Self-Paced

Term Offering: Spring

College Code: CAS

RELP 335 - Foundations of Youth Ministry

Credits: 3
Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth-training capacity.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
College Code: CAS

RELP 340 - Strategies for Service

Credits: 2
Creates the vision that all Christians can serve in mission. Shows how to witness in cross-cultural situations and introduces students to ways they can do mission in any occupation. Alternate forms of mission like tent-maker ministries, nonresident missionaries, urban ministry, and work with refugees and foreign students are addressed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

RELP 350 - Evangelism

Credits: 3
Students will prepare and conduct public evangelistic meetings. Different contexts will be chosen in different years. Students will study and reflect on the role of public evangelism in the mission of the church in various cultural settings.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): RELP 330
Schedule Type: Lecture, Blended Learning
College Code: CAS

RELP 441 - Introduction to Pastoral Ministry

Credits: 2,3
A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. Theology majors enroll for 3 credits and Religion majors for 2 credits.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Term Offering: Fall
College Code: CAS

RELP 480 - Practicum Capstone

Credits: 1
The Department of Religion and Biblical Languages seeks to engage theology majors in church based ministry which will equip and inspire them for pastoral ministry. This course is the culmination of that training experience and includes the fulfillment of all practicum requirements and succesful completion of the theology portfolio.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Practicum
College Code: CAS

RELP 485 - Pastoral Ministry

Credits: 3
A study of the principles of leadership as applied to pastoral ministry, in particular with regard to the minister as leader of worship, as nurturing pastor, as administrator of the church and as evangelist. This class summarizes and assesses the practical ministry portfolio developed by the student during the course of study.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): RELP 240, RELP 330, RELP 350
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

RELT 100 - God and Human Life

Credits: 3
How God confronts human beings—including the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: CAS

RELT 115 - Introduction to Christian Discipleship

Credits: 3
This course covers fundamental theories of human psychosocial, moral, and faith development, transformational theology and theory, and foundational principles of discipleship as found in both the Old and New Testaments of Scripture.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

RELT 207 - Issues in the Great Controversy

Credits: 3
Study of the controversy between Christ and Satan with particular emphasis on their characters and kingdoms, the attack against law, the implications of the sacrifice of Christ, the relationship of these issues to human lives today, and the completion of God's mission for sinners. Credit not applicable toward the theology concentration.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

RELT 216 - Workshop in Prayer

Credits: 2
Study of faith, private prayer, family worship, conducting prayer groups, public prayer, and prayer as a ministry. Not applicable toward the theology concentration or major in religion.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Workshop
Term Offering: Fall, Spring
College Code: CAS

RELT 225 - Doctrines of the Adventist Faith

Credits: 3
Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring, Summer
College Code: CAS

RELT 250 - Personal Spirituality and Faith

Credits: 3
A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: CAS

RELT 295 - Introduction to Theological Research

Credits: 1
Introduces students to basic research concepts, tools, and methodology in the discipline.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

RELT 308 - Gift of Prophecy

Credits: 2–3

Study of the prophetic manifestation in Bible and church to include the ministry and writings of Ellen G. White. Research paper may be required. Theology and Religion majors enroll for 2 credits.

Grade Mode: Self-Paced (A-F,I,W)

Schedule Type: Self-Paced

Term Offering: Fall

College Code: CAS

RELT 315 - Christian Discipleship

Credits: 3

Christians are called to be followers or disciples of Jesus. This class presents the personal and spiritual implications of the biblical concept of discipleship. Discipleship is discussed in light of personal life, biblical teachings, and historical-theological developments.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

RELT 325 - Theology I

Credits: 3

A continuation of RELT 100. Study of nature, sources, and methods of theology; the doctrines of God and his works (the Trinity, creation, providence, law, and Sabbath), Christ, the Holy Spirit, and human beings. Research paper may be required. Student can earn general education credit in either RELT 225 or RELT 325, but not in both.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: RELH 400

Schedule Type: Lecture, Self-Paced

Term Offering: Fall

College Code: CAS

RELT 326 - Theology II

Credits: 3

Study of the doctrines of Christ and salvation (nature and works of atonement), the church (characteristics, ministry, and mission), sanctuary and Christ's heavenly ministry, and eschatology from a distinct Seventh-day Adventist perspective. Research paper may be required.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): RELT 325

Schedule Type: Lecture, Self-Paced

Term Offering: Spring

College Code: CAS

RELT 340 - Religion and Ethics in Modern Society

Credits: 3

Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT340 or RELT 390, but not in both.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced

Term Offering: Fall, Spring

College Code: CAS

RELT 348 - Christians and the Environment

Credits: 3

A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

RELT 385 - Bioethics and Christian Faith

Credits: 3

A capstone seminar for biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 166, COMM 104 or higher, ENGL 215

Schedule Type: Lecture

College Code: CAS

RELT 390 - Christian Business Ethics

Credits: 3

Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh-day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT 340 or 390, but not in both. (Open only to upper division BBA students).

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

RELT 415 - Topics in Theology

Credits: 3

Focused attention on select theological issues and their relationship to Christian practice. The selection of topics varies with any given course offering and might include some of the following: Trinity, theodicy, sanctuary, apocalypticism, justification by faith, revelation and inspiration, and doctrine of creation. Research paper required.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): RELT 325, RELT 326

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: CAS

RELT 420 - Formative Thinkers in Religion

Credits: 3

An in-depth, seminar-style exploration of selected thinkers who have significantly impacted both Christian thought and the culture at large. Through a sustained attention of mostly primary texts, student explore the rich intersection of theology, philosophy, spirituality and ethics with the aim of probing the richness and complexity of human existence in relationship to God.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

RELT 425 - Seminar in Contemporary Theology

Credits: 3

A study of ideas of major theologians in modern times. Underlying philosophical presuppositions are analyzed. The relationship between theology and secularism is studied. The course critically examines some primary texts and evaluates their contribution and significance.

Grade Mode: Self-Paced (A-F,I,W)

Schedule Type: Self-Paced

College Code: CAS

RELT 440 - Fundamentals of Spirituality & Ethics in Healthcare

Credits: 3

Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Spring

College Code: CAS

RELT 445 - Modern Trends in Religion & Society

Credits: 1–3

Examines a wide range of issues arising from the postmodern cultural context and their impact on Christian self-understanding, missions, and ministry in general. Special attention given to the rise of secularism, pluralism and "new atheism" and the challenges such trends present for Christian apologetics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

RELT 475 - Theological and Biblical Research

Credits: 0

Independent student research under the supervision of a Department of Religion & Biblical Languages Faculty member.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Lecture

College Code: CAS

Social Work

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Faculty

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Mission

The Andrews University Department of Social Work, through excellence in teaching, research, and service, prepares students to be effective, knowledgeable, and qualified for practice in the twenty-first century. Using a person and environment perspective, graduates will enhance individual, family, group, organizational, and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. As a Seventh-day Adventist Christian institution, we build and disseminate knowledge, values, and skills that positively impact local, national, and international communities; affirm faith by integrating Christian compassion in action within generalist and advanced generalist social work practice; and change the world by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

Bachelors

Social Work BSW

The Bachelor of Social Work (BSW) is a professional degree which prepares graduates for generalist professional practice and/or the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing within appropriate advanced standing GPA guidelines. In addition to the on-campus BSW program, the BSW program is offered as an off-campus program at Washington Adventist University, Takoma Park, Md. The off-campus BSW program is administered and delivered by the AU Department of Social Work and upon completion the BSW is conferred by Andrews University. The AU baccalaureate program is accredited by the Council on Social Work Education through the year 2019.

The foundation curriculum consists of 10 core competencies that are required in every BSW program: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, plus two (2) additional departmental competencies: (11) Global Worldview and (12) Christian perspective.

Throughout the curriculum, the program integrates concepts of professional ethics and values, critical thinking, and sensitivity to diversity, oppression, social and economic justice, and populations-at-risk. Field education is an integral component of the program.

Although students may declare themselves as social work majors in their freshman or sophomore year, they must apply for acceptance into the social work program. Application is made in January of the sophomore year for formal acceptance into the program by the end of March. Applications are available from social work academic advisors of both the on-campus and off-campus sites.

BSW Student Handbook

The BSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such

as expectations of students, the BSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Education

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Admission Criteria

Students qualify for entry into the BSW program when they:

- Earn a minimum GPA of 2.5 overall.
- Receive grades of C- or better in all required program prerequisite and cognate courses.
- Complete SOWK 100, SOWK 101, SOWK 315, SOWK 320, SOWK 325.
- Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

English Language Requirement

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
 - TOEFL ITP (paper-based) - A minimum score of 550
 - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
 - MELAB - 80 with a minimum of 80 on each section
 - IELTS (Academic version) - 6.5
 - PTE (Academic version) - 54
 2. Nelson Denny - score of 13 and
 3. Personal interview with BSW program director or designee
- Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Continued Enrollment and Professional Expectations

Continued enrollment is conditional upon the following:

- Acceptable academic performance
- Ethical conduct in compliance with the National Association of Social Workers (NASW) Code of Ethics
- Adequate knowledge and practice performance in the practicum setting.
- Appropriate demonstration of Professional Expectations.

Students in the BSW and MSW Social Work programs are expected to read, know, and integrate the professional expectations listed in the *Andrews University Department of Social Work Handbook*. Consequences for violations of these expectations could include but are not limited to verbal or written warnings, denial of admission, suspension, dismissal, or expulsion from a course or the program. Student Handbook can be obtained on the departmental website at www.andrews.edu/socialwork/.

General Education Requirements

See professional program requirements, see here, and note the following specific requirements:

- Religion:
 - professional degree requirements
- Language/Communication:
 - professional degree requirements
- History:
 - professional degree requirements
- Fine Arts/Humanities:
 - professional degree requirements

- Life/Physical Sciences:
- BIOL 100 - Human Biology **Credits:** 4 required
- plus a second science course with no lab**
- Mathematics:
- STAT 285 - Elementary Statistics **Credits:** 3
- Service:
- SOWK 101 - Orientation to Human Services Credits: 2
- Social Sciences:
- professional degree requirements
- Fitness Education:
- professional degree requirements

Total Credits - 66

Major Requirements - 44

- SOWK 100 - Introduction to Social Work **Credits:** 3
- SOWK 101 - Orientation to Human Services **Credits:** 2
- SOWK 220 - Critical Thinking **Credits:** 2
- SOWK 315 - Values, Ethics and Diversity **Credits:** 2
- SOWK 320 - Introduction to Counseling Skills **Credits:** 3
- SOWK 325 - Social Welfare Institutions and Services **Credits:** 3
- SOWK 331 - Human Behavior and the Social Environment I **Credits:** 2
- SOWK 332 - Human Behavior and the Social Environment II **Credits:** 2
- SOWK 350 - Social Policy **Credits:** 3
- SOWK 401 - Foundations of Practice I **Credits:** 4
- SOWK 402 - Foundations of Practice II **Credits:** 4
- 1 Credit of SOWK 420 - Social Work Methods Seminar **Credits:** .5
- SOWK 435 - Field Instruction **Credits:** 1–4
- SOWK 461 - Social Work Research I **Credits:** 2
- SOWK 462 - Social Work Research II **Credits:** 2
- 1 Credit of SOWK 489 - BSW Professional Seminar **Credits:** .5

Cognate Courses - 22

- PSYC 101 - Introduction to Psychology **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3
- BIOL 100 - Human Biology **Credits:** 4
- PLSC 104 - American Government **Credits:** 3
- PLSC 237 - The Individual, State, and Marketplace **Credits:** 3 or
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- STAT 285 - Elementary Statistics **Credits:** 3
- PSYC 180 - Dealing with Your Mind **Credits:** 3

Note:

Students are also required to choose 4 credits of social work electives, in consultation with the student's advisor.

Field Practicum

Students are required to complete a 400-hour field placement in a local human-service agency. Students are not eligible to take SOWK 401 or SOWK 402 or SOWK 435 before being admitted into the BSW program. The practicum is normally completed during the student's senior year. Prerequisites include the following courses (which must be completed with a grade of C- or above): SOWK 331, SOWK 332, SOWK 350 and SOWK 402, and a human biology course. Students may be dropped from the program or be required to complete additional practicum hours for the following reasons:

- Inability to demonstrate the skills, knowledge, and professional responsibilities required of a baccalaureate-level social work intern
- Clear violation of the NASW Code of Ethics

Past experience strengthens all BSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Undergraduate Minors

Human Services Minor

Description

The Human Services minor allows students to choose from a variety of core and elective social work courses. This track cannot be used for reduced credit entry into the MSW program. Although students could still be admitted into the Andrews University MSW program, they would be required to complete the full 56-credit requirement for the degree. Although core social work classes taken at the undergraduate level would not need to be repeated, another elective graduate course must be used to replace that course in the total credit load.

Minor Requirements

- SOWK 100 - Introduction to Social Work **Credits:** 3
- SOWK 320 - Introduction to Counseling Skills **Credits:** 3

Choose 14 credits from the following list of courses:

- SOWK 325 - Social Welfare Institutions and Services **Credits:** 3
- SOWK 331 - Human Behavior and the Social Environment I **Credits:** 2
- SOWK 332 - Human Behavior and the Social Environment II **Credits:** 2
- SOWK 350 - Social Policy **Credits:** 3
- SOWK 410 - Children and Families at Risk **Credits:** 2
- SOWK 424 - Social Gerontology **Credits:** 2
- SOWK 437 - International Social Work **Credits:** 2
- SOWK 440 - Assessment and Treatment of Victims of Violence **Credits:** 2
- SOWK 455 - Treatment of Substance Abuse **Credits:** 2–4
- SOWK 460 - Death and Grief in Contemporary Society **Credits:** 2
- SOWK 461 - Social Work Research I **Credits:** 2
- SOWK 462 - Social Work Research II **Credits:** 2

Total Credits: 20

Additional Information

Accreditation

Minors in social work and human services are NOT accredited by the Council on Social Work Education. In addition, a minor in Social Work does NOT qualify the student as:

- a professional social worker;
- a member of the professional social work organization;
- eligible for licensure by the State of Michigan or other state license;
- eligible for full Advanced Standing in a graduate school of social work; or,
- Social Work practice in an employment situation.

Students who are accepted into the MSW degree program at Andrews University are eligible to reduce their Master's degree requirements by ten credits. All courses eligible for course load reduction must have a grade of B- or better or must be retaken at either the Bachelor's or Master's degree level.

Pre-requisites

SOWK 100 must be completed before taking SOWK320 and SOWK350. SOWK331 must be completed before proceeding to SOWK 332. SOWK 461 must be completed before proceeding to SOWK462.

Social Work practice courses (SOWK401; SOWK402), Field Placement courses (SOWK420; SOWK435), and Professional Seminar classes (SOWK489) are not available to minors.

Social Work Minor

Description

The Social Work minor consists of nine courses (21-22 credit hours) and creates eligibility for reduced credit entry into the Andrews University MSW program. However, acceptance into the MSW program is NOT guaranteed by completing the

minor. Students MUST complete all 21-22 credit hours to become eligible for this reduced credit entry.

Minor Requirements

SOWK 100 - Introduction to Social Work **Credits:** 3

SOWK 315 - Values, Ethics and Diversity **Credits:** 2 (SOWK elective may be substituted)

SOWK 320 - Introduction to Counseling Skills **Credits:** 3

SOWK 325 - Social Welfare Institutions and Services **Credits:** 3 (SOWK elective may be substituted)

SOWK 331 - Human Behavior and the Social Environment I **Credits:** 2

SOWK 332 - Human Behavior and the Social Environment II **Credits:** 2

SOWK 350 - Social Policy **Credits:** 3

SOWK 461 - Social Work Research I **Credits:** 2 *

SOWK 462 - Social Work Research II **Credits:** 2

*Students who take a research course(s) that are equivalent to, or more advanced than, the social work research sequence may substitute social work electives in place of these credits.

Total Credits: 21-22

Additional Information

Accreditation

Minors in social work and human services are NOT accredited by the Council on Social Work Education. In addition, a minor in Social Work does NOT qualify the student as:

- a professional social worker;
- a member of the professional social work organization;
- eligible for licensure by the State of Michigan or other state license;
- eligible for full Advanced Standing in a graduate school of social work; or,
- Social Work practice in an employment situation.

Students who are accepted into the MSW degree program at Andrews University are eligible to reduce their Master's degree requirements by ten credits. All courses eligible for course load reduction must have a grade of B- or better or must be retaken at either the Bachelor's or Master's degree level.

Pre-requisites

SOWK 100 must be completed before taking SOWK320 and SOWK350. SOWK331 must be completed before proceeding to SOWK 332. SOWK 461 must be completed before proceeding to SOWK462.

Social Work practice courses (SOWK401; SOWK402), Field Placement courses (SOWK420; SOWK435), and Professional Seminar classes (SOWK489) are not available to minors.

Masters

Social Work MSW

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 clinical, administration, and development focus areas. The foundation curriculum for the MSW consists of 12 core competencies: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, (11) Global Worldview, and (12) Christian Perspective. Accreditation for the MSW degree has been granted through the Council on Social Work Education through 2019.

Degree Requirements

A minimum cumulative GPA of 3.00 in Social Work Program

No grade of D or F (or U) may count toward a graduate degree.

The maintenance at all times of professional conduct and behaviors appropriate for a social worker according to the National Association of Social Workers' Code of Ethics.

Defense of the professional degree portfolio. This portfolio is a demonstrative collection of professional competencies.

Other Andrews University degree requirements as presented in the Graduate Academic Information section of this bulletin

* Subject to change as necessary to improve the process and address accreditation issues.

Past experience strengthens all MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Curriculum

Core advanced interpersonal practice courses supplemented by optional 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 focus area they select and elective courses to complete the total credits required. Students who are accepted into the advanced one-year program must also take SOWK 515. Students may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

Admission Requirements

English Language Requirements

For those applicants whose native language is not English, the following is required:

Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.

TOEFL ITP (paper-based) - A minimum score of 550

TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section

MELAB - 80 with a minimum of 80 on each section

IELTS (Academic version) - 6.5

PTE (Academic version) – 54

MSW program participates in the Bridge program which allows students who are close to the minimum scores to take 3-6 credits of MSW courses along with ESL courses. Requirements to participate in the Bridge program are below.

TOEFL ITP (paper-based) - A score of 500-549 (2-3 ESL courses and up to 3-6 credits of regular MSW course work)* OR

MELAB - Bridge 1 - 70-75 (3 ESL courses; up to 3 credits regular MSW course work)*

MELAB - Bridge 2 - 76-79 (2 ESL courses; up to 6 credits regular MSW course work)*

* with permission of the department.

Nelson Denny - score of 13 and

Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

Areas of Focus

Students may choose to specialize in the following areas of Focus: Administration & Development, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Medical Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/socialwork/. Students are not required to choose a focus area.

MSW Social Work Tracks

- Regular Standing (Two Year) Program
- Accelerated Regular Standing (Two Year) Program
- Advanced Standing (One Year) Program
- Advanced Standing Plus (18 Months) Program

Regular Standing (Two Year) Program

Total Credits: 56

Degree Core - 35

- SOWK 501 - Foundations of Practice I **Credits:** 4
- SOWK 502 - Foundations of Practice II **Credits:** 4
- SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2
- SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2
- SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2
- SOWK 550 - Social Policy **Credits:** 2,3
- SOWK 561 - Social Work Research I **Credits:** 2
- SOWK 562 - Social Work Research II **Credits:** 2
- SOWK 601 - Advanced Practice I **Credits:** 3
- SOWK 602 - Advanced Practice II **Credits:** 2
- SOWK 605 - Advanced Clinical Assessment **Credits:** 3
- SOWK 630 - Policy for Social Change **Credits:** 3
- SOWK 660 - Advanced Practice Evaluation **Credits:** 3
- 1 Credit of SOWK 689 - Advanced Professional Seminar **Credits:** .5

Additional Requirements - 11

Field Experience

- SOWK 535 - Generalist Field Experience **Credits:** 1–4 (400 hours)
- 1 Credit of SOWK 510 - Generalist Field Seminar **Credits:** .5
- SOWK 635 - Advanced Field Experience **Credits:** 1–5 (500 hours)
- 1 Credit of SOWK 610 - Advanced Field Seminar **Credits:** .5

Electives - 10

Admission Requirements

- Hold a baccalaureate degree from an accredited college or university
- Provide transcripts that demonstrate course work with a strong liberal arts background.]

Required Liberal Arts Background Minimum Semester Credits

- Human Biology or Anatomy and Physiology—3
(or pass non-credit equivalency course)
- 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
- Beginning-level Statistics course (or pass non-credit equivalency course) —3
- Previous computer skills, either in course work (1 or more credit) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.
- Satisfy one of the criteria below:

- Have an overall GPA of at least 2.75 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master's degree.
 - A professional résumé documenting related experience
 - A statement of professional interest and purpose for MSW graduate study
 - Two strong professional references
- The faculty may request a personal interview or a third reference and/or other information.

Accelerated Regular Standing (Two Year) Program

Total Credits: 46

Degree Core - 25

- SOWK 501 - Foundations of Practice I **Credits:** 4
- SOWK 502 - Foundations of Practice II **Credits:** 4
- SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2
- SOWK 601 - Advanced Practice I **Credits:** 3
- SOWK 602 - Advanced Practice II **Credits:** 2
- SOWK 605 - Advanced Clinical Assessment **Credits:** 3
- SOWK 630 - Policy for Social Change **Credits:** 3
- SOWK 660 - Advanced Practice Evaluation **Credits:** 3
- 1 Credit of SOWK 689 - Advanced Professional Seminar **Credits:** .5

Additional Requirements - 11

- SOWK 535 - Generalist Field Experience **Credits:** 1–4
- 1 Credit of SOWK 510 - Generalist Field Seminar **Credits:** .5
- SOWK 635 - Advanced Field Experience **Credits:** 1–5
- 1 Credit of SOWK 610 - Advanced Field Seminar **Credits:** .5

Electives - 10

Admission Requirements

- Hold a baccalaureate degree from an accredited college or university
- Complete a Minor in Social Work from Andrews University or equivalent coursework from another CSWE approved institution
- 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 non-credit equivalency course)
- Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6
- Social and Behavioral Sciences (sociology, anthropology, psychology, social psychology, diversity)—8
- Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14
- Beginning-level statistics course (or pass non-credit equivalency course)—3
- Previous computer skills, either in course work (1 or more credit) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.
- Satisfy one of the criteria below:
- Have an overall GPA of at least 2.75 in undergraduate courses.
- Have a GPA of at least 2.75 on last 50% of undergraduate courses.
- Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
- Hold a previous master's degree.
- A professional résumé documenting related experience
- A statement of professional interest and purpose for MSW graduate study

Two strong professional references
The faculty may request a personal interview or a third reference and/or other information.

Advanced Standing Plus (One Year) Program

Total Credits: 33

Degree Core - 17

SOWK 515 - Christian Perspectives on Professional Ethics **Credits: 2**
SOWK 601 - Advanced Practice I **Credits: 3**
SOWK 602 - Advanced Practice II **Credits: 2**
SOWK 605 - Advanced Clinical Assessment **Credits: 3**
SOWK 630 - Policy for Social Change **Credits: 3**
SOWK 660 - Advanced Practice Evaluation **Credits: 3**
SOWK 689 - Advanced Professional Seminar **Credits: .5**

Additional Requirements - 7

6 Credits of SOWK 637 - Advanced Standing Field Experience **Credits: 1–6**
1 Credit of SOWK 610 - Advanced Field Seminar **Credits: .5**

Electives – 9

Admission Requirements

Credit requirements are reduced by 23 based on previous BSW foundation courses taken. In addition to the requirements for the regular two-year program, the following are required for admission into the advanced one-year program.

Bachelors degree in Social Work no more than five years old from a program accredited by the Council on Social Work Education or international equivalent approved by CSWE. If an applicant has a degree older than five years, he/she must have one year of post-bachelor's human-service work experience for every year beyond the five-year limit.

An overall undergraduate GPA of 3.0 and on graduate credits previously earned, and 3.2 on undergraduate Social Work classes.

Satisfactory completion of 33 credits:

Advanced Standing Plus (18 Months) 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 18 month 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. Students must receive at least a 3.25 GPA the first semester in order to take a full load of 12 credits the second semester.

Total Credits: 39

Degree Core - 17

SOWK 515 - Christian Perspectives on Professional Ethics **Credits: 2**
SOWK 601 - Advanced Practice I **Credits: 3**
SOWK 602 - Advanced Practice II **Credits: 2**
SOWK 605 - Advanced Clinical Assessment **Credits: 3**
SOWK 630 - Policy for Social Change **Credits: 3**
SOWK 660 - Advanced Practice Evaluation **Credits: 3**
1 Credit of SOWK 689 - Advanced Professional Seminar **Credits: .5**

Additional Requirements - 7

SOWK 637 - Advanced Standing Field Experience **Credits: 1–6**
1 Credit of SOWK 610 - Advanced Field Seminar **Credits: .5**

Program Electives - 15

Dual Degree Program Description

The MSW Dual Degree Programs allow the student to complete two degrees in one additional year, with a tuition reduction of 33% for the MSW credits. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits by 9-10 credits by allowing students to take their required social work electives in the other graduate program. In addition, around sixteen credits will be shared between the two programs.

Dual Degrees

The MSW Dual Degree Programs allow the student to complete two degrees in one additional year, with a tuition reduction of 33% for the MSW credits. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits by 9-10 credits by allowing students to take their required social work electives in the other graduate program. In addition, around sixteen credits will be shared between the two programs.

Master of Arts, Religious Education, Family Life Concentration
Master of Arts in Youth & Young Adult Ministry
Master of Business Administration
Master of Divinity
Master of Science in Community and International Development

Additional Information

MSW Scholarship

Since the MSW program does not require the GRE, an equivalent graduate scholarship is offered in the department. The amount of potential scholarship is related to GPA and supporting documents. This applies to the last 3 semesters of the program. Please refer to the Department of Social Work website for further information:

<https://www.andrews.edu/cas/socialwork/scholarships/msw-scholarship-policy.pdf>

GPA	Scholarship
3.90 - 4.00	50% tuition reduction
3.50 - 3.89	25% tuition reduction
3.30 - 3.49	10% tuition reduction*

*available to Advanced standing 1 year students only, based on BSW GPA

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.

Resources

MSW Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements of the Social Work Department as well as relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Masters Dual Degrees

Note: Because each dual degree is listed in two schools you will find duplicates. The content is identical except for order of information.

Master of Social Work/ Master of Divinity Dual Degree MSW/MDiv

General Information

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect.

The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Since both the MSW and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 111

MDiv: Graduation requirements consist of the satisfactory completion of 111 semester credits with an overall grade point average of 2.75 or better. 65 credits are MDiv credits, and 46 credits are social work credits.

- 11.5 credits of MSW core courses replace 9 credits of equivalent MDiv core courses. In addition the 6 credits of electives for each program are merged.
- SOWK 501 Foundations of Practice I (4 credits) replaces DSRE 503 Marriage, Family, and Interpersonal Relationships (2 credits)
 - SOWK 510/535 Generalist Field Experience/Seminar) 2.5 credits replaces CHMN 560 Theological Field Education (2 credits)
 - SOWK 601 Advanced Practice I (3 credits) replaces CHMN 555 Pastoral Counseling (2 credits)
 - SOWK 515 Christian Perspectives on Professional Ethics (2 credits) replaces THST 643 Christian Professional Ethics (3 credits)

MSW: MDiv students are required to complete 46 core credit hours of the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

- 1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
OR *Biblical Literacy Exam 80% - August*
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the MDiv program. Students must either pass the exam at 80% or higher or take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2
OR Church Policy Exam 80% - August, September
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2
- 2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- 3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3
OR *Adventist Heritage Placement Exam 80%*
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.
- 2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3
- 2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3
- 2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2
- 2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2
- 2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (*C- or higher*)
OR *Greek Placement Exam 45% or higher - May, August*
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (*C or higher*)
OR *Greek Placement Exam 60% or higher - May, August*
- 2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3
- 2 Credits of OTST 565 - Pentateuch **Credits:** 3
- 3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (*C- or higher*)
OR *Hebrew Placement Exam 45% or higher - May, August*
Any student who wishes to take a Biblical language placement exam must take at least one of the languages in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (*C+ or higher*)
OR *Hebrew Placement Exam 65% or higher - May, August*
- 3 Credits of THST 521 - Christian Theology I **Credits:** 2,3
- 3 Credits of THST 522 - Christian Theology II **Credits:** 2,3
Students who have not taken an undergraduate course in Ethics must take THST 605 Principles of Christian Ethics as a prerequisite to any other Ethics course.
- THST 605 - Principles of Christian Ethics **Credits:** 2,3

MDiv Degree Requirements: 65

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.
GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

- Interdisciplinary Credits: 2
- 2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement
Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ Credits: 0

Christian Ministry Credits: 17

CHMN 539 - Church Growth and the Equipping Pastor: _____ Credits: 3

2 Credits of CHMN 543 - Christian Leadership in a Changing World Credits: 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism Credits: 2-6

CHMN 644 - Field Evangelism: Chaplaincy Credits: 3

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry Credits: 3-6

2 Credits of CHMN 560 - Theological Field Education Credits: 1,2

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit of SOWK 510.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN 560 TFE.

1 Credit of CHMN 567 - Health Ministry Credits: 1-3

2 Credits of CHMN 523 - Worship: Word and Music Credits: 2,3

Choose one 2 credit (600-level) Advanced Preaching Elective (CHMN List):

CHMN 600 - Preaching from the New Testament Credits: 2,3

CHMN 607 - Preaching from the Old Testament Credits: 2,3

CHMN 609 - Media Ministry Credits: 2,3

CHMN 614 - Preaching from Daniel or Revelation Credits: 2,3

CHMN 627 - Black Preaching Credits: 2,3

CHMN 632 - Contextualized Preaching: _____ Credits: 2,3

CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

CHMN 637 - Seminar in Preaching Credits: 2,3

Choose 1 two credit NADEI Core Elective: (NADEI List 2)

CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2-8

CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3

CHMN 606 - Mission-Shaped Church Planting Credits: 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

CHMN 641 - Practicum in Military Chaplaincy Credits: 2-8

CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can ONLY be used in fulfillment of this core elective by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 7

3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 (Must be taken in entry semester (Fall or Spring) of MDiv Program)

2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3

2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose at least 3 credits (600 Level) from Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 Credits: 2,3

CHIS 609 - The Church in the Middle Ages Credits: 2,3

CHIS 620 - Seminar in Christian Biography Credits: 2,3

CHIS 625 - Seminar in Church-State Thought Credits: 2,3

CHIS 629 - History of Christian Spirituality Credits: 2,3

CHIS 630 - History of Jewish Experience Credits: 2,3

CHIS 634 - Reformation Theology Credits: 2,3

CHIS 635 - History of the African American Churches Credits: 2,3

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3

CHIS 640 - Reformation: _____ Credits: 2,3

CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3

CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3

CHIS 655 - Wesley and Methodism Credits: 2,3

CHIS 657 - Seminar in Reformation Theology Credits: 3

CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3

CHIS 660 - History of Religion in America Credits: 2,3

CHIS 664 - History of American Religious Thought Credits: 2,3

CHIS 665 - Modern Church History Credits: 2,3

CHIS 668 - History of Religious Liberty Credits: 2,3

CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3

CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 680 - History of Sabbath and Sunday Credits: 2,3

CHIS 682 - Seminar in Church History Credits: 3

CHIS 683 - The Pastor, Church and Civil Law Credits: 3

CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3

CHIS 685 - Studies in Church History Credits: 2,3

CHIS 686 - Development of Prophetic Interpretation Credits: 2,3

CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3

CHIS 688 - Contemporary Trends Credits: 2,3

CHIS 689 - History of Worship and Liturgy Credits: 3

CHIS 690 - Independent Study Credits: 1-3

World Mission Credits: 6

MSSN 546 - Mission in Cultural and Religious Context Credits: 3

MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 10

2 Credits of THST 635 - Issues in Origins Credits: 2,3

2 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology course (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3

THST 615 - Doctrine of the Church Credits: 2,3

THST 616 - Doctrine of God Credits: 2,3

THST 617 - The Works of God Credits: 2,3

THST 618 - The Works of Christ Credits: 2,3

THST 619 - Principles and Methods of Theology Credits: 2,3

THST 630 - Doctrine of Christ Credits: 2,3

THST 637 - Biblical Eschatology Credits: 2,3

THST 639 - Doctrine of the Holy Spirit Credits: 2,3

THST 640 - Doctrine of Salvation Credits: 2,3

THST 647 - Human Nature and Destiny Credits: 2,3

THST 649 - Seminar in Theological

Issues: _____ Credits: 2,3

THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology course (THST List B):

THST 623 - Contemporary Adventist Theological Issues Credits: 2,3

THST 624 - Protestant Theological Heritage Credits: 2,3

THST 625 - Early Christian Theology Credits: 2,3

THST 626 - Modern Christian Theology Credits: 2,3

THST 627 - Roman Catholic Life & Thought Credits: 2,3

THST 628 - Contemporary Theology Credits: 2,3

THST 629 - History and Theology of Ecumenism Credits: 2,3

THST 656 - Seminar in Historical

Theology: _____ Credits: 2,3

THST 667 - Postmodernism and the Church Credits: 2,3

THST 676 - History of Philosophy Credits: 2,3

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective

NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)

OR NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective

- *Intermediate Greek proficiency required. (NTST List A):*

- NTST 645 - Hebrews **Credits:** 2,3
NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3
NTST 648 - Revelation **Credits:** 2,3
NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3
NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3
NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3
NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective

- *Intermediate Greek proficiency required. (NTST List B):*

- NTST 613 - Love, Marriage and Divorce **Credits:** 2,3
NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3
NTST 616 - Theology of Luke-Acts **Credits:** 2,3
NTST 623 - New Testament Theology of Prayer **Credits:** 2,3
NTST 627 - New Testament Theology of Salvation **Credits:** 2,3
NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3
NTST 629 - New Testament Ecclesiology **Credits:** 2,3
NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3
NTST 633 - Social Issues in the New Testament **Credits:** 2,3
NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3
NTST 641 - Theology of the Johannine Writings **Credits:** 2,3
NTST 647 - Eschatology **Credits:** 2,3
NTST 667 - Topics in New Testament Theology **Credits:** 2,3
NTST 668 - New Testament Ethics **Credits:** 2,3
NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3
NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3
NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):

- NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3
NTST 615 - New Testament Archaeology **Credits:** 2,3
NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
NTST 635 - Intertestamental Literature **Credits:** 2,3
NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3
NTST 654 - Second Century Christianity **Credits:** 2,3
NTST 680 - Greco-Roman World **Credits:** 2,3
NTST 684 - Judaism and the New Testament **Credits:** 2,3
NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3
NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

- 2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective

- *Intermediate Hebrew proficiency required (OTST List A):*

- OTST 628 - Methods of OT Exegesis **Credits:** 2,3
OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3
OTST 664 - Pentateuch **Credits:** 3
OTST 666 - Historical Books **Credits:** 3
OTST 668 - Psalms/Wisdom Literature **Credits:** 3
OTST 675 - Minor Prophets **Credits:** 3
OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3
OTST 686 - Major Prophets **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - *Intermediate Hebrew proficiency required (OTST List B):*

- OTST 619 - Theology of the Old Testament **Credits:** 2,3
OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3
OTST 627 - Jewish Life and Thought **Credits:** 2,3
OTST 685 - Principles of Hermeneutics **Credits:** 2,3

- 2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3

OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required **OTST510 Archaeology & the Bible.**

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

- NTST 615 - New Testament Archaeology **Credits:** 2,3
OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3
OTST 604 - History of the Ancient Near East **Credits:** 2,3

OTST 635 - History of Israel **Credits:** 2,3

Master of Social Work Degree Requirements: 46 Credits

Core MSW Courses

- SOWK 501 - Foundations of Practice I **Credits:** 4
SOWK 502 - Foundations of Practice II **Credits:** 4
SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2
SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2
SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2
SOWK 550 - Social Policy **Credits:** 2,3
SOWK 561 - Social Work Research I **Credits:** 2
SOWK 562 - Social Work Research II **Credits:** 2
SOWK 601 - Advanced Practice I **Credits:** 3
SOWK 602 - Advanced Practice II **Credits:** 2
SOWK 605 - Advanced Clinical Assessment **Credits:** 3
SOWK 630 - Policy for Social Change **Credits:** 3
SOWK 660 - Advanced Practice Evaluation **Credits:** 3
1 Credit of SOWK 689 - Advanced Professional Seminar **Credits:** .5

Field Experience

- 4 credits of SOWK 535 - Generalist Field Experience **Credits:** 1-4
.5 Credits of SOWK 510 - Generalist Field Seminar **Credits:** .5
5 Credits of SOWK 635 - Advanced Field Experience **Credits:** 1-5
.5 Credits of SOWK 610 - Advanced Field Seminar **Credits:** .5

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
TOEFL Internet-based - 85
MELAB - 81
IELTS - 6.5
PTE - 58

- Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.
Minimum of 2.5 Undergraduate GPA
Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.
If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.
Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.
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.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations

Church board where the applicant is a member

Church administrator, pastor, or elder

General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

Master of Social Work

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from a four-year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh-day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:

1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

English Language Requirement MDiv

For those applicants whose native language is not English, the following is required:

MELAB—score of 81 (must achieve passing score on each section) or TOEFL (paper based)—score of 565 or (iBT Internet based)-score of 85. Minimum score of 20 in each section (reading, listening, speaking, writing).

IELTS (Academic Version)—score of 6.5

PTE - (Academic Version)score of 58

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

English Language Requirement - MSW

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment

TOEFL ITP (paper-based) - A Minimum score of 550

TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section

MELAB - 80 with a minimum of 80 on each section

IELTS (Academic version) - 6.5

PTE (Academic version) - 54

2. Nelson Denny - score of 13 and

3. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE ScoreScholarship

320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Master of Social Work/Master of Arts in Youth & Young Adult Ministry Dual Degree MSW/MAYYAM

Master of Social Work Degree Requirements

Basic Courses - 56 Credits

SOWK 501 - Foundations of Practice I **Credits:** 4

SOWK 502 - Foundations of Practice II **Credits:** 4

SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2

SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2

SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2

SOWK 550 - Social Policy **Credits:** 2,3

SOWK 561 - Social Work Research I **Credits:** 2

SOWK 562 - Social Work Research II **Credits:** 2

SOWK 601 - Advanced Practice I **Credits:** 3

SOWK 602 - Advanced Practice II **Credits:** 2

SOWK 605 - Advanced Clinical Assessment **Credits:** 3

SOWK 630 - Policy for Social Change **Credits:** 3

SOWK 660 - Advanced Practice Evaluation **Credits:** 3

SOWK 689 - Advanced Professional Seminar **Credits:** .5

Field Experience

SOWK 535 - Generalist Field Experience **Credits:** 1-4 (4 credits required for this degree. (4) = 400 hours)

SOWK 510 - Generalist Field Seminar **Credits:** .5

SOWK 635 - Advanced Field Experience **Credits:** 1-5 (5 credits required for this degree. (5) = 500 hours)

SOWK 610 - Advanced Field Seminar **Credits:** .5

MA in Youth & Young Adult Ministry Requirements

Prerequisite - 1 credit

The student needs to pass the Biblical Literacy Exam with an 80%

Or GSEM 525 - The Bible and Biblical History **Credits:** 0,1

MA YYAM Core Courses - 18 credits

DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 (2 cr req)

CHMN 523 - Worship: Word and Music **Credits:** 2,3 (2 cr req)

Two courses in Old Testament/New Testament (4 cr req)

Two courses in Theology (4 cr req)

One course in World Mission (2 cr req)

- CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2
One course in Conflict Management or Church Leadership (2 cr req)
- MAYYAM Emphasis Courses - 14 Credits**
- 2 credits of CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3
 - 2 credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
 - 2 credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3
 - 2 credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
 - 2 credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3
 - 2 credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3
 - 2 credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3

MAYYAM/MSW Dual Degree

Andrews University has formed a collaborative between the Department of Discipleship and Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for youth and young adult ministry and social work. Students choosing this program would receive both a master's in Youth and Young Adult Ministry and a master's in Social Work. The objectives of this program are to equip students for various forms of ministry in which clinical and administrative skills in social work and ministry are needed; to enable students to integrate both ministry and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize them to nontraditional ministry opportunities byexposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students both master's degrees within three years. The details of the program are as follows:

- The dual degree will consist of 78 credits.
- The student will need to be accepted into both programs.
- There will be shared electives between the two programs:
 - Eight credits for the MA in Youth & Young Adult Ministry; and
 - Ten credits for the Master of Social Work.
- Fieldwork will also be a shared experience, being cross-listed as SOWK 535 - Generalist Field Experience and DSRE 660 - Field Practicum: Youth and Young Adult Ministry. Four credit hours will be required for a total of 400 clock hours of field during this course. A total of nine credit hours or 900 clock hours will be required for the program.
- One course will be cross-listed and be taken in the Department of Social Work:
 - SOWK 501 - Foundations of Practice I will fulfill the requirements for DSRE 503 - Marriage, Family, and Interpersonal Relationships.
- GSEM 525 - The Bible and Biblical History will be considered a prerequisite course. If the student passes the Biblical Literacy Exam, that will satisfy the prerequisite. If the student does not pass the exam, they will need to take the one-credit GSEM 525 in addition to the 78 credits for the dual degree.
- Since both, the MSW and MAYYAM programs, reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

- MAYYAM/MSW with Campus Chaplaincy Emphasis**
For those pursuing the MAYYAM/MSW with an emphasis in Campus Chaplaincy, please note the following differences:
- The following course is **not** required for those pursuing the Campus Chaplaincy Emphasis:
 - DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3
 - The following courses are required for those pursuing the Campus Chaplaincy Emphasis:
 - DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3
 - * In either DSRE564 or DSRE636, the student registers for a third credit requiring completion of a research/action research project
 - DSRE 664 - Advanced Campus Ministry **Credits:** 3
 - DSRE 669 - Reaching the Secular Mind **Credits:** 2,3

MSW Program Information

Admission Requirements

English Language Requirement

- For those applicants whose native language is not English, the following is required:
- Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years priot to enrollment.
 - TOEFL ITP (paper-based) - A minimum score of 550
 - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
 - MELAB - 80 with a minimum of 80 on each section
 - IELTS (Academic version) - 6.5
 - PTE (Academic version) - 54
 - Nelson Denny - score of 13 and
 - Personal interview with MSW program director or designe

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Resources

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

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Master of Social Work/Master of Arts, Religious Education, Family Life Education Focus Dual Degree MSW/MA

Dual Degree Program Description

The Dual Degree Program in Family Life and Masters in Social Work allows the student to complete two degrees in 3 years, with a tuition reduction of 33% for the MSW credits. For seminary credits, the student may apply for the MA (Religious Education) tuition discount.

To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits from 56 to 46 by allowing students to take their required electives in the Seminary. Sixteen credits will be shared between the two programs.

The MA (Religious Education) is a 48 credit degree, but it will share 16 credits with the MSW program and accept 3 MSW credits as electives thereby reducing the MA (Religious Education) credits to 45.

Total Credits: 80

MSW Degree Requirements

Core Requirements

- SOWK 501 - Foundations of Practice I **Credits: 4**
- SOWK 502 - Foundations of Practice II **Credits: 4**
- SOWK 515 - Christian Perspectives on Professional Ethics **Credits: 2**
- SOWK 531 - Human Behavior and the Social Environment I **Credits: 2**
- SOWK 532 - Human Behavior and the Social Environment II **Credits: 2**
- SOWK 550 - Social Policy **Credits: 2,3**
- SOWK 561 - Social Work Research I **Credits: 2**
- SOWK 562 - Social Work Research II **Credits: 2**
- SOWK 601 - Advanced Practice I **Credits: 3**
- SOWK 602 - Advanced Practice II **Credits: 2**
- SOWK 605 - Advanced Clinical Assessment **Credits: 3**
- SOWK 630 - Policy for Social Change **Credits: 3**
- SOWK 659 - Human Sexuality **Credits: 3**
- SOWK 660 - Advanced Practice Evaluation **Credits: 3**
- SOWK 689 - Advanced Professional Seminar **Credits: .5**

Field Experience

- SOWK 535 - Generalist Field Experience **Credits: 1–4**
- SOWK 510 - Generalist Field Seminar **Credits: .5**
- SOWK 635 - Advanced Field Experience **Credits: 1–5**
- SOWK 610 - Advanced Field Seminar **Credits: .5**

MA (Religious Education) Degree Requirements

Prerequisite

An undergraduate or graduate level course in psychology (SOWK 531 meets prerequisite requirement).

MA (Religious Education) Core Courses - 18 credits

- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
- 4 Credits of a religion or theology elective
- 3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3**
- 3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipleship **Credits: 2,3**
- 3 Credits of DSRE 610 - Teaching for Discipleship **Credits: 2,3**
- DSRE 655 - Families in Society **Credits: 3**
- GSEM 680 - Master's Comprehensive Exam **Credits: 0**

Family Life Education Concentration Courses - 12 credits

- 3 Credits of CHMN 575 - Principles of Stewardship **Credits: 2,3**
- 3 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**
- DSRE 658 - Internal Dynamics of Families **Credits: 3**
- DSRE 679 - Parenting Education and Guidance **Credits: 3**

Certification on Family Life Education

While completion of the MA (Religious Education) with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses meet all of the requirements to apply for CFLE. Application must be made directly to NCFR, documenting that approved courses have been successfully completed in each of the 10 NCFR content areas, and that a practicum has also been completed. For those who wish to pursue the CLFE, these additional courses are required:

- DSRE 635 - Christian Perspectives on Professional Ethics **Credits: 2,3**
- DSRE 657 - Social Policy **Credits: 2,3**
- DSRE 659 - Human Sexuality **Credits: 3**

Shared Credits

- SOWK 515 - Christian Perspectives on Professional Ethics **Credits: 2**
- Or DSRE 635 - Christian Perspectives on Professional Ethics **Credits: 2,3**

- SOWK 535 - Generalist Field Experience **Credits: 1–4**

And SOWK 635 - Advanced Field Experience **Credits: 1–5**

Replaces DSRE 680 - Field Practicum: _____ **Credits: 1–6** and includes one credit Leadership requirement.

- SOWK 550 - Social Policy **Credits: 2,3**

Or DSRE 657 - Social Policy **Credits: 2,3**

- SOWK 659 - Human Sexuality **Credits: 3**

Or DSRE 659 - Human Sexuality **Credits: 3**

- SOWK 561 - Social Work Research I **Credits: 2**

And SOWK 562 - Social Work Research II **Credits: 2**

Or EDRM 505 - Research Methods **Credits: 3**

- SOWK 689 - Advanced Professional Seminar **Credits: .5**

Replaces DSRE 620 - Scholarly and Professional Development **Credits: 0**

MSW Program Information

Admission Requirements

English Language Requirement

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.

TOEFL ITP (paper-based) - A minimum score of 550

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MELAB - 80 with a minimum of 80 on each section

IELTS (Academic version) - 6.5

PTE (Academic version) - 54

2. Nelson Denny - score of 13 and

3. Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Resources

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

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Master of Social Work/Master of Business Administration Dual Degree MSW/MBA

School of Business Administration

Chan Shun Hall
269-471-3339; FAX: 269-471-6158
mba-info@andrews.edu
www.andrews.edu/sba

Social Work

Nethery Hall, Room 009
269-471-6196; FAX: 269-471-3686
swinfo@andrews.edu
www.andrews.edu/socialwork

Graduate Faculty

School of Business Administration

Jerry Chi, *Graduate Programs Director*, Professor of Management
William Greenley, Assistant Professor of Computer Information Systems
Alan Kirkpatrick, Associate Professor of Finance
Ben Maguad, Professor of Management
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
Lucile Sabas, Associate Professor of Economics
Carmelita Troy, Associate Professor of Accounting
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Department of Social Work

Alina Baltazar, *MSW Program Director*, Associate Professor of Social Work
Krista Cooper, Assistant Professor of Social Work
Desiree Davis, Assistant Professor of Social Work
Margaret Howell, *Dual Degree Program Coordinator*, Assistant Professor of Social Work
Shannon Trecartin, Assistant Professor of Social Work
Ingrid Slikkers, Assistant Professor of Social Work
Twyla Smith, *Director of Field*, Assistant Professor of Social Work
Curt VanderWaal, *Department Chair*, Professor of Social Work

Program Description

Andrews University has chosen to explore a collaboration between the School of Business Administration and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and an MBA intersect. Social Workers, particularly those in the areas of Administration and Development Social Work, may have an interest in administrative work. In such situations, the MBA could equip them with a complementary skill set. Likewise, MBA students may find themselves in situations where social work skills in counseling and therapy would be useful, especially if they work in the not-for-profit sector. In addition, the MSW/MBA collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MBA programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that a student decides to drop out of the dual degree program, the requirements for the single degree must be completed in their entirety. The MBA is a 33 credit degree, but it will share 5 credits with the MSW program, accepting 3 MSW credits as an elective (SOWK 630 or 660 which are taken under the MSW core), plus 2 MSW credits as part of the MBA ethics requirement (SOWK 515 from the MSW core). Likewise, the MSW is a 56 credit degree, but it will share 10 credits with the MBA program and accept 10 MBA credits as electives. This reduces the total credits for both degrees from 89 to 74.

Total Credits: 74

MBA Core—22

ACCT 610 - Managerial Accounting **Credits:** 3
BSAD 515 - Organizational Behavior & Leadership **Credits:** 3
1 credit of BSAD 556 - Topics in Christian Ethics in Business **Credits:** 1–3 (Must be concurrently enrolled in SOWK 515 Christian Perspectives on Professional Ethics **Credits:** 2)
BSAD 689 - Strategic Management **Credits:** 3 (Capstone Course)
ECON 525 - International Macroeconomics **Credits:** 3
ECON 530 - Managerial Economics **Credits:** 3
FNCE 675 - Financial Management **Credits:** 3
MKTG 680 - Strategic Marketing Management **Credits:** 3

MSW Core—35

SOWK 501 - Foundations of Practice I **Credits:** 4
SOWK 502 - Foundations of Practice II **Credits:** 4
SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2 (Must be concurrently enrolled in BSAD 556 Topics: Christian Ethics in Business **Credits:** 1)
SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2
SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2
2 credits of SOWK 550 - Social Policy **Credits:** 2,3
SOWK 561 - Social Work Research I **Credits:** 2
SOWK 562 - Social Work Research II **Credits:** 2
SOWK 601 - Advanced Practice I **Credits:** 3
SOWK 602 - Advanced Practice II **Credits:** 2
SOWK 605 - Advanced Clinical Assessment **Credits:** 3
SOWK 630 - Policy for Social Change **Credits:** 3
SOWK 660 - Advanced Practice Evaluation **Credits:** 3
1 credit of SOWK 689 - Advanced Professional Seminar **Credits:** .5

MSW Field Experience—11

1 credit of SOWK 510 - Generalist Field Seminar **Credits:** .5
4 credits of SOWK 535 - Generalist Field Experience **Credits:** 1–4 (4 credits = 400 hours)
1 credit of SOWK 610 - Advanced Field Seminar **Credits:** .5
5 credits of SOWK 635 - Advanced Field Experience **Credits:** 1–5 (5 credits = 500 hours)

MBA Electives—6

Choose two courses from the following:

ACCT 620 - Financial Statement Analysis **Credits:** 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
BSAD 545 - International Business Management **Credits:** 3
3 credits of BSAD 556 - Topics in _____ **Credits:** 1–3
BSAD 560 - Intercultural Business Relations **Credits:** 3
BSAD 615 - Management of Quality **Credits:** 3
BSAD 643 - Quantitative Methods in Business Decisions **Credits:** 3
BSAD 670 - Management of Human Resources **Credits:** 3
FNCE 526 - International Financial Management **Credits:** 3
FNCE 680 - Investment Management **Credits:** 3
INFS 510 - Management Information Systems **Credits:** 3
MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

Admission Requirements

In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses

MBA

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following six courses constitute the prerequisites for the MBA degree:

ACCT 505 Survey of Accounting for Decision Making and Control **Credits:** 2
(OR ACCT 205 Accounting for Decision Making and

Control **Credits** 3; *OR* both ACCT 121 - Principles of Accounting I **Credits**: 3 *AND* ACCT 122 - Principles of Accounting II **Credits**: 3)
 BSAD 505 - Survey of Operations Management **Credits**: 2 (*OR* BSAD 475 - Operations Management **Credits**: 3)
 BSAD 506 - Survey of Business Law **Credits**: 2 (*OR* BSAD 341 - Business Law **Credits**: 3)
 ECON 508 Survey of Economics **Credits**: 2 (*OR* ECON 208 Principles of Economics **Credits** 3; *OR* both ECON 225 - Principles of Macroeconomics **Credits**: 3 *AND* ECON 226 - Principles of Microeconomics **Credits**: 3)
 FNCE 500 - Survey of Business Finance **Credits**: 2 (*OR* FNCE 317 - Business Finance **Credits**: 3)
 STAT 285 - Elementary Statistics **Credits**: 3

MSW

Human Biology or Anatomy and Physiology—3 credits (or pass non-credit equivalency course)
 Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6 credits
 Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8 credits
 Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14 credits
 Previous computer skills, either in course work (1 or more credits) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by ONE of the following:

Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score $\geq 1,000$.

OR

Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

On-campus Andrews University undergraduate business students with a cumulative GPA ≥ 3.0 and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

GPA ≥ 3.25 from a U.S. accredited institution.

GPA Requirements

Applicants must satisfy one of the criteria below:

- Have an overall GPA of at least 2.75 in undergraduate courses.
- Have a GPA of at least 2.75 on last 50% of undergraduate courses.
- Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A-F.
- Hold a previous master's degree.

Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

English Language Requirements

In addition to the English language requirements under Graduate Academic Policies, note also the requirements listed below.

Nelson Denny - score of 13

Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE) located in Alexandria, Virginia.

Master of Social Work/Master of Science in Community and International Development Dual Degree MSW/MSCID

Dual Degree Program Description

Andrews University has chosen to explore a collaborative between the Community & International Development Program (CIDP) and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and international development intersect. Social Workers, particularly those in the areas of Administration and Development and International Social Work, may have an interest in international work. In such situations, the MSCID could equip them with a complementary skill set. Likewise, development and relief workers often find themselves in situations where social work skills in counseling and therapy would be useful. In addition, the MSCID/MSW collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MSCID programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the requirements for the second degree would be met through completion of the requirements shown below.

MSW Degree Requirements

Basic Courses

- SOWK 501 - Foundations of Practice I **Credits**: 4
- SOWK 502 - Foundations of Practice II **Credits**: 4
- SOWK 515 - Christian Perspectives on Professional Ethics **Credits**: 2
- SOWK 531 - Human Behavior and the Social Environment I **Credits**: 2
- SOWK 532 - Human Behavior and the Social Environment II **Credits**: 2
- SOWK 550 - Social Policy **Credits**: 2,3
- SOWK 561 - Social Work Research I **Credits**: 2
- SOWK 562 - Social Work Research II **Credits**: 2
- SOWK 601 - Advanced Practice I **Credits**: 3
- SOWK 602 - Advanced Practice II **Credits**: 2
- SOWK 605 - Advanced Clinical Assessment **Credits**: 3
- SOWK 630 - Policy for Social Change **Credits**: 3
- SOWK 660 - Advanced Practice Evaluation **Credits**: 3
- SOWK 689 - Advanced Professional Seminar **Credits**: .5

Field Experience

- SOWK 535 - Generalist Field Experience Credits: 4 = 400 hours

SOWK 510 - Generalist Field Seminar **Credits:** .5
SOWK 635 - Advanced Field Experience Credits: 5 = 500 hours
SOWK 610 - Advanced Field Seminar **Credits:** .5

Electives - 10 Credits

MSW Emphasis Options

Administration & Development Emphasis

CIDS 520 - Development Theory and Practice **Credits:** 3

Choose one of the following courses

CIDS 515 - Organization and Human Resources **Credits:** 3 **OR** BSAD 515 -
Organizational Behavior & Leadership Credits: 3 **OR** BSAD 530 -
Leadership & Management of Not-for-Profit Organizations Credits: 3

International Social Work Emphasis

CIDS 536 - Project Design, Implementation & Evaluation **Credits:** 3 (Satisfies
SOWK 675 - Topics: Grantwriting Credits: 1)
SOWK 537 - International Social Work **Credits:** 2

MSCID Degree Requirements - 39-40 Credits

CIDP Core Courses - 11 Credits

CIDS 520 - Development Theory and Practice **Credits:** 3
SOCI 508 - Emergency Preparedness **Credits:** 2
ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
Remaining 3 credit hours satisfied by SOWK 630 - Policy for Social Change

Development Management - 10 Credits

CIDS 530 - Community Assessment & Planning **Credits:** 3
CIDS 536 - Project Design, Implementation & Evaluation **Credits:** 3
CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2

Choose one of the following three courses:

CIDS 515 - Organization and Human Resources **Credits:** 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

Research Tools & Skills - 6-7 Credits

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and
Survey **Credits:** 2
SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 2
CIDS 670 - Comprehensive Exam **Credits:** 0
CIDS 698 - Research Project **Credits:** 2,3 **OR** CIDS 699 - Master's Thesis Credits:
3,4

Practicum - 1 Credit

Field experience must be planned in consultation with both programs in order to satisfy all requirements.

Satisfied by: SOWK 635 - Advanced Field Experience **Credits:** 1–5

Concentration Electives - 12 Credits

SOWK 660 - Advanced Practice Evaluation
SOWK core credits may be applied to a CIDP concentration at the discretion of the CIDP Program Director.

Collaborative Program Objectives

To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Admission Requirements

Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country. Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

Students must maintain a minimum cumulative GPA of 3.0;

No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39-40 credit hours for the two-year regular program, which includes 12 elective credits (minimum of 4 courses). Students with certain prerequisites may qualify for the 30-credit advanced standing program. The two-year regular MSW degree requires 46 core credit hours, plus 10 elective hours. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program, while those with a lower GPA must complete the Advanced Standing Plus requirements.

These program models create a curriculum that allows for the integration of 21–24 Social Work and CIDP credits, giving students the advantage of being able to reduce their total credit load. Since both MSCID and MSW programs already share courses in order to reduce costs and achieve a more streamlined and efficient program, the course work for both degrees must be taken either simultaneously or within one academic year of completion of one of the degrees in order to fulfill the requirements of either degree.

Because of CSWE requirements, students in the MSCID/MSW SOCIAL WORK COURSES 215 dual degree program would register for social work core classes in lieu of certain CIDP courses and would take an emphasis in either Administration & Development or International Social Work. Students will take shared courses as outlined below.

MSW Requirements

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GRE ScoreScholarship

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Social Work

SOWK 100 - Introduction to Social Work

Credits: 3

The professional activity of social workers in the U.S., including a brief history of the social-work profession, its knowledge, values, and skills base, and its cross-cultural aspects. Emphasis on the response of social work to varied populations and diverse cultures.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 101 - Orientation to Human Services

Credits: 2

This course explores various personal and professional values and skills needed for working in human services. It provides a theoretical and practical knowledge base for understanding and meeting community needs. It also includes a brief orientation to the BSW program. Fifty (50) hours of documented volunteer service is required.

Course Attribute: Service course

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: CAS

SOWK 220 - Critical Thinking

Credits: 2

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Content will challenge students to think abstractly by examining the construction of social work theory and applying theory in practice. Topics include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, the characteristics of various types of arguments and critical analysis.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 315 - Values, Ethics and Diversity

Credits: 2

Special attention is given to core values and professional ethics expected of outstanding social workers. Emphasizing a Christian world view, students develop appreciation for diversity and sensitivity toward issues related to culture, race, gender, class, age, and sexual identity.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: Pre/Corequisite: SOWK 100 or permission of instructor.

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 320 - Introduction to Counseling Skills

Credits: 3

Exposes students to basic engagement, listening, assessment, and interviewing skills. Students gain beginning skills to explore the problems of various client

systems.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 100, SOWK 315, PSYC 101

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

SOWK 325 - Social Welfare Institutions and Services

Credits: 3

An analysis of the factors which determine the manner in which social-welfare services are currently being delivered in the U. S. Factors include the value base, the historical development, and the organization of the social welfare system.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 100

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 331 - Human Behavior and the Social Environment I

Credits: 2

Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psychosocial, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 100, BIOL 100.

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 332 - Human Behavior and the Social Environment II

Credits: 2

Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psychosocial, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 331

Schedule Type: Lecture, Blended Learning

Term Offering: Spring

College Code: CAS

SOWK 350 - Social Policy

Credits: 3

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

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PLSC 104.

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

SOWK 366 - Drugs and Behavior

Credits: 3

An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment, as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101

Schedule Type: Lecture

College Code: CAS

SOWK 378 - Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

SOWK 401 - Foundations of Practice I

Credits: 4

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: SOWK 331

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 402 - Foundations of Practice II

Credits: 4

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): SOWK 331, SOWK 332

Prerequisite(s): SOWK 401

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

SOWK 405 - Medical Social Work

Credits: 2

Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 408 - Introduction to Emergency Preparedness

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: CAS

SOWK 410 - Children and Families at Risk

Credits: 2

This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: CAS

SOWK 415 - Substance Use in American Society

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

SOWK 420 - Social Work Methods Seminar

Credits: .5

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Corequisite(s): SOWK 401 or SOWK 402

Repeatable: Repeatable up to 1 credit

Schedule Type: Seminar

Term Offering: Fall, Spring

College Code: CAS

SOWK 424 - Social Gerontology

Credits: 2

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Even years

College Code: CAS

SOWK 425 - Emergency Planning

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 408.

Schedule Type: Lecture

College Code: CAS

SOWK 435 - Field Instruction

Credits: 1–4

A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 4 credits.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Corequisite(s): SOWK 401 and SOWK 420

Prerequisite(s): SOWK 401 and SOWK 420

Repeatable: Repeatable up to 4 credits

Schedule Type: Practicum

Term Offering: Fall, Spring, Summer

College Code: CAS

SOWK 437 - International Social Work

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 438 - Workshop:_____

Credits: 1–4

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 4 credits

Schedule Type: Workshop
College Code: CAS

SOWK 440 - Assessment and Treatment of Victims of Violence

Credits: 2

Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 401 and SOWK 402 or SOWK 501 or permission of instructor.

Schedule Type: Lecture

College Code: CAS

SOWK 444 - International Social Work Services and Programs

Credits: 2-4

Students will travel within the USA and/or abroad to develop thorough immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: CAS

SOWK 445 - Counseling and Spirituality

Credits: 3

This course provides an introduction to counseling and spirituality. Working from a Christian worldview, students will integrate current therapeutic practice models with a variety of spiritual counseling principles and skills. Students will assess their own spiritual wellness and examine how it impacts their work with clients.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PSYC 101

Schedule Type: Lecture

College Code: CAS

SOWK 446 - Crisis Intervention

Credits: 2

Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Juniors and seniors only.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

College Code: CAS

SOWK 449 - Disaster Response and Emergency Operations

Credits: 2

Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision-making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BSAD426/526. Evidence of satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, IS546/547 Continuity of Operations, and IS(7)00 National Incident Management System.

Schedule Type: Lecture, Blended Learning

College Code: CAS

SOWK 455 - Treatment of Substance Abuse

Credits: 2-4

An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 460 - Death and Grief in Contemporary Society

Credits: 2

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.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 461 - Social Work Research I

Credits: 2

Course includes research tools available to social workers to assist them with the integration of research-based evidence into their practice. Discusses an overview of the research process, theoretical review, ethics, cultural competence, hypothesis and problem formulation, instrument construction and research design. SPSS will be used by students to design a research project addressing a social problem.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 220, STAT 285

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 462 - Social Work Research II

Credits: 2

Course includes research tools for social workers, including: data collection methods, survey research, data analysis, qualitative research methods and writing research reports. Students will complete a research project addressing a social problem, analyze the data using SPSS, and write a research report.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: SOWK 461

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

SOWK 475 - Topics in:_____

Credits: 1-4

Students are able to select offerings from various contemporary social-work topics.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning, Independent

College Code: CAS

SOWK 477 - Community Assessment and Capacity Mapping

Credits: 2

Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 478 - Principles & Practice of Hazards Mitigation

Credits: 3

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS271 Anticipating Hazardous Weather & Community Risk and IS340 Hazardous Materials Prevention.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Evidence of satisfactory completion of PDSERVICE course. modules IS5 Intro to Hazardous Materials and IS55 Hazardous Materials Guide for Citizens.

Schedule Type: Lecture

College Code: CAS

SOWK 489 - BSW Professional Seminar

Credits: .5

Introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills, and their ability to exhibit positive behaviors that will ensure success in social work practice. Fall portfolios presented and graded in the spring.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): SOWK 435
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 495 - Independent Study/Project/Teachings

Credits: 1–4
Consent of the instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

SOWK 501 - Foundations of Practice I

Credits: 4
Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 510
Prerequisite(s): SOWK 531 or SOWK 532
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 502 - Foundations of Practice II

Credits: 4
Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 510
Prerequisite(s): SOWK 501
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: CAS

SOWK 505 - Medical Social Work

Credits: 2
Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 510 - Generalist Field Seminar

Credits: .5
Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): SOWK 501 or SOWK 502
Repeatable: Repeatable up to 1 credit
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 514 - Children & Families at Risk

Credits: 2
This course explores factors that put children and families at risk for various social problems in American society. Special attention is placed on institutions, services, policies, and laws that impact families, set within a historical context of child welfare laws and services.

Grade Mode: Normal (A-F,I,W)
254

Schedule Type: Lecture
College Code: CAS

SOWK 515 - Christian Perspectives on Professional Ethics

Credits: 2
Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply a professional code of ethics to practice dilemmas they may face in the fields of social work and family life using a Christian theological framework.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 516 - Substance Use in American Society

Credits: 2
An overview of substance use terminology, historical issues, definitions, epidemiology, consequences, and drugs of abuse within an American cultural and historical framework.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

SOWK 520 - Web & Media for Not-for-Profit

Credits: 2
This course emphasizes interpersonal competence, various professional standards and use of presentation and archival technologies for use in professional interviews. Electronic Portfolio, Web Development and CDROM Authoring technologies are presented.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 524 - Social Gerontology

Credits: 2
A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Even years
College Code: CAS

SOWK 525 - Emergency Planning

Credits: 2
Principles of emergency planning used in any type of diaster. 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.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 408
Schedule Type: Lecture
College Code: CAS

SOWK 531 - Human Behavior and the Social Environment I

Credits: 2
Ecological model for studying human behavior and an overview of normal individual development from conception through early childhood. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course. Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 532 - Human Behavior and the Social Environment II

Credits: 2
Ecological model for studying human behavior and an overview of normal individual development from middle childhood to late adulthood. Psycho-social, learning, and social-role theories constitute the theoretical basis for the course.

Special attention paid to the impact of gender, health, and minority status upon human development.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: CAS

SOWK 535 - Generalist Field Experience

Credits: 1–4
In this practicum, students will apply course-based knowledge and skills by working in a social service setting. A minimum of 400 clock hours are required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): SOWK 510 and SOWK 501 or SOWK 502
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS

SOWK 536 - Generalist Social Work/Theological Field Experience

Credits: 1–4
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. Cross-listed with CHMN560.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): SOWK 501, SOWK 510
Repeatable: Repeatable up to 4 credits
Schedule Type: Practicum
College Code: CAS

SOWK 537 - International Social Work

Credits: 2
This course reviews the concepts, issues and organizations related to international social work. It gives students the historical perspective of the involvement of social workers in international action including both development and human rights efforts. The course includes a discussion of international ethics, global policy, and international exchange.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 543 - Assessment and Treatment of Victims of Violence

Credits: 2
Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 544 - International Social Work Services and Programs

Credits: 2–4
Students will travel within the USA and/or abroad to develop thorough immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: CAS

SOWK 545 - Counseling and Spirituality

Credits: 2
This course provides an introduction to counseling and spirituality. Working from a Christian worldview, students will integrate current therapeutic practice models with a variety of spiritual counseling principles and skills. Students will assess their own spiritual wellness and examine how it impacts their work with clients.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MSW student or permission of instructor.
Schedule Type: Lecture
College Code: CAS

SOWK 550 - Social Policy

Credits: 2,3
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 559 - Death & Grief in Contemporary Society

Credits: 2
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.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 561 - Social Work Research I

Credits: 2
Course includes research tools available to social workers to assist them with the integration of research-based evidence into their practice. Discusses an overview of the research process, theoretical review, ethics, cultural competence, hypothesis and problem formulation, instrument construction and research design. SPSS will be used by students to design a research project addressing a social problem.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 531
Prerequisite(s): SOWK 531
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 562 - Social Work Research II

Credits: 2
Course includes research tools for social workers, including: data collection methods, survey research, data analysis, qualitative research methods and writing research reports. Students will complete a research project addressing a social problem, analyze the data using SPSS, and write a research report.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 561,SOWK 532
Prerequisite(s): SOWK 561,SOWK 532
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 567 - Drugs and Behavior

Credits: 2
An introduction to how drugs affect mood, sensation, consciousness, and other psychological and biological functions. We will look at concepts such as the short and long term effects of use and abuse of drugs, classification, and laws regulating the use of drugs, the relationship of drug use on societal issues, different approaches to drug treatment, as well as debates on controversial topics in the field of drugs.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PSYC 101
Schedule Type: Lecture
College Code: CAS

SOWK 568 - Treatment of Substance Abuse

Credits: 2
An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

SOWK 577 - Community Assessment and Capacity Mapping

Credits: 2
Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 578 - Study Tour

Credits: 0
Travel to selected areas of social work interest combined with lectures, directed readings and assignments. The amount of credit and geographic location are designated at the time a study tour is announced.

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: CAS

SOWK 601 - Advanced Practice I

Credits: 3
Develops interpersonal practice skills on an advanced level. The course gives special consideration to developing proficiency in cognitive-behavioral therapy.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 610.
Prerequisite(s): Completion of SOWK 502 or admission to Advanced Standing.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 602 - Advanced Practice II

Credits: 2
Develops practice skills on an advanced level. The course gives special consideration to Social Work leadership as it relates to human and financial resource management.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): SOWK 610.
Prerequisite(s): Advanced-year status or permission of instructor.
Schedule Type: Lecture
Term Offering: Spring
College Code: CAS

SOWK 605 - Advanced Clinical Assessment

Credits: 3
Advanced assessment theories of and recent research into the etiology and psychopathology of social variance. Emphasis on developing differential diagnostic skills and holistic assessment from a strengths perspective.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Advanced-year status or permission of instructor.
Schedule Type: Lecture
Term Offering: Fall
College Code: CAS

SOWK 610 - Advanced Field Seminar

Credits: .5
This seminar builds on the student's generalist foundational knowledge. It is designed to help the student further integrate social work knowledge and theory to field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): SOWK 601 or SOWK 602.
Repeatable: Repeatable
Schedule Type: Seminar
Term Offering: Fall, Spring
College Code: CAS

SOWK 614 - Migrant & Refugee Issues

Credits: 2
This course will study fundamental theories and concepts regarding voluntary migration (migrant issues) and forced migration (refugee issues). It will also

address the main political, social, economic and environmental push and pull factors that influence immigration and emigration within the framework of globalization.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 620 - School Social Work

Credits: 2
Required for students who wish to practice social work in a school setting. Various aspects of practice included: the students, the community, the school staff, and innovative social-work-practice techniques.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

SOWK 624 - Evidence-Based Therapies

Credits: 2
This survey course will explore evidence-based practice models that are commonly used in clinical settings. Students will have opportunities to observe and practice these models in a classroom setting in preparation for application in field settings.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

SOWK 626 - Therapy with Children & Adolescents

Credits: 2
This course prepares students to work with children and adolescents. Information on therapeutic modalities and specific interventions are included. The major psychological disorders in children and adolescents are addressed, as well as special issues they may have.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Advanced-year status or permission of instructor.
Schedule Type: Lecture
College Code: CAS

SOWK 628 - Treatment of Adult Mental Disorders

Credits: 2
Exposure to the primary clinical social goals of assessment, diagnosis, and treatment by examining the common adult mental disorders. Emphasis placed on assessment factors, including cultural, psychosocial and evaluation of symptoms. Specific treatment techniques for each diagnosis explored.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SOWK 501, SOWK 502 or advanced placement.
Schedule Type: Lecture
College Code: CAS

SOWK 630 - Policy for Social Change

Credits: 3
Students explore theory and apply it to community organizing, coalition building, and advanced-policy analysis; assess existing policies within various systems and study the impact of these policies; and plan and implement a social-action project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Advanced-year placement.
Schedule Type: Lecture, Blended Learning
College Code: CAS

SOWK 635 - Advanced Field Experience

Credits: 1–5
In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A minimum of 500 clock hours is required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Corequisite(s): Successful completion of SOWK 535, SOWK 610,SOWK 601 or SOWK 602
Prerequisite(s): Successful completion of SOWK 535, SOWK 610,SOWK 601 or SOWK 602
Repeatable: Repeatable up to 5 credits
Schedule Type: Practicum
Term Offering: Fall, Spring, Summer
College Code: CAS

SOWK 637 - Advanced Standing Field Experience

Credits: 1–6

In this practicum, students will apply advanced course-based knowledge and skills by working in a social service setting. A minimum of 600 hours are required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Corequisite(s): SOWK 610, SOWK 601 or SOWK 602

Prerequisite(s): SOWK 610, SOWK 601 or SOWK 602

Repeatable: Repeatable up to 6 credits

Schedule Type: Practicum

Term Offering: Fall, Spring, Summer

College Code: CAS

SOWK 638 - Leadership in Social Work

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Completion of SOWK 502, admission to Advanced Standing, or permission of instructor.

Schedule Type: Lecture

College Code: CAS

SOWK 640 - Interventions in Marital Conflict

Credits: 2

Explores models and techniques to uncover and utilize counselee's strengths to improve marital communication and satisfaction. Research-based techniques applied through role-playing and other experiential activities.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 402 or SOWK 501 or an equivalent graduate course in social-work methods or counseling.

Schedule Type: Lecture

College Code: CAS

SOWK 646 - Trauma and Advanced Crisis Intervention

Credits: 2

This course is designed to enhance students' empathic understanding of the nature of a traumatic experience from the child's perspective, and how traumatic experiences and their aftermath may influence the child's life. This focus on the impact of trauma on the child and family provides a foundation for assessment, crisis intervention, and intervention planning leading to the provision of effective, individually-tailored services that reflect the client's unique needs and strengths, cultural background, developmental level, and life circumstances. Real case studies as they actually unfold in practice are utilized.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SOWK 501

Schedule Type: Lecture, Blended Learning

College Code: CAS

SOWK 648 - Workshop:_____

Credits: 1–4

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 4 credits

Schedule Type: Workshop

College Code: CAS

SOWK 649 - Advanced Family Therapy

Credits: 2

This course prepares students to work with families. Major family therapy modalities are included, as well as an exposure to therapeutic family concerns.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Advanced-year status or permission of instructor.

Schedule Type: Lecture

College Code: CAS

SOWK 651 - Foundations of Biblical Counseling

Credits: 2–3

This course equips students to apply biblical principles of counseling and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 655 - Organizational/Community Assessment

Credits: 2

The basic underpinnings of organizational dynamics. Students explore the historical influences on and current challenges faced by social-work managers. The basics of management-assessment skills and human issues that impact organization explored.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Advanced-year placement.

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

SOWK 659 - Human Sexuality

Credits: 3

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional and social aspects of sexual development and the Christian response to this God-given gift.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 660 - Advanced Practice Evaluation

Credits: 3

Prepares students to examine their own practice's quality. Attention given to selecting appropriate measurement tools. The latest evaluation techniques are presented, offering students resources for 21st-century practice.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite/Corequisite: Co/Prerequisites: SOWK 635 and advanced-year placement or permission of instructor.

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

SOWK 665 - Program Continuation

Credits: 0

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

SOWK 667 - Interventions in Gerontology

Credits: 2

This course will utilize bio-psychosocial knowledge about older adults to assess and apply advanced interventions in a variety of practice settings. Using case examples and practice activities, evidence-based therapeutic models and interventions will be examined to address these issues.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

SOWK 670 - Project Continuation

Credits: 0

Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

SOWK 675 - Topics in:

Credits: 1–4

Students are able to select offerings from various contemporary social-work topics.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning, Independent

College Code: CAS

SOWK 689 - Advanced Professional Seminar

Credits: .5

Facilitates MSW closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/ her learning and personal goal attainment. Exploration of issues related to career development and lifelong learning.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Advanced Standing or permission of instructor.

Repeatable: Repeatable up to 1 credit

Schedule Type: Seminar

Term Offering: Fall, Spring

College Code: CAS

SOWK 690 - Independent Study/Research

Credits: 1–3

Open to qualified students who show ability and initiative. See the department policy for specific requirements.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Permission of Graduate Program Director and instructor.

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

Undergraduate Leadership Program

Campus Center, Main Floor
269-471-6681
ulead@andrews.edu
www.andrews.edu/ulead

Why an Undergraduate Leadership Program?

Society often encourages us to think of leadership as reserved for people with charismatic personalities or those in high-profile positions. Many would argue that effective leaders are born rather than made, and that those who lack the stereotyped traits associated with leadership must settle to be followers. Andrews University rejects the notion that leadership is only for the few. We define "leadership" as *individualized, intentional influence*, believing that a well-trained leader will be better able to affect meaningful change regardless of their career path.

The question is not whether Andrews students are leaders. They are. The question is whether or not they are maximizing their natural leadership potential. While leadership growth is a lifelong process—one that will obviously continue beyond the undergraduate college years—participation in the Leadership Program provides a vital grounding in leadership thinking and practice that places graduates ahead of their peers in terms of self-knowledge, creativity, positive change, interpersonal communication, teamwork, engaged citizenship and many other traits.

Program participants may pursue any of three tracks in approaching their leadership development, depending on what works best for the individual. Some may wish to take advantage of an individual course, created especially for those seeking a single game-changing elective. Those students who would like a more in-depth leadership experience can opt for the Undergraduate Leadership Certificate. The certificate embeds in their current academic program, allowing for maximum flexibility. Still others will want to pursue the most complete opportunity by accomplishing the Leadership Minor. Any Andrews' student should be able to take part in this program without adjusting the course of study for their major.

Undergraduate Leadership Courses

Fundamentals of Leadership is a class created with *every* student in mind. Whether a stand-alone, game-changing course or the entryway to a Leadership Certificate or Minor, this class is designed to bring immediate and long-term value to any undergraduate degree by exploring basic leadership concepts and why leadership applies to them, their individualized approach to leading, team dynamics, and unlocking their creativity.

Creative Problem Solving seeks to dive deeply into the creative and critical thinking process that should prepare students to address new and emerging issues in the world around them.

Theories of Leadership provides students with an understanding of the leadership points of view swirling around them. It will help decode the conversation and actions of others who may use similar language while intending different things. Finally, this course will facilitate the student's personalized construction of a practicable theory of leadership.

Introduction to Coaching gives the student theory and practice in impacting those around them to become a better version of themselves. Participants in this class will acquire the coveted skills allowing them to move into groups or teams and increase the performance and engagement of others.

Leadership Practicum (0 credits, required every semester a student is enrolled in the certificate/minor program) helps students learn how to navigate their college experience from a leadership perspective with the help of one-on-one coaching. They will engage with a mentor, expand their knowledge base of leadership, and develop a growth plan designed to help them lead self, others, and organizations.

Leadership Capstone is a course that helps students to develop and present their leadership portfolio, an experience that includes a reflection process describing personal growth and increasing theoretical understanding, as well as a focus on preparing students to present their skills to future employers.

Change Project allows students to identify needed change, create a plan, attempt the change and study the resulting relationships and processes required to become a change agent.

Diversity & Inclusion in Leadership will equip students with the tools to manage intercultural conflict, identify and utilize inclusive language, and explore the relationship among diversity, inclusion and the gospel. Emphasis will be given to learning the strategies needed for effective, inclusive leadership in diverse settings, giving special consideration to conversations around religion, gender, orientation, ability, and race/culture.

Undergraduate Minors

Leadership Minor

This world desperately needs engaged young leaders—those prepared to positively impact teams, organizations, and movements. The leadership minor signifies a bold claim of readiness to do just that. The leadership minor builds on the leadership certificate by diving deeper into the mechanics of leadership, learning to listen well and ask good questions, and creatively addressing complex problems within a team.

Total Credits: 20-21

The leadership minor can be completed in 20 to 21 credit hours. The minor adds three courses to the foundation of the leadership certificate. As in the certificate, LEAD 101 is offered for 2 or 3 credits to give students flexibility in their schedule, as well as allowing 3 credit students to take a deep dive into strengths identification, an integral component of the leadership program curriculum.

Requirements

2-3 Credits of LEAD 101 - Fundamentals of Leadership **Credits: 2,3**
Or 2-3 Credits of LEAD 301 - Leadership and Mentoring **Credits: 2,3**

LEAD 200 - Leadership Practicum **Credits: 0 ***
LEAD 220 - Creative Problem Solving **Credits: 3**
LEAD 310 - Theories of Leadership **Credits: 3**
LEAD 320 - Introduction to Coaching **Credits: 3**
LEAD 496 - Leadership Capstone **Credits: 1**

2 Credits of LEAD 498 - Leadership Change Project **Credits: 1-3**
6 credits of leadership electives (These electives may include Diversity & Inclusion in Leadership, Creative Problem Solving, Theories of Leadership, Introduction to Coaching or other chosen electives from a list of approved cognates. The student must provide justification for its inclusion in their leadership certificate/minor.)

*Note: LEAD 200 is required every semester in the program (after completion of LEAD 101 or LEAD 301).

Maintaining Academic Standing

The following standards are required for successful completion of the certificate program or minor.

Academic Standards:

Earn a minimum overall 2.25 GPA.

Earn a minimum 2.5 GPA in certificate or minor program coursework.

No course with a grade below C may count toward the certificate or minor program coursework.

Citizenship Standards:

Program participants placed on suspension or Student Life probation in either of the following categories may be removed from the program:

Citizenship Probation

Co-curricular Probation

Failure to meet these standards results in possible removal from the program. Students may reapply.

Awards and Ceremonies

Each recipient will be recognized in the following ways:

- A celebration ceremony focusing on the student's change project, leadership portfolio and leadership journey.
- The Randall Leadership Medallion, which the student may wear during graduation ceremonies.
- A Leadership Certificate with the Andrews University seal.
- Specific mention or annotation in the University commencement program.
- Notation of Leadership Certificate accomplishment included on transcripts.

Certificates

Leadership Certificate

Recipients of the leadership certificate demonstrate growth in emotional and social intelligence, clarification of personal passion, and identification of values and mission. These areas of development unlock powerful career and graduate school opportunities.

Total Credits: 11-12

The leadership certificate can be completed in 11 to 12 credit hours. LEAD 101 is offered for 2 or 3 credits to give students flexibility in their schedule, as well as allowing 3 credit students to take a deep dive into strengths identification, an integral component of the leadership program curriculum.

Requirements

- 2-3 Credits of LEAD 101 - Fundamentals of Leadership **Credits:** 2,3
- Or** 2-3 Credits of LEAD 301 - Leadership and Mentoring **Credits:** 2,3

LEAD 200 - Leadership Practicum **Credits:** 0 *

LEAD 496 - Leadership Capstone **Credits:** 1

2 Credits of LEAD 498 - Leadership Change Project **Credits:** 1–3

6 credits of leadership electives (These electives may include Diversity & Inclusion in Leadership, Creative Problem Solving, Theories of Leadership, Introduction to Coaching or other chosen electives from a list of approved cognates. The student must provide justification for its inclusion in their leadership certificate/minor.)

***Note:** LEAD 200 is required every semester in the program (after completion of LEAD 101 or LEAD 301).

Maintaining Academic Standing

The following standards are required for successful completion of the certificate program or minor.

- Academic Standards:
 - Earn a minimum overall 2.25 GPA.
 - Earn a minimum 2.5 GPA in certificate or minor program coursework.
 - No course with a grade below C may count toward the certificate or minor program coursework.

Citizenship Standards:

Certificate program participants placed on suspension or Student Life probation in either of the following categories may be removed from the program:

- Citizenship Probation
- Co-curricular Probation

Failure to meet these standards results in possible removal from the program. Students may reapply.

Awards and Ceremonies

Each leadership certificate and minor student will be recognized in the following ways:

- A celebration ceremony focusing on the student's change project, leadership portfolio and leadership journey.
- The Randall Leadership Medallion, which the student may wear during graduation ceremonies.
- A Leadership Certificate with the Andrews University seal.
- Specific mention or annotation in the University commencement program.
- Notation of Leadership Certificate accomplishment included on transcripts.

Leadership

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.

LEAD 101 - Fundamentals of Leadership

Credits: 2,3

An exploration of essential personal and interpersonal qualities of a leader. Emphasis is given to team dynamics, problem solving, values identification, strengths discovery and unlocking creativity. Following this course, students may apply to the Undergraduate Leadership Program to pursue a certificate or minor in leadership. Students may receive credit for only LEAD101 or LEAD 301.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

LEAD 200 - Leadership Practicum

Credits: 0

This zero credit course helps students apply leadership theory. Under the advisement of a coach, they will develop a plan which focuses on one of three areas: Leadership of One, Leadership of Others, and Leadership of Organizations. It will include a growth strategy for expanding the student's knowledge base, engaging in a mentoring relationship, and an individualized leadership growth plan. Required of all certificate and minor students each semester in residence.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Practicum

College Code: CAS

LEAD 220 - Creative Problem Solving

Credits: 3

This course explores how to proceed when confronted by problems too ambiguous, complex and messy to be addressed directly through technical strategies. It seeks to increase the participants' understanding of creativity and critical thinking to improve their problem-solving skills.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

LEAD 230 - Diversity and Inclusion in Leadership

Credits: 3

This course will equip students with the tools to manage intercultural conflict, identify and utilize inclusive language, and explore the relationship among diversity, inclusion and the gospel. Emphasis will be given to learning the strategies needed for effective, inclusive leadership in diverse settings, giving special consideration to conversations around religion, gender, orientation, ability, and race/culture.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Recommended: LEAD 101: Fundamentals of Leadership

Schedule Type: Lecture

Term Offering: Spring

College Code: CAS

LEAD 301 - Leadership and Mentoring

Credits: 2,3

In addition to an exploration of essential personal and interpersonal qualities of a leader, this course will place a special focus on mentoring. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Upon completion students may apply to the Undergraduate Leadership Certificate Program. Students may receive credit for only LEAD101 or 301.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): At least junior class standing.

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

LEAD 310 - Theories of Leadership

Credits: 3

A study of classical and modern theories of leadership, leadership styles, the role

of leadership in changing social reality.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: CAS

LEAD 320 - Introduction to Coaching

Credits: 3

This course will equip students with tools and methods for being successful coaches in their context. Students will acquire the skills needed to help others increase performance and develop themselves.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: CAS

LEAD 496 - Leadership Capstone

Credits: 1

Students will develop and present a leadership portfolio. This includes a reflection process describing personal growth and increasing theoretical understanding, as well as a focus on professional preparation for pursuing graduate studies or entering the workforce.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): LEAD 101 or LEAD 301, permission of instructor.

Schedule Type: Lecture

College Code: CAS

LEAD 497 - Special Projects in Leadership

Credits: 1–3

By special permission of the Leadership Program.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: CAS

LEAD 498 - Leadership Change Project

Credits: 1–3

A leadership project in which the student identifies needed change; creates a plan, attempts the change, and studies the resulting relationships and processes. Both a written and oral presentation of the project is required. Course limited to students in the Undergraduate Leadership Program.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

LEAD 499 - Independent Study: Topic

Credits: 1–3

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Instructor and Advisor permission required

College Code: CAS

Visual Art, Communication & Design

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Mission

We, the Andrews University Department of Visual Art, Communication & Design, mentor students in a nurturing, spiritual environment to be Christ-centered, socially responsible individuals by developing their creative gifts for visual and verbal communication.

Department Goal

The goal of the department is to prepare students to become scholars, market-ready practitioners, graduate students and future professors who are able to effectively develop, shape, and deliver uplifting content through journalism, communication, art, film, photography and design. Our purpose is to mold students' minds and to increase their talents so they think critically, discern clearly, and communicate creatively and constructively, with a Christ-like mindset for service.

Communication, whether visual or verbal or nonverbal, is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of channels—interpersonal, small group, public, or mediated. The mediums of communication may vary from producing a television show, designing a magazine, writing an editorial, photographing, or painting a portrait, but the goal is always to create human connection.

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association (NCA) affiliated honor society.

Public Relations Student Society of America (PRSSA) Chapter

The Andrews University PRSSA chapter is affiliated with the Western Michigan Public Relations Society of America. At the national level students are eligible for PRSA's publications, scholarships, award programs, leadership training and a national conference.

Communication Club

We have an active Communication Club that you are encouraged to participate in. The club provides you with opportunities to gain meaningful extracurricular experience, engage in enjoyable and professional social activities, and have access to privileges (such as special tours or workshops, or opportunities) only granted to club members.

Computer Policy

The Department of Visual Art, Communication & Design regards the computer as a tool integral to the success of students in their professional development. It is required that all students purchase a laptop computer and software to meet the department guidelines. Because computer technology is continually changing, a revised policy is drafted each fall semester. A list of software is available in the department. Specific requirements change so it is important to make sure the software listed is compatible with the laptop you choose to purchase. Use of the computer in the curriculum varies by course.

Communication Degrees

A bachelor's degree in Communication is very useful for preparing you for a wide range of career options, including being a political aide, public relations manager, talk show host, sales representative, graphic designer, photojournalist, market researcher, camera operator, corporate communication manager, copy editor, producer, magazine editor, and marketing/advertising manager. A master's degree in Communication can position you as an expert in your chosen area of concentration, further expanding your career options, and opening higher-level opportunities for professional advancement—as well as preparing you to pursue a terminal degree.

The three undergraduate degrees in Communication have a variety of emphasis areas. We also offer a Master of Arts program with two degrees (an MA and an MDiv/MA dual degree), and a graduate certificate program. In addition, we facilitate the Bachelor of Science in Communication for the Adult Degree Completion program (see Distance Education for more information).

Internships

Students enrolled in the Communication Management emphasis or the Journalism and Communication Media programs must submit applications for required internships during their sophomore and/or junior years. Students must fulfill the required number of clock hours to meet the requirements for their degree. All majors are encouraged to participate in the internship program. Department approval must be obtained prior to the start of an internship.

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.

Visual Art & Design Degrees

Students can graduate with a double BFA major or a BFA with a BA in Art History. Credits cannot be duplicated within the 45-credit BFA emphasis. In the second BFA emphasis, 39 credits are required, and excludes ART 485 Thesis Project (3), ART 496 Portfolio Development (3), and ART 497 BFA Exhibition (1).

Associates

Photography AS

The Associate of Science in Photography degree offers students the opportunity to gain marketable skills for entry-level employment in the photographic industry. The AS in Photography answers the need for a professional degree where a broad photographic skill set can be learned in a short period of time, addressing time and/or financial constraints, while still preparing the student for a viable place in the photographic industry.

Total Credits: 63

Major Courses - 42

PHTO 115 - Photography I **Credits: 3** Or PHTO 116 - Digital Photography I **Credits: 3**
PHTO 175 - Digital Imaging **Credits: 3**
PHTO 200 - Advanced Photography I **Credits: 3**

PHOTO 210 - History of Photography **Credits:** 3
 PHOTO 220 - Color Photography I **Credits:** 3
 PHOTO 365 - Advanced Digital Imaging **Credits:** 3
 PHOTO 380 - Lighting I **Credits:** 3
 PHOTO 480 - Lighting II **Credits:** 3
 ART 104 - Drawing I **Credits:** 3
 ART 130 - Introduction to Digital Media **Credits:** 3
 ART 207 - Basic Design I **Credits:** 3
 ART 496 - Portfolio Development **Credits:** 1–3 (3 credits required)
 With an additional 6 credits to be chosen with your academic advisor from
 ART, COMM, DSGN, FILM, PHOTO, BSAD, MKTG, or FNCE.

General Education - 21

This degree utilizes the Professional General Education Package for Associate's degrees.

Bachelors

Art BA

The BA in Art is an academic liberal arts degree with a broad interdisciplinary program that is suited for those students anticipating graduate school either in their related emphasis field, or another area. The BA Art student's interest in art and other educational pursuits are equally as strong, making the degree appropriate for those who wish to integrate other educational pursuits with their visually creative work. The BA in Art lends itself easily to the combination of multiple majors, minors, and pre-professional programs such as Pre-Art Therapy, Pre-Med, or Pre-Dent. The degree requires 45 credits in art history and visual art courses, a minor in a secondary area, and the Andrews Core Experience requirements including a foreign language.

Total Credits - 45

Visual Art, Communication and Design Core - 15

COMM 320 - Interpersonal Communication **Credits:** 3
 DSGN 130 - Introduction to Digital Media **Credits:** 3
 FILM 105 - Intro to Filmmaking **Credits:** 3
 JOUR 230 - Beginning Media Writing **Credits:** 3
 PHOTO 300 - Media Ethics & Awareness **Credits:** 3

Major: Core - 21

Art History - 12

ARTH 325 - Prehistoric to Medieval Art **Credits:** 3
 ARTH 326 - Renaissance to Modern Art **Credits:** 3
 ARTH 440 - Art Since 1945 **Credits:** 3
Choose one of the following Courses:
 ART 380 - Topics in: **Credits:** 1–6
 ARTH 345 - History of Graphic Design **Credits:** 3
 FILM 315 - Movements in World Cinema **Credits:** 3
 PHOTO 210 - History of Photography **Credits:** 3

Studio - 9

ART 104 - Drawing I **Credits:** 3
 ART 105 - Painting I **Credits:** 3
 ART 200 - Color Theory and Use **Credits:** 3

Major: Electives - 9

Choose three classes from ART, DSGN or PHOTO.

Minor (Recommended) - 21

It is recommended that the student work with an advisor to choose an appropriate minor. Examples of suggested minors are as follows:

Art History (for those wishing to pursue graduate studies in art history)
Psychology (for those wishing to pursue graduate studies in art therapy ((to qualify as a pre-professional degree)) and counseling. Consult the graduate school offering the art therapy degree being sought to verify entrance requirements.)
French or Spanish (for those whose end goal is to work in an international setting)
Anthropology (for those wishing to pursue graduate studies in archaeology or conservation)
Accounting (for those wishing to start a business or run an art gallery)
Leadership (for those wishing to work with youth or in the public sphere)
Biology or Chemistry (for those wishing to pursue pre-med or pre-dent)
Writing (for those wishing to enter the publication field)
Community and International Development (for those wishing to work in non-profits or public programming)

Communication BA

Communication is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of mediums/channels including interpersonal, small group, public, or digital. This degree provides you with a comprehensive study of communication, spanning media studies, old and new media technologies, social applications, and speech communication. Upon completion students will commonly pursue graduate school or careers in corporate communication, public relations, public affairs, and more. In interactive classrooms and state-of-the-art facilities, you will meet engaged professors who are motivated to equip you with the knowledge and skills you will need.

Total Credits - 43-46

Visual Art, Communication & Design Core - 15

COMM 320 - Interpersonal Communication **Credits:** 3
 DSGN 130 - Introduction to Digital Media **Credits:** 3
 FILM 105 - Intro to Filmmaking **Credits:** 3
 JOUR 230 - Beginning Media Writing **Credits:** 3
 PHOTO 300 - Media Ethics & Awareness **Credits:** 3

Major: Core - 16

1 Credit required of ART 496 - Portfolio Development **Credits:** 1–3
 COMM 215 - Introduction to Communication Theory **Credits:** 3
 COMM 336 - Intercultural Communication **Credits:** 3
 COMM 375 - Professional Presentations **Credits:** 3
 COMM 432 - Research Methods in Communication **Credits:** 3
 JOUR 140 - Media, Culture and Society **Credits:** 3

Concentrations

A concentration is required for this degree. Choose one of the following Concentrations:

Public Relations - 15

COMM 435 - Crisis Communications **Credits:** 3
 JOUR 330 - Advanced Media Writing **Credits:** 3
 PREL 255 - Introduction to Public Relations **Credits:** 3
 PREL 320 - Managing PR Campaigns and Special Events **Credits:** 3
 PREL 454 - Advanced Public Relations **Credits:** 3

Communication Studies - 12

Choose four of the following Courses:

COMM 280 - Voice and Diction **Credits:** 3
 COMM 356 - Group Dynamics and Leadership **Credits:** 3
 COMM 405 - Persuasion **Credits:** 3
 COMM 446 - Gender Communication **Credits:** 3
 JOUR 455 - Mass Media Law **Credits:** 3

Communication BS (Adult Degree Completion)

This program serves adult students desiring a Communication degree and is offered on-campus as well as online. Program requirements are the same for both the main campus and online options.

Main Campus: All courses for this program are available on the main campus. Campus course formats include lectures, labs, and more interactive learning experiences.

Online: All course requirements can also be completed online, with no time required on the main campus. Online courses are offered in self-paced open learning and self-paced full term formats, with a few also available in interactive online format (see School of Distance Education and International Partnerships Definitions).

Total Credits: 124

Major: Core Requirements - 36

Communication Core

- JOUR 140 - Media, Culture and Society **Credits:** 3
- JOUR 230 - Beginning Media Writing **Credits:** 3

Core Requirements

- COMM 320 - Interpersonal Communication **Credits:** 3
- COMM 325 - Media Literacy **Credits:** 3
- COMM 336 - Intercultural Communication **Credits:** 3
- COMM 356 - Group Dynamics and Leadership **Credits:** 3
- COMM 375 - Professional Presentations **Credits:** 3
- COMM 380 - Communication Theory and Research for Adults **Credits:** 3
- COMM 405 - Persuasion **Credits:** 3
- COMM 480 - Communication Capstone **Credits:** 3

- COMM 434 - Healthcare Communication **Credits:** 3
- Or COMM 435 - Crisis Communications **Credits:** 3
- Or PREL 460 - Development **Credits:** 3

- COMM 445 - Family Communication **Credits:** 3
- Or COMM 446 - Gender Communication **Credits:** 3

Undergraduate Electives - 49

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree of the Andrews Core Experience.

Admission Requirements

- An adult, with 25+ earned hours of college credits;
- Age 24 or above (married individuals who are under 24 years' of age should be considered on a case by case basis)
- GPA of 2.0 or above.

Digital Communication BS

Communication is all about connection—shaping, sending, sharing, and receiving messages and meaning through a variety of mediums/channels including interpersonal, small group, public, or digital. All industries are in need of strong communicators, and this degree will allow you to explore the rapidly changing field of digital communication with a skillset that provides a competitive edge. Career pursuits include public relations, television, public affairs, filmmaking, digital publication, and more. In interactive classrooms and state-of-the-art facilities, you will meet engaged professors who are motivated to equip you with the knowledge and skills you will need.

Total Credits - 40-49

Visual Art, Communication & Design Core - 15

- COMM 320 - Interpersonal Communication **Credits:** 3
- DSGN 130 - Introduction to Digital Media **Credits:** 3
- FILM 105 - Intro to Filmmaking **Credits:** 3
- JOUR 230 - Beginning Media Writing **Credits:** 3
- PHTO 300 - Media Ethics & Awareness **Credits:** 3

Major: Core - 13

- 1 Credit of ART 496 - Portfolio Development **Credits:** 1–3
- COMM 336 - Intercultural Communication **Credits:** 3
- JOUR 140 - Media, Culture and Society **Credits:** 3
- JOUR 455 - Mass Media Law **Credits:** 3
- PREL 255 - Introduction to Public Relations **Credits:** 3

Concentration - 12-21

A concentration is required for this degree. Choose one of the following Concentrations:

Media Production - 21

- 3 Credits of COMM 145 - Introduction to Television Production **Credits:** 2–3
- COMM 455 - Advanced Television Production **Credits:** 3
- COMM 468 - Directing and Producing for Studio Television **Credits:** 3
- FILM 275 - Post-Production **Credits:** 3
- FILM 350 - Cinematography **Credits:** 3
- FILM 355 - Sound Recording and Editing **Credits:** 3
- FILM 490 - Producing for Film and Television **Credits:** 3

Media Writing - 18

- COMM 375 - Professional Presentations **Credits:** 3
- COMM 432 - Research Methods in Communication **Credits:** 3
- COMM 435 - Crisis Communications **Credits:** 3
- FILM 225 - Screenwriting **Credits:** 3
- JOUR 330 - Advanced Media Writing **Credits:** 3
- JOUR 440 - Magazine and Feature Writing **Credits:** 3

Public Relations - 12

- COMM 435 - Crisis Communications **Credits:** 3
- JOUR 330 - Advanced Media Writing **Credits:** 3
- PREL 320 - Managing PR Campaigns and Special Events **Credits:** 3
- PREL 454 - Advanced Public Relations **Credits:** 3

Documentary Film BFA

The Documentary Film program at Andrews University was designed for the student who embraces the role of the visual storyteller, and for students who feel compelled to inform and engage audiences with deeply affecting narratives on important issues. Students will start by taking a selection of core courses which provide a broad base of art and communication experiences in digital media, photography and art history. With this foundation, the curriculum moves to immerse students in the art and craft of directing, producing, writing, cinematography and post-production, while including important film history and theory courses to further their analytical and critical development.

Whether learning how to construct breathtaking scenes with state-of-the-art film technology, or editing sequences that rouse audiences to action, students will develop both a competence in the tools of the trade as well as the thoughtfulness to approach filmmaking with creative integrity. Upon the completion of their BFA in Documentary Film, majors will have finished several major projects to include in their portfolio, capped by a senior film project intended to be shared broadly with audiences.

Total Credits - 82

Visual Art, Communication & Design Core - 15

- COMM 320 - Interpersonal Communication **Credits:** 3
- DSGN 130 - Introduction to Digital Media **Credits:** 3
- FILM 105 - Intro to Filmmaking **Credits:** 3

Art History - 12

ARTH 326 - Renaissance to Modern Art **Credits: 3**
ARTH 440 - Art Since 1945 **Credits: 3**
FILM 210 - Survey of Documentary Film **Credits: 3**
FILM 315 - Movements in World Cinema **Credits: 3**

Major: Core - 55

ART 207 - Basic Design I **Credits: 3**
ART 485 - Senior Project **Credits: 3**
1 Credit of ART 487 - Internship **Credits: 1–3**
FILM 225 - Screenwriting **Credits: 3**
FILM 275 - Post-Production **Credits: 3**
FILM 350 - Cinematography **Credits: 3**
FILM 355 - Sound Recording and Editing **Credits: 3**
FILM 398 - Directing the Documentary I **Credits: 3**
FILM 399 - Directing the Documentary II **Credits: 3**
FILM 486 - Senior Project II **Credits: 3**
FILM 490 - Producing for Film and Television **Credits: 3**
PHOTO 116 - Digital Photography I **Credits: 3**
PHOTO 380 - Lighting I **Credits: 3**

With an additional 18 elective credits to be chosen in consultation with your academic advisor from ART, ARTH, COMM, DSGN, FILM, JOUR, and PHOTO.

Andrews Core Experience - 36

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission are outlined in the packet.

The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design.

Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program is expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student's work.

Fine Art BFA

The Bachelor of Fine Art is recommended for students seeking to become professional artists, illustrators, craftsmen, or professors on the college level. The BFA is the required degree for acceptance into a Masters of Fine Arts program, which is the necessary degree for pursuing a university teaching position.

The Department of Visual Art, Communication, and Design offers concentrations in Drawing and Painting. The Fine Art major cultivates the individual voice and vision of the Fine Art student and prepares them to create a mature body of work which prepares them to work as a practicing artist.

Total Credits - 82

Visual Art, Communication & Design Core - 15

COMM 320 - Interpersonal Communication **Credits: 3**
DSGN 130 - Introduction to Digital Media **Credits: 3**
FILM 105 - Intro to Filmmaking **Credits: 3**
JOUR 230 - Beginning Media Writing **Credits: 3**
PHOTO 300 - Media Ethics & Awareness **Credits: 3**

Art History - 12

ARTH 325 - Prehistoric to Medieval Art **Credits: 3**
ARTH 326 - Renaissance to Modern Art **Credits: 3**
ARTH 440 - Art Since 1945 **Credits: 3**

Choose one of the following Courses:

ARTH 345 - History of Graphic Design **Credits: 3**
FILM 210 - Survey of Documentary Film **Credits: 3**
PHOTO 210 - History of Photography **Credits: 3**

Major: Requirements - 55

ART 104 - Drawing I **Credits: 3**
ART 105 - Painting I **Credits: 3**
ART 106 - Printmaking I **Credits: 3**
ART 107 - Ceramics I **Credits: 3**
ART 200 - Color Theory and Use **Credits: 3**
ART 207 - Basic Design I **Credits: 3**
ART 304 - Drawing II **Credits: 3**
ART 305 - Painting II **Credits: 2–4**
(13 Credits Required)
ART 485 - Senior Project **Credits: 3**
ART 496 - Portfolio Development **Credits: 1–3**
(3 Credits Required)
ART 497 - BFA Exhibition **Credits: 1–3**
(3 Credits Required)
PHOTO 115 - Photography I **Credits: 3**
OR
PHOTO 116 - Digital Photography I **Credits: 3**
PHOTO 175 - Digital Imaging **Credits: 3**
PHOTO 200 - Advanced Photography I **Credits: 3**
PHOTO 380 - Lighting I **Credits: 3**

Andrews Core Experience - 36

Please note: The Andrews Core Experience requirements for Professional Degree Programs are normally 42 credits, 6 of the 42 credits are fulfilled through the studio elective line and major courses line.

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University.

Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

- Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission are outlined in the packet.
- The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design.
- Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program is expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student's work.

Graphic Design BS

The Bachelor of Science in Graphic Design allows student to supplement their design education with business, marketing, and communication classes that will give them a more entrepreneurial background. The program requires students to self-brand themselves and create a personal brand, estimate and quote materials, acquire business and marketing knowledge, develop a portfolio, create invoice and quote sheets, learn how to price themselves in the market and how to interact with clients.

Total Credits - 124

Visual Art, Communication & Design Core - 15

- COMM 320 - Interpersonal Communication **Credits:** 3
- DSGN 130 - Introduction to Digital Media **Credits:** 3
- FILM 105 - Intro to Filmmaking **Credits:** 3
- JOUR 230 - Beginning Media Writing **Credits:** 3
- PHTO 300 - Media Ethics & Awareness **Credits:** 3

Art History - 3

- ARTH 345 - History of Graphic Design **Credits:** 3

Major: Core - 53

- ART 104 - Drawing I **Credits:** 3
- ART 200 - Color Theory and Use **Credits:** 3
- ART 207 - Basic Design I **Credits:** 3
- ART 487 - Internship **Credits:** 1–3 (1 Credit Required)
- ART 496 - Portfolio Development **Credits:** 1–3 (3 Credits Required)
- ART 497 - BFA Exhibition **Credits:** 1–3 (1 credit required)
- BSAD 210 - Small Business Management **Credits:** 3
- DSGN 150 - Web Design I **Credits:** 3
- DSGN 185 - InDesign **Credits:** 3
- DSGN 214 - Graphic Design I **Credits:** 3
- DSGN 225 - Digital Vector Graphics **Credits:** 3
- DSGN 310 - Typography **Credits:** 3
- DSGN 431 - Editorial Design **Credits:** 3
- DSGN 432 - Brand Design **Credits:** 3

- DSGN 433 - The Business of Design **Credits:** 3
- DSGN 434 - Design in Advertising **Credits:** 3
- MKTG 310 - Principles of Marketing **Credits:** 3
- PHTO 116 - Digital Photography I **Credits:** 3
- PHTO 175 - Digital Imaging **Credits:** 3

Andrews Core Experience - 36

Please note: The Andrews Core Experience requirements for Professional Degree Programs are normally 42 credits, 6 of the 42 credits are fulfilled through the studio elective line and major courses line.

General Electives - 17

Graphic Design BFA

The BFA in Graphic Design is recommended for those wishing to work as graphic design professionals. The degree program combines the study of art, communication, design, web development and technology as mediums for visual communication and/or personal artistic expression. Students join the BFA in Graphic Design because they possess the ability to think, speak, draw, write and design. Students graduate as design leaders, having learned to inform, guide, clarify, promote and empower through visual form. The Senior Project and BFA Exhibition, as well as internships, bring students face-to-face with the design community. At the same time, students acquire valuable experience in problem solving and the application of design principles, making them cultural catalysts and sought-after design professionals.

Total Credits - 124

Visual Art, Communication & Design Core - 15

- COMM 320 - Interpersonal Communication **Credits:** 3
- DSGN 130 - Introduction to Digital Media **Credits:** 3
- FILM 105 - Intro to Filmmaking **Credits:** 3
- JOUR 230 - Beginning Media Writing **Credits:** 3
- PHTO 300 - Media Ethics & Awareness **Credits:** 3

Art History - 9

- ARTH 326 - Renaissance to Modern Art **Credits:** 3
- ARTH 345 - History of Graphic Design **Credits:** 3
- ARTH 440 - Art Since 1945 **Credits:** 3

Major: Core - 56

- ART 104 - Drawing I **Credits:** 3
- ART 200 - Color Theory and Use **Credits:** 3
- ART 207 - Basic Design I **Credits:** 3
- ART 485 - Senior Project **Credits:** 3 (3 Credits Required)
- ART 487 - Internship **Credits:** 1–3 (1 Credit Required)
- ART 496 - Portfolio Development **Credits:** 1–3
- ART 497 - BFA Exhibition **Credits:** 1–3 (1 Credit Required)
- DSGN 150 - Web Design I **Credits:** 3
- DSGN 185 - InDesign **Credits:** 3
- DSGN 214 - Graphic Design I **Credits:** 3
- DSGN 225 - Digital Vector Graphics **Credits:** 3
- DSGN 250 - Web Design II **Credits:** 3
- DSGN 310 - Typography **Credits:** 3
- DSGN 431 - Editorial Design **Credits:** 3
- DSGN 432 - Brand Design **Credits:** 3
- DSGN 433 - The Business of Design **Credits:** 3
- DSGN 434 - Design in Advertising **Credits:** 3
- PHTO 116 - Digital Photography I **Credits:** 3
- PHTO 175 - Digital Imaging **Credits:** 3
- PHTO 365 - Advanced Digital Imaging **Credits:** 3

Andrews Core Experience - 36

Please note: The Andrews Core Experience requirements for Professional Degree Programs is 42 credits, 6 of the 42 credits are fulfilled through the BFA Common Core and Major: Core.

General Electives - 8

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission are outlined in the packet.

The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design.

Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program is expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student's work.

Photography BS

The Bachelor of Science in Photography addresses the job placement outlook of the photographic field focusing on the commercial industry and those with entrepreneurial goals. The BS is more interdisciplinary than the BFA in Photography as the BS requires courses in business and communication.

Total Credits - 74

Visual Art, Communication & Design Core - 15

COMM 320 - Interpersonal Communication **Credits:** 3
DSGN 130 - Introduction to Digital Media **Credits:** 3
FILM 105 - Intro to Filmmaking **Credits:** 3
JOUR 230 - Beginning Media Writing **Credits:** 3
PHTO 300 - Media Ethics & Awareness **Credits:** 3

Major: Core - 58

PHTO 115 - Photography I **Credits:** 3
PHTO 175 - Digital Imaging **Credits:** 3
PHTO 200 - Advanced Photography I **Credits:** 3
PHTO 210 - History of Photography **Credits:** 3

PHTO 220 - Color Photography I **Credits:** 3
PHTO 326 - Business of Photography **Credits:** 3
PHTO 365 - Advanced Digital Imaging **Credits:** 3
PHTO 380 - Lighting I **Credits:** 3
PHTO 400 - Digital Photographic Processes **Credits:** 3
PHTO 480 - Lighting II **Credits:** 3
DSGN 150 - Web Design I **Credits:** 3
FILM 275 - Post-Production **Credits:** 3
FILM 350 - Cinematography **Credits:** 3
ART 104 - Drawing I **Credits:** 3
ART 207 - Basic Design I **Credits:** 3
ART 487 - Internship **Credits:** 1–3 (3 Credits Required)
ART 496 - Portfolio Development **Credits:** 1–3 (3 Credits Required)
ART 497 - BFA Exhibition **Credits:** 1–3 (1 Credit Required)
BSAD 210 - Small Business Management **Credits:** 3
MKTG 310 - Principles of Marketing **Credits:** 3

Andrews Core Experience - 36

Please note: The Andrews Core Experience requirements for Professional Degree Programs are normally 42 credits, 6 of the 42 credits are fulfilled through the studio elective line and major courses line.

Photography BFA

The Photography major is recommended for those wishing to pursue a career in the photographic field. The degree encompasses elements of traditional image making coupled with contemporary digital workflow methods while also focusing on developing a compelling personal vision.

Total Credits - 88

Visual Art, Communication & Design Core - 15

FILM 105 - Intro to Filmmaking **Credits:** 3
DSGN 130 - Introduction to Digital Media **Credits:** 3
JOUR 230 - Beginning Media Writing **Credits:** 3
PHTO 300 - Media Ethics & Awareness **Credits:** 3
COMM 320 - Interpersonal Communication **Credits:** 3

Art History - 12

ARTH 326 - Renaissance to Modern Art **Credits:** 3
ARTH 440 - Art Since 1945 **Credits:** 3

Choose two of the following Courses:

ARTH 325 - Prehistoric to Medieval Art **Credits:** 3
ARTH 345 - History of Graphic Design **Credits:** 3
FILM 210 - Survey of Documentary Film **Credits:** 3 (Recommended)
PHTO 210 - History of Photography **Credits:** 3 (Recommended)

Major: Core - 61

ART 104 - Drawing I **Credits:** 3
ART 200 - Color Theory and Use **Credits:** 3
ART 207 - Basic Design I **Credits:** 3
PHTO 115 - Photography I **Credits:** 3
PHTO 175 - Digital Imaging **Credits:** 3
PHTO 200 - Advanced Photography I **Credits:** 3
PHTO 220 - Color Photography I **Credits:** 3
PHTO 305 - Alternative Photographic Processes **Credits:** 3
PHTO 326 - Business of Photography **Credits:** 3
PHTO 365 - Advanced Digital Imaging **Credits:** 3
PHTO 380 - Lighting I **Credits:** 3
PHTO 400 - Digital Photographic Processes **Credits:** 3
PHTO 480 - Lighting II **Credits:** 3
JOUR 375 - Photojournalism **Credits:** 3
FILM 275 - Post-Production **Credits:** 3
FILM 350 - Cinematography **Credits:** 3
ART 485 - Senior Project **Credits:** 3
ART 487 - Internship **Credits:** 1–3 (1 credit required)
ART 496 - Portfolio Development **Credits:** 1–3 (2 Credits Required)

ART 497 - BFA Exhibition **Credits:** 1–3 (1 credit required)

With an additional 6 credits to be chosen with your academic advisor from ART, ARTH, ARCH, PHTO, DSGN, COMM, JOUR, FILM, or MKTG courses.

Andrews Core Experience - 36

Please Note: The Andrews Core Experience requirements for Professional Degree Programs is 42 credits, 6 of the 42 credits are fulfilled through the BFA Common Core and Major Requirements.

Admission Procedures and Academic Standards

BFA Professional Degree in Design, Documentary Film, Illustration, Fine Art, and Photography

Students seeking to pursue the BFA Professional Degree with majors in Design, Documentary Film, Fine Art, Illustration, or Photography must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin the first two years of the BFA degree.

Upon completion of the the first two Pre-Professional Years (typically at the end of the Sophomore Year) students must apply for acceptance into their respective BFA Professional Degree Programs which includes:

Completion of the Application. The application packet may be obtained from the Department Office and must be submitted directly to the Department Office by the application deadline. Minimum requirements to be considered for admission are outlined in the packet.

The BFA Review. All work created in Pre-professional Years One & Two should be available for review. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design.

Minimum cumulative GPA of 2.75 in all coursework.

Transfer Students

Transfer students seeking advanced placement in a chosen BFA program must have a BFA Review. Students who have no previous coursework in art are not eligible to apply for advanced standing. Transfer coursework must be evaluated for content equivalency and students may be asked to provide course descriptions and syllabi.

Academic Standards

Students accepted to a BFA Professional Degree program is expected to in Design, Documentary Film, Fine Art, Illustration, and Photography are expected, by the end of the BFA degree program, to have a GPA of 3.0 or higher in all BFA major coursework. Students whose GPA falls below this minimum requirement are not allowed to graduate with the BFA. The completion of the BFA may include a senior project, senior exhibition, internship, and portfolio of the student's work.

Visual Arts Education BS (Secondary Education)

(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 Andrews Core Experience for BS degrees will be followed for this degree. They match the Andrews Core Experience requirements outlined by the School of Education (SED). Students may not take ART 457, ART 459, ART 480 courses in the Department of Visual Art & Design until they have been accepted into the School of Education's Teacher Preparation Program and have completed the Foundation courses. The BS in Visual Arts Education requirement includes the successful completion of a senior exhibition and a portfolio of the student's work given to the Department of Visual Art & Design.

Art History—12

ARTH 325 - Prehistoric to Medieval Art **Credits:** 3

ARTH 326 - Renaissance to Modern Art **Credits:** 3

ARTH 440 - Art Since 1945 **Credits:** 3

Choose one course from: 3

ARCH 424 - Islamic Architecture **Credits:** 2,3

ARCH 425 - Architecture of Ancient Americas **Credits:** 2,3

ARCH 426 - Far Eastern Architecture **Credits:** 2,3

Art Methods—12

ART 457 - Art Methods: Elementary **Credits:** 4

ART 459 - Art Methods: Secondary **Credits:** 4

ART 480 - Practicum in Visual Art Education **Credits:** 4

Visual Art Foundation—18

ART 104 - Drawing I **Credits:** 3

ART 105 - Painting I **Credits:** 3

ART 107 - Ceramics I **Credits:** 3

ART 200 - Color Theory and Use **Credits:** 3

ART 207 - Basic Design I **Credits:** 3

ART 106 - Printmaking I **Credits:** 3

Or ART 209 - Basic Design II **Credits:** 3

Senior Exhibition—3

ART 497 - BFA Exhibition **Credits:** 1–3

Advanced Visual Art Requirements—8

In consultation with the advisor, choose 8 elective credits in **one studio area** from the following:

ART 304 - Drawing II **Credits:** 3

ART 305 - Painting II **Credits:** 2–4

ART 306 - Printmaking II **Credits:** 2–4

ART 307 - Ceramics II **Credits:** 2–6

DSGN 310 - Typography **Credits:** 3

DSGN 431 - Editorial Design **Credits:** 3

DSGN 432 - Brand Design **Credits:** 3

DSGN 433 - The Business of Design **Credits:** 3

DSGN 434 - Design in Advertising **Credits:** 3

DSGN 435 - Package Design **Credits:** 3

Andrews Core Experience—Visual Arts Education with Secondary Certification

For more information regarding Andrews Core Experience or Secondary Certification with a BA or BS degree see the department of Teaching, Learning & Curriculum

Religion: 12

RELT 100 - God and Human Life **Credits:** 3

RELT 225 - Doctrines of the Adventist Faith **Credits:** 3

RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4

and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication:

ENGL 115 - College Writing I **Credits:** 3

ENGL 215 - College Writing II **Credits:** 3

COMM 450 - Communication in the Classroom **Credits:** 3

History:

HIST 117 - Civilizations and Ideas I **Credits:** 3

HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts/Humanities:

Covered by major

Life/Physical Sciences:

Take one course from Life Science and one from Physical Science. Choose from Andrews Core Experience requirements.

Mathematics:

BS degree requirement

Service:

EDTE 165 - Introduction to Teaching **Credits: 4**

Social Sciences:

GDPC 302 - Educational Psychology **Credits: 3**

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits: 3**

Fitness Education:

HLED 120 - Fit for Life **Credits: 1**

plus two additional courses from personal fitness, outdoor skills or team activity

Undergraduate Minor

Art History Minor

Recommended for students of literature, history, and sociology as a complementary area of study. The minor concentration in art history responds to the needs of those students pursuing a major in another field who would like to expand their knowledge of the art of various cultures and of art-historical research methods. The minor offers flexibility in the selection of courses to suit the interests of students in other fields of the humanities or sciences seeking the broad cultural perspective that art history provides.

Total Credits - 21

Minor: Requirements - 12

ART 200 - Color Theory and Use **Credits: 3**

ARTH 325 - Prehistoric to Medieval Art **Credits: 3**

ARTH 326 - Renaissance to Modern Art **Credits: 3**

ARTH 440 - Art Since 1945 **Credits: 3**

Minor: Electives - 9

Choose three of the following Courses:

ARCH 425 - Architecture of Ancient Americas **Credits: 2,3**

ARCH 426 - Far Eastern Architecture **Credits: 2,3**

ART 380 - Topics in: **Credits: 1-6** (Minimum of 3 credits required / Special topics in art history classes only)

ARTH 345 - History of Graphic Design **Credits: 3**

ARTH 450 - Study Tour: **Credits: 0**

ENGL 315 - Professional Writing **Credits: 3**

FILM 210 - Survey of Documentary Film **Credits: 3**

FILM 315 - Movements in World Cinema **Credits: 3**

PHOTO 210 - History of Photography **Credits: 3**

Communication Arts Minor (Secondary Education)

(Secondary Education)

Available only to those students obtaining secondary teacher certification. For more information regarding Secondary Certification with a minor see the department of Teaching, Learning & Curriculum

Requirements

COMM 215 - Introduction to Communication Theory **Credits: 3**

COMM 480 - Communication Capstone **Credits: 3**

JOUR 230 - Beginning Media Writing **Credits: 3**

and 10 credits of electives selected from foundational courses of the major.

Total Credits: 20

Communication Studies Minor

All minors require that students earn at least 12 credits in courses numbered 300 and above.

Requirements

COMM 215 - Introduction to Communication Theory **Credits: 3**

Choose 17 credits of electives from Communication-related courses.

Total Credits: 21

Film Minor

In the Film minor, students will be taking the core classes in our award-winning film program, learning to successfully utilize cameras, lights, computers and software in the telling of important and visually arresting stories. Students will be immersed in the art of directing, producing, writing, cinematography and post-production. With the combination of their chosen major and a film minor, students should have a strong foundation for entrance into the film and television industry.

Minor Requirements - 21

FILM 105 - Intro to Filmmaking **Credits: 3**

FILM 225 - Screenwriting **Credits: 3**

Additional 15 credits in FILM

Graphic Design Minor

Recommended for students interested in communication, marketing, architecture, photography and technology.

Required courses:

ART 104 - Drawing I **Credits: 3**

ART 130 - Introduction to Digital Media **Credits: 3**

ART 207 - Basic Design I **Credits: 3**

DSGN 214 - Graphic Design I **Credits: 3**

DSGN 310 - Typography **Credits: 3**

ARTH 345 - History of Graphic Design **Credits: 3**

PHOTO 175 - Digital Imaging **Credits: 3**

Total Credit: 21

Painting and Drawing Minor

Recommended for students interested in technology, the humanities, and the design areas.

Minor: Requirements - 21

ART 104 - Drawing I **Credits: 3**

ART 105 - Painting I **Credits: 3**

ART 106 - Printmaking I **Credits: 3**

3 Credits of Art History from ARTH, PHOTO, FILM, or DSGN.

9 Credits of either:

ART 304 - Drawing II **Credits: 3 (repeatable)**

Or ART 305 - Painting II **Credits: 2-4 (repeatable)**

Photography Minor

Recommended for students interested in technology, communication, architecture, the humanities and the design areas.

Required Courses:

- FILM 105 - Intro to Filmmaking **Credits:** 3
- PHTO 175 - Digital Imaging **Credits:** 3
- PHTO 115 - Photography I **Credits:** 3 **OR** PHTO 116 - Digital Photography I **Credits:** 3
- PHTO 200 - Advanced Photography I **Credits:** 3
- PHTO 220 - Color Photography I **Credits:** 3
- Upper Division Elective Credits in PHTO:

Total Credits: 21

Public Relations Minor

All minors require that students earn at least 12 credits in courses numbered 300 and above.

Requirements

- JOUR 230 - Beginning Media Writing **Credits:** 3
- PREL 255 - Introduction to Public Relations **Credits:** 3
- Remainder selected from Communication or Journalism-related courses - **Credits:** 14

Total Credits: 21

Masters

Communication MA

The Master of Arts program is designed for students who wish to develop advanced-level skills and an expanded knowledge base in Communication. Additionally, it also give them the option of selecting a specific concentration area in which it focus their studies and connect a specific area of interest to the broader field of Communication. For information about requirements for admission, progression through the program, and completion, please see Department's Graduate Student Manual at www.andrews.edu/communication and under the "Graduate" tab.

Total Credits: 33

MA Degree Requirements

Degree Core - 12

- COMM 500 - Graduate Colloquium **Credits:** 3
- COMM 510 - Communication Theory **Credits:** 3
- COMM 520 - Communication Research I **Credits:** 3
- COMM 525 - Christian Communication Worldview & Ethics **Credits:** 3
- COMM 650 - Communication Research II **Credits:** 3

Communication electives - 6

- Suggested Courses for Theoretical/Research-based Track**
- COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
- COMM 570 - Gender, Race, and Class **Credits:** 3
- COMM 574 - Family Communication **Credits:** 3
- COMM 580 - Interpersonal Communication **Credits:** 2–3
- COMM 585 - Organizational Communication **Credits:** 2,3
- COMM 600 - Leadership Communication **Credits:** 2,3

Suggested Courses for Professional-based Track

- COMM 635 - Crisis Communications **Credits:** 2,3
- COMM 653 - Communication Pedagogy **Credits:** 3
- COMM 587 - Producing Practicum **Credits:** 2,3
- COMM 589 - Internship/Practicum in Communication **Credits:** 1–4

- COMM 610 - Advanced Persuasion **Credits:** 2,3
- COMM 615 - Media Law **Credits:** 2,3
- COMM 690 - Independent Study in Communication **Credits:** 1–3
- ART 530 - Graphic Design Concepts **Credits:** 2,3 (Required for Visual Art Concentration)

Concentration area courses - 12

Courses may be selected from one or more areas of interest within Communication (no concentration declaration required). Alternatively, a student may declare one of the following concentrations:

- Communication Management*
- Interdisciplinary Communication*
- International Communication Development*
- Media Studies*

Culminating Experience - 3

- COMM 670 - Comprehensive Examination **Credits:** 0

- COMM 695 - Production Project **Credits:** 3
- Or COMM 699 - Master's Thesis **Credits:** 3

Concentration Areas

Communication Management

- COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 (Organizational Communication)
- COMM 600 - Leadership Communication **Credits:** 2,3

- Choose 6-8 credits of the following courses:**
- BSAD 500 - Survey of Management **Credits:** 2
- BSAD 505 - Survey of Operations Management **Credits:** 2
- BSAD 506 - Survey of Business Law **Credits:** 2
- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3
- BSAD 526 - Emergency Management **Credits:** 3
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
- BSAD 545 - International Business Management **Credits:** 3
- Additional course options may be considered by the supervising committee.

Interdisciplinary Communication

Course options are selected with the approval of the other department (s) and the advisor or coordinator of graduate program; however, the student must establish competency in two of the following three areas:

- Writing
- Speaking
- Visual communication

Humanitarian and Development Communication

- COMM 540 - Communication in Development Practice **Credits:** 2,3

- COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 (International Communication)
- Or COMM 536 - Issues in Intercultural Communication **Credits:** 2,3

- Choose 6-8 credits of the following courses:**
- CIDS 520 - Development Theory and Practice **Credits:** 3
- CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
- CIDS 538 - Needs Assessment, Project Design and Evaluation **Credits:** 3
- CIDS 555 - Development Policy and Analysis **Credits:** 3
- SOCI 508 - Emergency Preparedness **Credits:** 2
- SOCI 555 - Emergency Planning **Credits:** 2

Media Studies

- COMM 615 - Media Law **Credits:** 2,3

- Choose 9-10 credits of the following courses:**
- COMM 554 - Topics in _____ **Credits:** 1–3 (Media Management)
- COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 (Magazine Writing and/or Media Literacy)
- COMM 620 - Christian Mass Media Development **Credits:** 3
- COMM 630 - Media Production **Credits:** 3
- COMM 648 - Communication Workshop **Credits:** 1–6 (Writing for the Media)

Visual Art

8 credits in one of the following tracks: Graphic Design, Film, or Photography.

Plus, 4 credits in any Visual Art track.

Course Options:

- ART 530 - Graphic Design Concepts **Credits:** 2,3
- COMM 587 - Producing Practicum **Credits:** 2,3
- COMM 468 - Directing and Producing for Studio Television **Credits:** 3
- DSGN 510 - Typography **Credits:** 2–3
- DSGN 551 - Web Design II **Credits:** 2–3
- DSGN 585 - Digital Publishing **Credits:** 2–3
- DSGN 514 - Graphic Design I **Credits:** 2–3
- DSGN 531 - Editorial Design **Credits:** 2–3
- DSGN 532 - Brand Design **Credits:** 2–3
- DSGN 534 - Design in Advertising **Credits:** 2–3
- DSGN 550 - Web Design I **Credits:** 2–3
- FILM 505 - Intro to Film Making **Credits:** 2–3
- FILM 525 - Screenwriting **Credits:** 2–3
- FILM 550 - Cinematography **Credits:** 2–3
- FILM 555 - Sound Recording and Editing **Credits:** 2–3
- FILM 575 - Post-Production **Credits:** 2–3
- FILM 590 - Producing for Film and Television **Credits:** 2,3
- PHTO 570 - Photojournalism **Credits:** 2–3
- PHTO 500 - Advanced Photography **Credits:** 2–3
- PHTO 516 - Digital Photography **Credits:** 2–3
- PHTO 520 - Color Photography **Credits:** 2–3
- PHTO 565 - Digital Imaging **Credits:** 2–3
- PHTO 575 - Documentary Photography **Credits:** 2–3
- PHTO 580 - Lighting I **Credits:** 2–3

General Admission Requirements

Graduate Program admission requirements, academic information and graduation procedures are detailed in the School of Graduate Studies & Research section of this catalog.

Departmental Admission Requirements

- This is a summary of the procedures that a student planning to enroll in the MA should note:
- At the time of application for admission, students must:
 - have a bachelor's degree or its equivalent.
 - present a resume of current experience.
 - submit a Statement of Purpose which explains how the relevant disciplines will be integrated to meet his/her career and academic goals.
 - 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.
 - Must have minimum GPA for entrance into Andrews University School of Graduate Studies.
 - No GRE is required if your undergraduate GPA is above 3. 0.
 - In addition to the admission requirements of the School of Graduate Studies & Research, the student applying to the Department of Visual Art, Communication & Design must meet the following requirements:

Language Requirements

English Proficiency Requirements. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting.

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

Test	Score
TOEFL Paper-based	565
TOEFL iBT Internet-based	85-Minimum 20 in each section (reading, listening, speaking, writing).
MELAB	81
IELTS	6.5

Academic Version	
PTE Academic Version	58

Progression

- All graduate students need to understand that
- The GRE must be completed in order to register for the second semester courses.
 - Must enroll in COMM 500 - Graduate Colloquium **Credits:** 3 every Fall and Spring semester.
 - A student on regular status must, in consultation with the graduate advisor, identify members to serve on a supervisory committee, prior to application to Candidacy. It determines individual requirements for completion with reference to a student's Plan of Study.
 - A 3.00 GPA per semester must be maintained.
 - The Advancement to Candidacy deadline is the semester prior to the student applying for graduation.
 - Students are responsible for completing all the required forms.
- All required forms are submitted to the coordinator of the Department Graduate Program. On approval, recommendations are made to the Records Office and to the Dean of Graduate Studies. See General Academic Policies for further details on graduation procedures and degree conferral.

Masters Dual Degrees

Note: Because each dual degree is listed in two schools you will find duplicates. The content is identical except for order of information.

Master of Arts, Communication/ Master of Divinity Dual Degree MA/MDiv

Andrews University has chosen to establish a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Communication in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Department of Communication. It will also prepare MDiv students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

General Information

- Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Visual Arts, Communication and Design in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Communication Program.
- This dual degree program will also prepare students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television

and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

Since both the MA Communications and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 100

Credits for Each Program

MDiv: Graduation requirements consist of the satisfactory completion of 100 semester credits with an overall grade point average of 2.75 or better. 67 credits are MDiv credits, and 33 credits are Communication credits.

11 of these credits are shared between the MDiv and Communication programs:

CHMN 543 Christian Leadership in a Changing World (2 Cr) is used as a Communications core course

THST 605 Principles of Christian Ethics (3 Cr) is used as a Communications core course

6 MDiv elective credits are used for the Communications Interdisciplinary Concentration

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1

OR *Biblical Literacy Exam 80% - August*

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass the exam at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.

2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2

OR *Church Policy Exam 80% - August, September*

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.

2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2

2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3

3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3

OR *Adventist Heritage Placement Exam 80%*

Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.

2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3

2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3

2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2

2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2

2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (*C- or higher*)

OR *Greek Placement Exam 45% or higher - May, August*

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (*C or higher*)

OR *Greek Placement Exam 60% or higher - May, August*

2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3

2 Credits of OTST 565 - Pentateuch **Credits:** 3

3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (*C- or higher*)

OR *Hebrew Placement Exam 45% or higher - May, August*

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in

seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (*C+ or higher*)

OR *Hebrew Placement Exam 65% or higher - May, August*

3 Credits of THST 521 - Christian Theology I **Credits:** 2,3

3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

MDiv Degree Requirements: 67 (plus 5-12 additional MDiv credits shared with Comm)

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits:** 0

Christian Ministry Credits: 17

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits:** 3

2 Credits of CHMN 555 - Pastoral Counseling **Credits:** 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits:** 2-6

CHMN 644 - Field Evangelism: Chaplaincy **Credits:** 3

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits:** 3-6

2 Credits of CHMN 560 - Theological Field Education **Credits:** 1,2

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

1 Credit of CHMN 567 - Health Ministry **Credits:** 1-3

2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3

Choose one 2 credit (600-level) CHMN Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits:** 2,3

CHMN 607 - Preaching from the Old Testament **Credits:** 2,3

CHMN 609 - Media Ministry **Credits:** 2,3

CHMN 614 - Preaching from Daniel or Revelation **Credits:** 2,3

CHMN 627 - Black Preaching **Credits:** 2,3

CHMN 632 - Contextualized Preaching: _____ Credits:

2,3

CHMN 633 - Preaching the Literary Forms of the Bible Credits: 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

CHMN 637 - Seminar in Preaching Credits: 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education Credits: 2-8

CHMN 604 - Mobilizing for Evangelistic Ministry Credits: 2,3

CHMN 606 - Mission-Shaped Church Planting Credits: 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum Credits: 2,3

CHMN 641 - Practicum in Military Chaplaincy Credits: 2-8

CHMN 656 - Evangelistic Small Groups Credits: 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality Credits: 2,3 (Must be taken 1st Fall Semester in Program.)

2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships Credits: 2,3

2 Credits of DSRE 534 - Ministry to Youth and Young Adults Credits: 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community Credits: 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology Credits: 2,3

2 Credits of CHIS 624 - Issues in Ellen G. White Studies Credits: 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 Credits: 2,3

CHIS 609 - The Church in the Middle Ages Credits: 2,3

CHIS 620 - Seminar in Christian Biography Credits: 2,3

CHIS 625 - Seminar in Church-State Thought Credits: 2,3

CHIS 629 - History of Christian Spirituality Credits: 2,3

CHIS 630 - History of Jewish Experience Credits: 2,3

CHIS 634 - Reformation Theology Credits: 2,3

CHIS 635 - History of the African American Churches Credits: 2,3

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath Credits: 2,3

CHIS 640 - Reformation: _____ Credits: 2,3

CHIS 650 - English Reformation and Rise of Puritanism Credits: 2,3

CHIS 654 - Seminar in English Reformation and Puritan Theology Credits: 3

CHIS 655 - Wesley and Methodism Credits: 2,3

CHIS 657 - Seminar in Reformation Theology Credits: 3

CHIS 659 - Seminar in the History of Selected Christian Doctrines Credits: 3

CHIS 660 - History of Religion in America Credits: 2,3

CHIS 664 - History of American Religious Thought Credits: 2,3

CHIS 665 - Modern Church History Credits: 2,3

CHIS 668 - History of Religious Liberty Credits: 2,3

CHIS 670 - Seminar in History of the Seventh-day Adventist Church Credits: 2,3

CHIS 673 - Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle Credits: 2,3

CHIS 680 - History of Sabbath and Sunday Credits: 2,3

CHIS 682 - Seminar in Church History Credits: 3

CHIS 683 - The Pastor, Church and Civil Law Credits: 3

CHIS 684 - Seminar in History of Sabbath and Sunday Credits: 3

CHIS 685 - Studies in Church History Credits: 2,3

CHIS 686 - Development of Prophetic Interpretation Credits: 2,3

CHIS 687 - Seminar in Development of Prophetic Interpretation Credits: 2,3

CHIS 688 - Contemporary Trends Credits: 2,3

CHIS 689 - History of Worship and Liturgy Credits: 3

CHIS 690 - Independent Study Credits: 1-3

World Missions Credits: 6

MSSN 546 - Mission in Cultural and Religious Context Credits: 3

MSSN 561 - Christian Witness and World Religions Credits: 3

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins Credits: 2,3

3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics Credits: 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath Credits: 2,3

THST 615 - Doctrine of the Church Credits: 2,3

THST 616 - Doctrine of God Credits: 2,3

THST 617 - The Works of God Credits: 2,3

THST 618 - The Works of Christ Credits: 2,3

THST 619 - Principles and Methods of Theology Credits: 2,3

THST 630 - Doctrine of Christ Credits: 2,3

THST 637 - Biblical Eschatology Credits: 2,3

THST 639 - Doctrine of the Holy Spirit Credits: 2,3

THST 640 - Doctrine of Salvation Credits: 2,3

THST 647 - Human Nature and Destiny Credits: 2,3

THST 649 - Seminar in Theological

Issues: _____ Credits: 2,3

THST 678 - Science and Religion Credits: 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

THST 623 - Contemporary Adventist Theological Issues Credits: 2,3

THST 624 - Protestant Theological Heritage Credits: 2,3

THST 625 - Early Christian Theology Credits: 2,3

THST 626 - Modern Christian Theology Credits: 2,3

THST 627 - Roman Catholic Life & Thought Credits: 2,3

THST 628 - Contemporary Theology Credits: 2,3

THST 629 - History and Theology of Ecumenism Credits: 2,3

THST 656 - Seminar in Historical

Theology: _____ Credits: 2,3

THST 667 - Postmodernism and the Church Credits: 2,3

THST 676 - History of Philosophy Credits: 2,3

3 Credits of THST 605 - Principles of Christian Ethics Credits: 2,3

OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):

THST 600 - Christian Personal Ethics Credits: 2,3

THST 634 - Christian Social Ethics Credits: 2,3

THST 643 - Christian Professional Ethics Credits: 2,3

THST 644 - Theological Ethics Credits: 2,3

THST 659 - Seminar in Philosophy, Theology, and

Ethics: _____ Credits: 2,3

THST 660 - Church and Society Credits: 2,3

CHMN 549 - Philosophy & Ethics of Chaplaincy Credits: 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

NTST 648 - Revelation Credits: 2,3 (as New Testament Exegesis)

OR NTST 647 - Eschatology Credits: 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required. (NTST List A):

NTST 645 - Hebrews Credits: 2,3

NTST 646 - Topics in New Testament Exegesis Credits: 2,3

NTST 648 - Revelation Credits: 2,3

NTST 653 - Advanced Studies in the General Epistles Credits: 2,3

NTST 655 - Advanced Studies in the Gospels Credits: 2,3

NTST 658 - Advanced Studies in the Pauline Writings Credits: 2,3

NTST 678 - Seminar in Greek Exegesis Credits: 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective - Intermediate Greek proficiency required. (NTST List B):

NTST 613 - Love, Marriage and Divorce Credits: 2,3

NTST 614 - Suffering, Death and Resurrection Credits: 2,3

NTST 616 - Theology of Luke-Acts Credits: 2,3

NTST 623 - New Testament Theology of Prayer Credits: 2,3

NTST 627 - New Testament Theology of Salvation Credits: 2,3

NTST 628 - The Holy Spirit in the New Testament Credits: 2,3

NTST 629 - New Testament Ecclesiology Credits: 2,3

NTST 630 - Theology of the Synoptic Gospels Credits: 2,3

NTST 633 - Social Issues in the New Testament Credits: 2,3

NTST 634 - Theology of the Pauline Epistles Credits: 2,3

NTST 641 - Theology of the Johannine Writings Credits: 2,3

NTST 647 - Eschatology Credits: 2,3

NTST 667 - Topics in New Testament Theology Credits: 2,3

- NTST 668 - New Testament Ethics **Credits:** 2,3
 - NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3
 - NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3
 - NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3
- Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):**
- NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3
 - NTST 615 - New Testament Archaeology **Credits:** 2,3
 - NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
 - NTST 635 - Intertestamental Literature **Credits:** 2,3
 - NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3
 - NTST 654 - Second Century Christianity **Credits:** 2,3
 - NTST 680 - Greco-Roman World **Credits:** 2,3
 - NTST 684 - Judaism and the New Testament **Credits:** 2,3
 - NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3
 - NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits:** 3

- Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective - Intermediate Hebrew proficiency required (OTST List A):**
- OTST 628 - Methods of OT Exegesis **Credits:** 2,3
 - OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3
 - OTST 664 - Pentateuch **Credits:** 3
 - OTST 666 - Historical Books **Credits:** 3
 - OTST 668 - Psalms/Wisdom Literature **Credits:** 3
 - OTST 675 - Minor Prophets **Credits:** 3
 - OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3
 - OTST 686 - Major Prophets **Credits:** 3
- Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):**
- OTST 619 - Theology of the Old Testament **Credits:** 2,3
 - OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3
 - OTST 627 - Jewish Life and Thought **Credits:** 2,3
 - OTST 685 - Principles of Hermeneutics **Credits:** 2,3
- 2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3
- OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required **OTST510 Archaeology & the Bible**.
- For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):**
- NTST 615 - New Testament Archaeology **Credits:** 2,3
 - OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3
 - OTST 604 - History of the Ancient Near East **Credits:** 2,3
 - OTST 635 - History of Israel **Credits:** 2,3

Communication Degree Requirements: 33

- Degree Core: 12
- COMM 500 - Graduate Colloquium **Credits:** 3
 - COMM 510 - Communication Theory **Credits:** 3
- 3 Credits of THST 634 - Christian Social Ethics **Credits:** 2,3
- OR any other (3) credit ethics course (THST Ethics List)
- COMM 520 - Communication Research I **Credits:** 3
 - COMM 650 - Communication Research II **Credits:** 3

Concentration: 12

- Media Ministry**
- Six hours chosen from Communication Media or Visual Arts courses.
 - Six hours from ministry (M. Div.) elective credits.

- Interdisciplinary**
- Six Master of Divinity (non-media) electives
 - Six Communication credits
 - Plus competency in 2 of 3 areas: writing, speaking, and visual communication

Program Electives: 6

Choose a total of 6 credits of electives from the following classes. Must take CHMN543 Christian Leadership in a Changing World (2 Cr) then choose 4 credits from the list below.

2 Credits of CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3

- Choose 4 credits from the following list:**
- ART 530 - Graphic Design Concepts **Credits:** 2,3
 - COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
 - COMM 570 - Gender, Race, and Class **Credits:** 3
 - COMM 574 - Family Communication **Credits:** 3
 - COMM 580 - Interpersonal Communication **Credits:** 2–3
 - COMM 585 - Organizational Communication **Credits:** 2,3
 - COMM 587 - Producing Practicum **Credits:** 2,3
 - COMM 589 - Internship/Practicum in Communication **Credits:** 1–4
 - COMM 600 - Leadership Communication **Credits:** 2,3
 - COMM 610 - Advanced Persuasion **Credits:** 2,3
 - COMM 615 - Media Law **Credits:** 2,3
 - COMM 635 - Crisis Communications **Credits:** 2,3
 - COMM 653 - Communication Pedagogy **Credits:** 3
 - COMM 690 - Independent Study in Communication **Credits:** 1–3

- Culminating Experience: 3
- COMM 670 - Comprehensive Examination **Credits:** 0
 - COMM 695 - Production Project **Credits:** 3
- OR COMM 699 - Master's Thesis **Credits:** 3

Admission Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

- Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.
- Minimum of 2.5 Undergraduate GPA
- Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.
- If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.
- Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.
- 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.
- Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations

- Church board where the applicant is a member
- Church administrator, pastor, or elder
- General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

TOEFL Paper-based - 565
TOEFL Internet-based - 85
MELAB - 81
IELTS - 6.5
PTE - 58

Master of Arts In Communication

Please note, MA can be taken consecutively or concurrently with M. Div.

Baccalaureate Degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Undergraduate GPA: A minimum GPA same as general university standards for graduate admittance.

Recommendations from the church board where the applicant is a member; College teacher/advisor, and church administrator, pastor, or recent employer.

Undergraduate coursework: 12 semester credits in communication and/or related areas

Other:

Satisfy the admission requirements of the School of Graduate Studies & Research

Present a resume of current experience

Submit a statement of purpose which explains how the relevant disciplines will be integrated to meet his/her career and academic goals

Complete any deficiencies at the beginning of the program

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

TOEFL Paper-based - 565
TOEFL Internet-based - 85
MELAB - 81
IELTS - 6.5
PTE - 58

Exceptions to these requirements may be granted by the Department of Visual Art, Communication and Design on an individual basis.

Program Outcomes

To enable students to integrate both theological and communication-savvy approaches to reaching expanded audiences with increased levels of effectiveness and efficiency, thereby enhancing their usefulness as instruments of the Holy Spirit.

To prepare students for various forms of ministry in which communication (in particular, media) skills/experience and theology are needed.

To sensitize students to nontraditional ministry opportunities by exposing them to theoretical knowledge and practical skills that will increase their options for spreading the gospel.

Pre-Professional

Pre-Professional Program in Art Therapy

"Art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. A goal in art therapy is to improve or restore a client's function and his or her sense of personal well-being. Art therapy practice requires knowledge of visual art (drawing, painting, sculpture, and other art forms) and the creative process, as well as of human development, psychological, and counseling theories and techniques."

- American Art Therapy Association 2013

A master's degree is required for entry level practice in art therapy from institutions of higher education recognized by regional accreditation bodies approved by the Council for Higher Education Accreditation (CHEA). It is recommended however, that a student complete a PhD in art therapy in order to be fully integrated into the field. Entrance requirements to universities and colleges offering graduate programs in art therapy may vary; therefore it is imperative that students familiarize themselves with the requirements of the school of their choice. Information about the various schools in the USA, as well as Canada, offering a masters in art therapy can be found on the American Art Therapy Association (AATA) webpage: www.arttherapy.org

As long as the below minimum requirements are completed, any major may apply to a master's program in art therapy. The recommended majors for students are:

Art, Pre-Art Therapy Concentration BA [Inactive]

Psychology Minor

Psychology, General BA

Visual Art Minor [Inactive]

Art (Studio)

ART 104 - Drawing I

Credits: 3

A foundational course where basic drawing principles are introduced and observational abilities are developed. Standards of drawing, such as line, value, composition and perspective are explored using a variety of approaches, tools and media.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

College Code: CAS

ART 105 - Painting I

Credits: 3

An introduction to various painting techniques, principles of color, composition and materials. Objective subject matter is emphasized and the development of a basic visual vocabulary.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

College Code: CAS

ART 106 - Printmaking I

Credits: 3

Explores basic intaglio and relief printmaking methods such as linoleum cut, engraving and various etching techniques. Emphasis on technical skill development and personal imagery.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 104; Recommended: ART 207.

Schedule Type: Studio

College Code: CAS

ART 107 - Ceramics I

Credits: 3

An introduction to working with clay and glazes for the creation of hand-built ceramic objects.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

College Code: CAS

ART 130 - Introduction to Digital Media

Credits: 3

An introductory survey of the discipline of digital media. Students are introduced

to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

ART 200 - Color Theory and Use

Credits: 3
A hands-on study of the aesthetic, historical, perceptual, scientific, and psychological aspects of color and color mixing.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

ART 207 - Basic Design I

Credits: 3
A study of the elements and organizational principles of 2-dimensional design.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

ART 209 - Basic Design II

Credits: 3
An introduction to the principles of three dimensional design and sculpture media. Introduces students to a variety of tools and materials which help to develop 3-D expression.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

ART 304 - Drawing II

Credits: 3
In-depth study in the art and craft of drawing, designed to expand one's visual vocabulary. Emphasis placed on observational drawing with explorations in figure, still life. Conceptual drawing and illustration is also explored.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 104.
Repeatable: Repeatable
Schedule Type: Blended Learning, Studio
College Code: CAS

ART 305 - Painting II

Credits: 2–4
Advanced-level painting course, with an in-depth study in the art and craft of painting, designed to expand one's visual vocabulary. Exploration in an area of painting practice; illustration, portrait, figurative, still life, landscape or conceptual.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 105.
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

ART 306 - Printmaking II

Credits: 2–4
One of the major methods (relief, intaglio, lithography, screenprinting) may be selected for semester-long exploration.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 106, ART 207
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

ART 307 - Ceramics II

Credits: 2–6
A systematic exploration of a particular area of ceramic practice. Subjects may include: wheel throwing, glaze formulation, various firing practices, raku, ceramic sculpture, exploring a form, or other assignments chosen by the professor.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 107.
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

ART 308 - Sculpture I

Credits: 2–6
The expressive use of a range of materials through the skills of modeling, carving, and construction. Usually one medium is studied during the semester.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 209
Repeatable: Repeatable
Schedule Type: Studio
College Code: CAS

ART 380 - Topics in:

Credits: 1–6
Courses cover specific topic areas in Studio Art and Art History such as: African Art, Asian Art, Design, Egyptian Art, Near Eastern Art, Mixed Mediums, Method and Theory in Art History, and Watercolor. Prerequisites for advanced studio courses apply to Topics course.

Course Attribute: Art History course

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: CAS

ART 457 - Art Methods: Elementary

Credits: 4
Covers the process of teaching creativity and artistic expression to students at the elementary level. The focus is on understanding the developmental levels of creativity in children. Art is also integrated in the rest of the curriculum. Art projects are part of this course.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ART 459 - Art Methods: Secondary

Credits: 4
Deals with teaching creativity and artistic expression to students at the secondary level. It covers the developmental levels of students and gives practical ideas for developing individual creativity. Project ideas are part of the course.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ART 478 - Visual Art Study Tour

Credits: 6
This course is designed to take students to venues in various locations in the United States and around the world. This tour course is part of the degree requirements for all BA and BFA degrees as noted in each Emphasis. Each BFA Emphasis will design a tour that fits its discipline. The content of the 6 credits will be decided by each BFA Emphasis.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning
College Code: CAS

ART 480 - Practicum in Visual Art Education

Credits: 4

Application of principles of art in education, and integrating various subjects into the art curriculum. An introduction to the curriculum of K12 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): ART 457, ART 459.
Schedule Type: Practicum
College Code: CAS

ART 485 - Senior Project

Credits: 3

This capstone course allows for the synthesis of the students' academic and studio work, developing an individual project proposal and culminating in a thoughtful presentation that demonstrates knowledge of specific issues, methods, and materials.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of the instructor.
Schedule Type: Independent
College Code: CAS

ART 487 - Internship

Credits: 1–3

Supervised work experience in the student's major and/or emphasis area. 120 hours of work is required for each credit.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Practicum
College Code: CAS

ART 495 - Independent Reading/Project

Credits: 1–6

Independent study and readings on topics in consultation with advisor and/or instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor permission required.

College Code: CAS

ART 496 - Portfolio Development

Credits: 1–3

This course focuses on student's job-seeking portfolios through lectures, demonstrations and studio work. Existing projects are refined and gaps are filled in new projects. All projects meet professional standards and quality.

Lecture/Lab: Lab required
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Minimum of 24 credits in a portfolio emphasis.
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Instructor permission required

College Code: CAS

ART 497 - BFA Exhibition

Credits: 1–3

Presentation of the capstone Senior final project in a gallery exhibition.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
College Code: CAS

ART 498 - Art and Design Research Course

Credits: 0

Research course designed for research conducted by student under supervision of instructor.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Requires prior approval from instructor.
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

ART 504 - Drawing I

Credits: 2–3

A skill-building, project-based foundational course where basic drawing principles are introduced and observational abilities are developed.

Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

ART 530 - Graphic Design Concepts

Credits: 2,3

The skill-based, applied course will introduce students to the basics of two-dimensional design, and the primary software tools used by design professionals. Students will apply knowledge directly to real-world design problems.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

ART 597 - Independent Study

Credits: 1–3

Individual study or research under the direction of an instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
Special Approval: Permission of department chair required.

College Code: CAS

Art History

ARTH 220 - Language of Art

Credits: 3

Presents the elements of visual language and studies them in relationship to images of famous paintings, sculptures, and contemporary advertisements. Does not duplicate an art history course.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ARTH 325 - Prehistoric to Medieval Art

Credits: 3

Examines the ancient images of non-Western and Western cultures as they are manifested in famous works of art and architecture.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ARTH 326 - Renaissance to Modern Art

Credits: 3

A survey of selected Western and non-Western artists, techniques, and cultural eras from 1300 to 1945.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: CAS

ARTH 328 - Artists of the Renaissance

Credits: 3
A chronology and analysis of Italian masters from Giotto to Raphael, and northern masters from van Eyck to Rembrandt. A study of the importance of social and cultural influences impacting these artists and the contributions made through their art.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ARTH 329 - Nineteenth Century and Impressionism

Credits: 3
A chronological study of the major artists influencing culture, primarily in France, from David to Cezanne in the movements of Neo-classicism, romanticism, realism, impressionism, and postimpressionism.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

ARTH 345 - History of Graphic Design

Credits: 3
Students are introduced to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication, graphic design, and advertising.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, ART 130.
Schedule Type: Lecture
College Code: CAS

ARTH 420 - Seminar in Contemporary Trends

Credits: 1–3
Studies current trends in a specific area of contemporary art and design. May contain readings, discussion, travel, and student presentations.

Course/Lab Fee: Yes
Course Attribute: Art History Course

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Seminar
College Code: CAS

ARTH 440 - Art Since 1945

Credits: 3
A study of selected artists associated with post-WWII Western culture, the critical schools they are associated with, and the major influences upon their work.

Course/Lab Fee: Yes
Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar
College Code: CAS

ARTH 450 - Study Tour:

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning
College Code: CAS

Communication

COMM 104 - Communication Skills

Credits: 3
Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM320, 436, or 456. Communication majors who transfer in take COMM 320, COMM 436 or COMM 456.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
College Code: CAS

COMM 145 - Introduction to Television Production

Credits: 2–3
This hands-on introductory production course introduces the students to television production, utilizing state-of-the-art industry equipment. Emphasis will be placed on planning, production, post production and presentation. By the end of the course the students have practical knowledge of television production working with lights, audio and video equipment. They are required to produce a short television program for this class. Laboratory and lab fee are required.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 215 - Introduction to Communication Theory

Credits: 3
A study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 280 - Voice and Diction

Credits: 3
Through vocal analysis and studying the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. Students learn to use their voices to achieve maximum understanding and pleasure. Includes theory, practice exercises, public performances, and an introduction to the International Phonetic Alphabet.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 290 - Practicum

Credits: 1–3
Supervised work experience in journalism, public relations, or another aspect of communication. A minimum of 75 clock hours of work experience is required. Obtain procedures and guidelines from the department.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Practicum
College Code: CAS

COMM 320 - Interpersonal Communication

Credits: 3
Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal communication such as listening, perception, managing conflict, etc., then apply specific strategies to build relationships.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced
College Code: CAS

COMM 325 - Media Literacy

Credits: 3

A critical and experiential approach to information conveyed through the mass media. It includes an introduction to myth and meaning and the importance of understanding prevailing ideologies in the context of a Christian worldview and a sense of identity.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Year Offering: Alternate years
College Code: CAS

COMM 336 - Intercultural Communication

Credits: 3

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

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Self-Paced
College Code: CAS

COMM 356 - Group Dynamics and Leadership

Credits: 3

An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester.

Course/Lab Fee: Yes
Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
College Code: CAS

COMM 375 - Professional Presentations

Credits: 3

Grounded in rhetorical theory and research, students conduct advanced research on speech topics of various situations and modes towards a professional and engaging performance of public communication. Speeches must be solidly supported and logically reasoned. Principles of eloquence, presentation design, and ethics characterize the articulate delivery. Focus is practical application of argumentation and debate skills to develop critical thinking for reasoned decision-making and problem-solving. Particularly useful for students in fields such as pre-law and business.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Year Offering: Alternate years
College Code: CAS

COMM 380 - Communication Theory and Research for Adults

Credits: 3

This course combines a study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality, with an introduction to research methods including textual analysis, qualitative, quantitative, and ethnomethodology.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
College Code: CAS

COMM 389 - Internship in Communication

Credits: 1-3

Students work full time at communication enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits

Schedule Type: Practicum
College Code: CAS

COMM 405 - Persuasion

Credits: 3

The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): COMM 104 or COMM 230 or permission of instructor.
Schedule Type: Lecture, Self-Paced
College Code: CAS

COMM 432 - Research Methods in Communication

Credits: 3

An introduction to methods including textual analysis, qualitative, quantitative, ethnomethodology. Specific emphasis on methods in Public Relations, Journalism and Media Studies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

COMM 434 - Healthcare Communication

Credits: 3

Overview of health care communication - what health communicators do and where they work. This class will also provide an introduction to provider-patient communication, end of life communication, mass communication, health public relations, corporate communication. In addition, the course will examine a variety of theories used in health communication and explore health literacy, patient safety and health care reform.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 435 - Crisis Communications

Credits: 3

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

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Year Offering: Alternate years
College Code: CAS

COMM 445 - Family Communication

Credits: 3

A study of the family from a communication perspective (odd years).

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Year Offering: Alternate years
College Code: CAS

COMM 446 - Gender Communication

Credits: 3

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

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

COMM 450 - Communication in the Classroom

Credits: 3

The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

COMM 454 - Topics in Communication:_____

Credits: 1–3

Topics of current significance. Credit to be announced with topic in advance.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Interactive Online

College Code: CAS

COMM 455 - Advanced Television Production

Credits: 3

This hands-on production course builds skills, and applies the knowledge of on-location, studio and control room procedures for television production, beginning with routine exercises. Students will be required to operate efficiently cameras, sound equipment, lights to in a given production. Students will build on the skills received in the introduction class and emphasis will be placed on application of concepts, techniques, and basic scriptwriting to complete television

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: COMM 145, FILM 225

Schedule Type: Lecture

College Code: CAS

COMM 468 - Directing and Producing for Studio Television

Credits: 3

The television studio directing and producing is an intensive course that encourages the student to acquire the proper procedures for studio production. It involves learning the skills in multi-camera and single camera directing and producing. The business aspect of a television program will be emphasized, including, planning techniques for pre-production, production, and post-production phases of program development, and legal issues. This course entails directing and producing a live 30-minute television program.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

COMM 478 - Study Tour:

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: CAS

COMM 480 - Communication Capstone

Credits: 3

A practical capstone class which helps students integrate and synthesize material acquired in their major. Practical applications are made to specific communities of practice. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Self-Paced

College Code: CAS

COMM 495 - Independent Study/Readings

Credits: 1--4

Topics chosen in consultation with an instructor.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Requires prior approval from instructor.

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: CAS

COMM 496 - Communication Research Course

Credits: 0

Research Course designed for research conducted by student under supervision of instructor.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite/Corequisite: Requires prior approval of instructor.

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

COMM 500 - Graduate Colloquium

Credits: 3

A forum required of graduate students for every semester in residence.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: CAS

COMM 510 - Communication Theory

Credits: 3

An in-depth exploration of theoretical perspectives, approaches, and issues within the field of Communication.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: CAS

COMM 520 - Communication Research I

Credits: 3

Consideration of foundational research principles and methodologies with emphasis on quantitative approaches to research.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: CAS

COMM 525 - Christian Communication Worldview & Ethics

Credits: 3

This course involves a critical examination of a Seventh-day Adventist biblical worldview, the development of a personal worldview, and an exploration of ethical implications and applications on communication decision making and practices.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: CAS

COMM 535 - Crisis Communications

Credits: 2

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: CAS

COMM 536 - Issues in Intercultural Communication

Credits: 2,3

Examination of intercultural communication issues with specific applications to

student's chosen fields of inquiry or employment. Students explore critical issues influencing the effectiveness of their interaction with individuals from varied cultures in specific organizational and societal contexts.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 540 - Communication in Development Practice

Credits: 2,3
Students examine the relationship between culture and communication. Apply analytic and communication skills which enable effective communication in various communities. Develop skills in persuasion and explore sensitivity to diversity issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: CAS

COMM 550 - Communication Pedagogy/Teaching Communication

Credits: 3
The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 554 - Topics in _____

Credits: 1-3
Study of selected communication topics of current significance. Topics to be announced in advance.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: CAS

COMM 560 - Overview of News Production

Credits: 3
This is an overview of the news production process.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 562 - Social Media: Digital Footprint Management

Credits: 3
Study best practices, ethical issues and critique a variety of viewpoints on the use of social media. Explore and evaluate your current digital footprint and update your personal and professional use of social media and online tools appropriately. Build a personal learning network to extend your network beyond your university experience. Choose to focus on your field and create a professional online presence to accompany your resume; or focus on sharing your faith online; building a social media presence for your hobby; or building the social media presence for your organization.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 565 - Writing for Media

Credits: 3
Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career.

Course/Lab Fee: Yes
Grade Mode: Normal (A-f,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 570 - Gender, Race, and Class

Credits: 3
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 574 - Family Communication

Credits: 3
A study of the family from a communication perspective.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 580 - Interpersonal Communication

Credits: 2-3
This course provides in-depth exploration of theoretical perspectives, approaches, and interpersonal communication within a variety of contexts, including personal and family relationships, the church, and the workplace.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 585 - Organizational Communication

Credits: 2,3
An overview of concepts and research related to communication behavior in changing organizational settings, including the study of organizational structure, communication, and theories as they relate to organizational communication in a variety of organizational contexts.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 587 - Producing Practicum

Credits: 2,3
The television studio directing and producing is an intensive course that encourages the student to acquire the proper procedures for studio production. It involves learning the skills in multi-camera and single camera directing and producing. The business aspect of a television program will be emphasized, including, planning techniques for pre-production, production and post-production phases of program development, and legal issues. This course entails directing and producing a live 30-minute television program.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: CAS

COMM 589 - Internship/Practicum in Communication

Credits: 1-4
Students apply their academic research at a full-time professional communication or media related job. Additionally, students will lead practical materials regarding work place communication. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: CAS

COMM 590 - Graduate Seminar in _____

Credits: 2,3
Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Topic announced in advance.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar, Interactive Online
College Code: CAS

COMM 600 - Leadership Communication

Credits: 2,3
This course focuses on leadership from a communication standpoint. It explores what leadership communication is, focuses on mastery of key leadership communication skills, and requires the student to develop an individualized, real-life application of leadership communication within his/her work, school, or community environment. The course will include a perusal of organizational communication, communication theories, Biblical perspectives on leadership communication, and global leadership communication issues.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 610 - Advanced Persuasion

Credits: 2,3
The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 615 - Media Law

Credits: 2,3
Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 620 - Christian Mass Media Development

Credits: 3
Consideration and analysis of video and TV production from a Christian and evangelism perspective. The course lays a foundation for designing and producing new, effective, Christian media project.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 630 - Media Production

Credits: 3
Foundations in media production. Includes developing story structure, writing to picture, interview techniques, shooting, editing, pitching media production and the student as the producer to media outlets. Students will write, shoot, and produce media content and be exposed to media room and studio operations. Editorial decision-making and production management is emphasized. Lab experience is required for the course.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
College Code: CAS

COMM 635 - Crisis Communications

Credits: 2,3
Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: CAS

COMM 640 - Project Continuation

Credits: 0
Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 648 - Communication Workshop

Credits: 1–6
Intensive study on selected practical topics including competencies in speaking, writing and visual communication. Offered on a periodic basis with topic announced in class schedule.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Workshop
College Code: CAS

COMM 650 - Communication Research II

Credits: 3
Consideration of foundational research principles and methodologies with emphasis on qualitative and rhetorical approaches to research.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): COMM 520
Schedule Type: Seminar
College Code: CAS

COMM 653 - Communication Pedagogy

Credits: 3
The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

COMM 655 - Program Continuation

Credits: 0
Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 56 in the bulletin. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 660 - Thesis Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration

Course Attribute: Full-time status

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 670 - Comprehensive Examination

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: CAS

COMM 690 - Independent Study in Communication

Credits: 1–3

Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: CAS

COMM 695 - Production Project

Credits: 3

Independent work on final research project(s). This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): COMM 520 and approved project proposal.

Repeatable: Repeatable up to 6 credits with Graduate Committee permission

Schedule Type: Independent

College Code: CAS

COMM 699 - Master's Thesis

Credits: 3

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Independent

College Code: CAS

Design

DSGN 130 - Introduction to Digital Media

Credits: 3

An introductory survey of the discipline of digital media. Students are introduced to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

DSGN 150 - Web Design I

Credits: 3

This introductory course is designed to familiarize students with the design and creation of web pages and web sites. Students will learn basic HTML structure along with basic styling with CSS (Cascading Style Sheets) through video based lectures outside of class and hands-on work in-class. Beyond the basics of HTML, and CSS, students will learn how to publish their content on-line, validate code, and how accessibility plays a major role in development and content strategy. May be offered as an Intensive.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 130

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

DSGN 185 - InDesign

Credits: 3

Students learn to produce a variety of publications using basic and advanced techniques with Adobe InDesign. Emphasis will be on designing, pre-flighting and publishing documents for print, online and mobile devices. Adding interactivity to layouts using animation, video and sound in page layouts is also covered.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 130

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

DSGN 214 - Graphic Design I

Credits: 3

A transition from design theory to design application as it relates to visual communication. A series of projects develops basic skills and familiarity with design process and the graphic design profession.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 130, ART 207

Schedule Type: Lecture

College Code: CAS

DSGN 225 - Digital Vector Graphics

Credits: 3

In this course, students study the art of vector graphics. Demonstrations will be provided through in-class instruction and on-line by industry professionals. Students work on projects in and out of class each week ranging from print to on-line publishing. Required: Adobe Illustrator CS5+ and laptop.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 130 or equivalent.

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

DSGN 250 - Web Design II

Credits: 3

This intermediate course expands the student's knowledge of HTML and advanced CSS techniques to include wireframe and rapid prototyping techniques. Students learn through a series of projects designed to advance not only their technical knowledge, but also their User Interface (UI) and User Experience (UX) design skills. Required: laptop. May be offered as an intensive.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): DSGN 150

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

DSGN 310 - Typography

Credits: 3

An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 207, ART 130.

Schedule Type: Lecture

College Code: CAS

DSGN 335 - Web Design III

Credits: 3

In this course, students focus on interactive design and production utilizing JavaScript and other open source technologies. Students learn through in-class demonstrations and outside class through on-line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student's skills in interactive design. Required: laptop. May be offered as an intensive.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): DSGN 250

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

DSGN 350 - Web Design IV

Credits: 3

This course introduces basic and intermediate server-side scripting techniques,

version control, open source Content Management software (CMS), and how to set up localhost testing servers. Students will learn through in-class demonstrations and outside of class through on-line video lectures by other industry professionals. Projects consist of small challenges while working towards a final semester project that will showcase the student's skills in techniques and technologies over the previous courses.Required:laptop.May be offered as an intensive.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 335
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

DSGN 431 - Editorial Design

Credits: 3
This studio course focuses on page design in books, newspapers and magazines for both print and digital applications. Editorial concept, content, format, image and audience will all be explored.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214 DSGN 185.
Schedule Type: Studio
College Code: CAS

DSGN 432 - Brand Design

Credits: 3
This studio course is concerned with creating a brand and provides a basis for deciding the procedures and practices for corporate communication goals.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214.
Schedule Type: Studio
College Code: CAS

DSGN 433 - The Business of Design

Credits: 3
This studio course focuses on the business side of Graphic Design and will help students understand best practices when creating contracts, dealing with clients/partner relationships, developing design strategy, self-promotion, and communication both internal and external. Students will also develop their own brand, creating their own custom business forms and promotional materials.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
College Code: CAS

DSGN 434 - Design in Advertising

Credits: 3
This studio course is project-based and focuses on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research, taking their ideas from concept to completion. Idea-driven design based on a solid foundation of research is emphasized.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ART 207, DSGN 214.
Schedule Type: Studio
College Code: CAS

DSGN 435 - Package Design

Credits: 3
This studio course explores the many facets and theories of package design and puts them into practice. Students will learn how to create a die-line and develop effective visual solutions for complex packaging scenarios. Projects will be taken from the concept phase to fully realized, 3-dimensional prototypes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 207, DSGN 214.
Schedule Type: Studio
College Code: CAS

DSGN 510 - Typography

Credits: 2–3
A skill-building, project-based course exploring typographic structures, terminology, methods and visual problem solving.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of instructor.
Schedule Type: Lecture
College Code: CAS

DSGN 514 - Graphic Design I

Credits: 2–3
A skill-building, project-based course focusing on design application as it relates to visual communication.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of instructor.
Schedule Type: Lecture
College Code: CAS

DSGN 531 - Editorial Design

Credits: 2–3
A skill-building, project-based course focusing on page design in books, newspapers and magazines for both print and digital applications.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 , DSGN 585
Schedule Type: Studio
College Code: CAS

DSGN 532 - Brand Design

Credits: 2–3
A skill-building, project-based course focusing on a brand, and brand building strategies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 or permission of instructor.
Schedule Type: Studio
College Code: CAS

DSGN 534 - Design in Advertising

Credits: 2–3
A skill-building, project-based course focusing on putting advertising theory into practice. Students will create advertising campaigns and develop creative solutions based on market research.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 514 or permission of instructor.
Schedule Type: Studio
College Code: CAS

DSGN 550 - Web Design I

Credits: 2–3
A skill-building, hands-on, foundational course designed to build the skills necessary to create web pages and websites.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 530 or permission of the instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 551 - Web Design II

Credits: 2–3
A skill-building, hands-on course expanding the students abilities to produce working webpages and websites. Focus will be on advanced CSS techniques and building technical knowledge.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): DSGN 550 or permission of instructor.
Prerequisite/Corequisite: DSGN 550 or permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

DSGN 585 - Digital Publishing

Credits: 2–3

A skill-building, hands-on course in which students learn to use InDesign to produce a variety of publications. Emphasis will be on designing, preflighting and publishing documents for print, online and mobile devices.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: CAS

Film

FILM 105 - Intro to Filmmaking

Credits: 3

To the generation of digital natives, film has become one of the most dominant forms of visual media and personal expression. This studio course is a broad introduction to the collective elements of film production with a focus on nonfiction storytelling. This class explores both the art and craft of filmmaking, mixing aesthetic understanding with production techniques. Labs and instruction focus on storytelling, basic high-definition video production, and post-production. While designed to be an engaging introduction to filmmaking, students should be prepared to work toward the goal of the class--the creation of a non-fiction short film.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

FILM 210 - Survey of Documentary Film

Credits: 3

This course offers a historical and theoretical overview of documentary film. We will view and examine documentaries from the beginning of cinema through the present, all of film history. In the process we will discover the infinite forms the documentary can take.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

FILM 215 - Language of Cinema

Credits: 3

This course examines public attitudes and assumptions about film. Through an exploration of film studies, students will look beyond film's immediate accessibility and broaden their cinematic vocabulary and analytical abilities. Elements of aesthetics such as mise-en-scene, cinematography, editing, and sound will be covered, including different theoretical approaches to understanding cinema.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

FILM 225 - Screenwriting

Credits: 3

This course provides a broad foundation to writing for the screen. Storytelling is at the heart of screenwriting, and we will explore the elements of story such as plot structure, narrative arc, and character development. Lectures will deal with these topics and more, but over the course of the semester students will work on writing a screenplay for a short film and also a proposal for a documentary. A major part of class will be devoted to analysis, discussion, and revision of student work, so students should expect to spend a considerable amount of time for creative writing outside of class hours.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

FILM 275 - Post-Production

Credits: 3

An introduction to film editing and motion design. This course begins with a primer on digital video codecs and the post-production workflow. Then through the first

half of the semester, participants will learn the language and technique of editing and develop a proficiency in professional non-linear editing systems. In the latter half of the semester, students will be introduced to the art and technique of motion design and gain exposure to Adobe After Effects and other professional compositing, 3D, or animation software.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FILM 105

Schedule Type: Lecture

Special Approval: Instructor permission required

College Code: CAS

FILM 315 - Movements in World Cinema

Credits: 3

This course will offer an introduction to world cinema and the diversity of film movements and film cultures around the world. We will examine films outside of Hollywood and the phenomenon of world cinema in terms of movements that appear in different places and different times throughout film history.

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

FILM 325 - Advanced Screenwriting

Credits: 3

This course builds on the fundamentals of screenwriting and writing for visual media. Students will come to the course with screenplays and documentaries that they would like to develop, including stories that they have already started. They will refine their work in preparation for production or for submission to screenwriting competitions.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FILM 225

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

FILM 350 - Cinematography

Credits: 3

Intermediate course focusing on theoretical and practical applications of motion picture photography through appropriate lighting, exposure and selection of cinematic tools for the overall purpose of dramatic impact. Students will be required to operate both introductory digital cinema cameras, learning to select the right tools for the project. By the end of the semester students should have a demo reel, showcasing their abilities to film for both aesthetic and narrative purposes. Additional time outside of class should be expected for projects.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FILM 105

Schedule Type: Lecture

College Code: CAS

FILM 355 - Sound Recording and Editing

Credits: 3

This course is an introduction to basic theories and techniques of sound through the entire filmmaking process, from the use of location sound recording packages to audio post-production editing and design. The course involves lecture and instruction, but the bulk of the course is spent on assignment both in the field and in post-production environments.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FILM 105

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

FILM 398 - Directing the Documentary I

Credits: 3

Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year-long execution drawing upon all the skills

and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 105
Schedule Type: Lecture, Lab, Lecture/Lab
Special Approval: Instructor permission required

College Code: CAS

FILM 399 - Directing the Documentary II

Credits: 3
Directing the Documentary I & II are the principal courses in the Documentary Film program. Taken consecutively, it is a year-long execution drawing upon all the skills and experience that students have acquired thus far. Directing requires filmmakers to perform a broad and cumulative array of abilities and instincts to perform their role as the creative lead on a film. Students learn the art of directing through an intense study and analysis of contemporary documentary films, while working in small teams toward the goal of making a substantial film by the end of the year. A significant highlight that occurs during the course is a field trip to a major film festival, where students will spend several days immersing themselves in the art, culture, and business of cinema.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 398
Schedule Type: Lecture, Lab, Lecture/Lab
Special Approval: Instructor permission required.

College Code: CAS

FILM 410 - Advanced Documentary Studies

Credits: 3
This course examines the evolution of the documentary and the contemporary issues that have come to define it. With each offering, the course will specify a different area of emphasis, which might include but is not limited to social documentary, ethnographic film, environmental filmmaking, personal narrative films, and human rights video advocacy. The course may include the creation of a film in the area of study.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FILM 450 - Advanced Cinematography

Credits: 3
Advanced techniques in motion picture photography with study and analysis of the work of notable cinematographers. Students in this course will be expected to spend a considerable amount of lab time learning to work with professional digital cinema cameras and lighting instruments.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 105, FILM 275
Recommended: Photography Courses: PHTO 380, PHTO 480
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FILM 486 - Senior Project II

Credits: 3
This course is a continuation of the Senior Project but designed specifically for the Documentary Film major.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): ART 485. Must be taken the semester after ART 485.

Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

FILM 490 - Producing for Film and Television

Credits: 3
This course outlines and explores the responsibilities of the producer and successful independent filmmaking. Topics covered include development, proposal writing, budgeting, production management, and distribution.

Lecture/Lab: Weekly: two 75-minute lectures and one 75-minute lab
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Practicum
College Code: CAS

FILM 505 - Intro to Film Making

Credits: 2–3
A skill-building, project-based course broadly introducing students to the collective elements of film production with an emphasis on nonfiction storytelling.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

FILM 525 - Screenwriting

Credits: 2–3
A skill-building, project based course providing a broad foundation to writing for the screen.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

FILM 550 - Cinematography

Credits: 2–3
A skill-building, project-based course focusing on theoretical and practical application of motion picture photography through appropriate lighting, exposure, and selection of cinematic tools for the overall purpose of dramatic impact.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 505 or permission of the instructor.
Schedule Type: Lecture
College Code: CAS

FILM 555 - Sound Recording and Editing

Credits: 2–3
A skill-building, hands-on course introducing basic theories and techniques of sound through the entire filmmaking process, from the use of location sound recording packages to audio post-production editing and sound.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

FILM 575 - Post-Production

Credits: 2–3
A skill building, project-based course introducing students to the hardware, software and techniques used in film editing and motion design.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FILM 505 or permission of the instructor
Schedule Type: Lecture/Lab
College Code: CAS

FILM 590 - Producing for Film and Television

Credits: 2,3
A skill-building, hands-on course exploring the responsibilities of the producer in

successful independent filmmaking. Topics covered include development, budgeting, fundraising, marketing, legal issues and outreach.

Lecture/Lab: Lab Required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Practicum
College Code: CAS

Journalism

JOUR 140 - Media, Culture and Society

Credits: 3
A study of how media affects our popular culture and to critically assess the role of media in our lives. Beginning with the invention of mass communication and using culture as a thematic approach, students study the broad and overlapping media.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Self-Paced
Year Offering: Alternate years
College Code: CAS

JOUR 230 - Beginning Media Writing

Credits: 3
Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Ability in word-processing.
Schedule Type: Lecture, Self-Paced
College Code: CAS

JOUR 241 - Intro to News Production

Credits: 3
An introduction to basic news production. Topics will include story structure, writing to picture, interview techniques, shooting, editing, pitching your stories and yourself to media outlets. Lab experience is expected. Course culminates in the production of a short hard news story.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 330 - Advanced Media Writing

Credits: 3
Continues on the foundation of Beginning Media Writing, helping students to develop a deeper understanding of journalism and its place in society. Students learn how to cover a journalistic "beat", develop sources, and how to research in-depth stories. Students also practice the art of the interview and learn the rights and obligations of reporters and communicators in any media.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): JOUR 230
Schedule Type: Lecture
College Code: CAS

JOUR 350 - News Editing for Electronic Media

Credits: 3
Using news industry's editing standards, this course will assist students to develop techniques to edit news for the electronic media consistent with broadcast quality. This course will emphasize the roles and responsibilities of an editor including deadlines and ethics.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture

Year Offering: Alternate years
College Code: CAS

JOUR 375 - Photojournalism

Credits: 3
Practice in the composition of good news pictures and in producing the picture story.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 440 - Magazine and Feature Writing

Credits: 3
This course emphasizes developing original ideas and content for the specific, niche audiences served by magazines and focuses on how to think and write for magazines and newspapers.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 445 - Publication Production

Credits: 3
The theory and practice of planning and producing of any publication, be it newspaper, magazine or newsletter. Students will learn the value of careful editing and basic layout from an editor's perspective. Practice in editing copy, writing headlines, composing picture captions, planning layout and designing pages, as well as tips and tricks on project production, will be covered.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): JOUR 230.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 450 - Multimedia Journalism

Credits: 3
In the context of media convergence, this course embraces storytelling for delivery across various media platforms. Hands-on production focuses on news content for print, broadcast (TV and radio), new media (Internet, blogs, vodcasts, podcasts and interactive elements).

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 455 - Mass Media Law

Credits: 3
Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: CAS

JOUR 465 - Advanced Topics in Journalism: _____

Credits: 3
Study of selected topics in Journalism. Topic to be announced in advance.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 15 credits with different topics
Schedule Type: Lecture
College Code: CAS

JOUR 496 - Portfolio and Journalism Capstone

Credits: 3
A practical capstone class which helps students integrate and synthesize material acquired in their major and make practical applications to relevant professional standards and expectations of the job market. 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.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: CAS

JOUR 570 - Multimedia Messaging

Credits: 3
In the context of media convergence, this course embraces storytelling for delivery across various media platforms. Hands-on production focuses on news content for print, broadcast (TV and radio), new media (Internet, blogs, vodcasts, podcasts and interactive elements).

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

Photography

PHTO 115 - Photography I

Credits: 3
Basic introduction to the principles of the camera and darkroom techniques with consideration toward composition, psychological, and aesthetic attitudes in black-and-white photography.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 116 - Digital Photography I

Credits: 3
Introduction to photography through the use of digital tools. Digital SLRs and archival pigment printers are used to explore the technical and aesthetic issues involved in the process of making images. Consideration will be given to digital workflow, managing data, and creating visually compelling photographs.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Blended Learning, Lecture/Lab
College Code: CAS

PHTO 175 - Digital Imaging

Credits: 3
A foundation course in how to apply creative vision within the boundaries of Adobe Photoshop. Emphasis is on creative and technical issues as they relate to the creation of visual work. Layers, adjustment layers, compositing methods, and restoration are explored. Technical proficiency, creative expression, and attention to detail are stressed.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ART 130, (ART 207 recommended) or Permission of Instructor.
Schedule Type: Lecture, Lab, Lecture/Lab
College Code: CAS

PHTO 200 - Advanced Photography I

Credits: 3
Develops the art of photographic perception and use of photography as a visual language. The class focuses on aesthetics and the art of seeing creatively while

challenging the student to use the camera to create work that is visually refined and sophisticated.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 115 or PHTO 116.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 210 - History of Photography

Credits: 3
A study of selected photographers and processes relevant to the development of the photographic medium. This course also explores the societal fabric of the mid 19th and 20th century while investigating how photography impacted the culture of Europe and America during that time. By viewing work, listening to photographers speak about their images and discussing relevant trends, the student will better understand the society in which they live and how the medium of photography has influenced the world of art and popular culture.

Course Attribute: Art History course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PHTO 220 - Color Photography I

Credits: 3
Application of color materials and methods, their handling and exposure. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work.

Lecture/Lab: Weekly: lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 115 or PHTO 116 or by permission of instructor.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 300 - Media Ethics & Awareness

Credits: 3
An exploration and discussion of the media and its effect on society, covering such issues as body image, violence, politics, etc. Students study how to recognize the way moral values of media professionals influence themselves and society.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: CAS

PHTO 305 - Alternative Photographic Processes

Credits: 3
This course is designed to provide the advanced student with additional methods of creative expression. The Cyanotype and VanDyke Brown processes will be learned as well as various methods of image transfer. Creative expression and technical proficiency in these techniques will be emphasized. The creation of a portfolio with strong visual unity will be a significant part of the class.

Lecture/Lab: Lab required
Course/Lab Fee: Yes
Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHTO 175, PHTO 380.
Schedule Type: Lecture/Lab
College Code: CAS

PHTO 320 - Color Photography II

Credits: 3
An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image.

Lecture/Lab: Lab required
Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 175, PHTO 220.

Schedule Type: Lecture, Blended Learning

College Code: CAS

PHTO 326 - Business of Photography

Credits: 3

Students will learn how to make sure the skills learned in the studio courses actually can be used to make a viable career from a business perspective. The intent of this course is to learn how to charge a fair fee for the work that you love. Students will learn how to bid on jobs, invoice, and brand themselves from a fiscal point of view.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PHTO 365 - Advanced Digital Imaging

Credits: 3

Builds a deeper understanding of how to use software to create compelling visual work. Emphasis is on learning how to finely control the variables available within Adobe Photoshop and other related software. The student learns how to use alpha channels, master complex masking, and understand critical color theory as they create a body of work that further defines a unique personal vision.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ART 207, PHTO 175, PHTO 115 or PHTO 116.

Repeatable: Repeatable up to 6 credits

Schedule Type: Lecture/Lab

College Code: CAS

PHTO 380 - Lighting I

Credits: 3

As the still and motion picture photography industries grow closer together, this course is uniquely designed to introduce the universal principles of lighting as they are applied to both fields. Students will work on projects involving still life, portraiture, location, and commercial subjects, learning to employ the right equipment - strobe vs. continuous lights, still camera vs. digital camera - for the desired outcome.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 200 or PHTO 220.

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

PHTO 400 - Digital Photographic Processes

Credits: 3

In this course students explore methods of digital photographic compositing to create modern illustrative images. A high level of production and craftsmanship is emphasized throughout the pre- and postproduction stages. Refined digital capture and processing of RAW files while refining illustrative techniques using the photographic medium will be stressed. Attention to crafting the highest quality prints using modern output methods will also be highlighted.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 220, PHTO 365.

Schedule Type: Lecture

College Code: CAS

PHTO 410 - Advanced Photography II

Credits: 3

A course designed for the advanced photographer to investigate personal potential in visual exploration, experimentation, and technical excellence. Discussion involves expanding personal vision and exploring new techniques to achieve goals.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 380.

Repeatable: Repeatable up to 6 credits

Schedule Type: Lecture

College Code: CAS

PHTO 420 - Documentary Photography

Credits: 1–6

Documentary photography provides students with a unique opportunity to grapple with documenting images that tell a story about a particular endeavor. Students will be encouraged to go much further in-depth with a specific project than they have ever done before. The class hours will be devoted to lectures, and critiquing of assignments. Labs will consist of carrying out the semester-long project, photographing assignments, developing film/digital, printing for critiques, and mounting images for the final project.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 4 credits

Schedule Type: Lecture

College Code: CAS

PHTO 425 - Travel Photography

Credits: 3

Designed to be done in conjunction with on-location photography, and provides a background in the specific needs related to travel. Photographing people and their land in foreign environments is emphasized. Unique materials and equipment are discussed as they relate to travel photography.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Course Attribute: Studio Art course

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PHTO 115 or PHTO 116.

Repeatable: Repeatable up to 9 credits

Schedule Type: Lecture, Blended Learning

College Code: CAS

PHTO 480 - Lighting II

Credits: 3

An advanced course in lighting design, students will choose a concentration in the following areas: portraiture, people/fashion, still-life, advertising/illustration, and location photography. Designed to emphasize visual concepts, this course challenges students to solve visual problems as they relate to the commercial photography industry.

Lecture/Lab: Lab required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 380.

Repeatable: Repeatable up to 9 credits

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: CAS

PHTO 500 - Advanced Photography

Credits: 2–3

A skill-building, project-based course further developing the art of photographic perception and use of photography as visual language.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 516 or permission of the instructor.

Schedule Type: Lecture/Lab

College Code: CAS

PHTO 516 - Digital Photography

Credits: 2–3

A skill-building, project based course introducing high-level digital photographic tools. These include digital SLR's and archival pigment printers.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Course Attribute: Studio Art Course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: CAS

PHTO 520 - Color Photography

Credits: 2–3

A skill-building, project-based course applying the use of color materials and methods. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color work.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Course Attribute: Studio Art Course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 516 or permission of instructor.

Schedule Type: Lecture/Lab

College Code: CAS

PHTO 565 - Digital Imaging

Credits: 2–3

A skill-building, project based course emphasizing the creative use of Adobe Photoshop.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: CAS

PHTO 570 - Photojournalism

Credits: 2–3

A skill-building, project-based course providing students with the opportunity to grapple with real-life storytelling through photographic means.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture/Lab

College Code: CAS

PHTO 575 - Documentary Photography

Credits: 2–3

A skill-building, project-based course providing students with the opportunity to grapple with real-life storytelling through photographic means.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Course Attribute: Studio Art Course

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PHTO 580 - Lighting I

Credits: 2–3

A skill-building, project-based course introducing the universal principles of lighting as applied to both commercial photography and filmmaking.

Lecture/Lab: Lab Required

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PHTO 516 , PHTO 520 or permission of the instructor.

Schedule Type: Lecture/Lab

College Code: CAS

Public Relations

PREL 255 - Introduction to Public Relations

Credits: 3

Basic concepts in public relations, publics, public opinions, attitudes, two-way communications, and evaluation of public relations effectiveness. Basic literature of the field is examined. Basic principles for production of news releases, public service announcements, and other materials are covered.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

PREL 320 - Managing PR Campaigns and Special Events

Credits: 3

Examines the characteristics of successful public relations campaigns. Emphasis given to public relations planning and evaluating, as well as to advanced techniques in news publicity, controlled media publicity, and media relations. Professional practitioners are frequent guest lecturers.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PREL 255 and JOUR 230 or permission of instructor.

Schedule Type: Lecture

College Code: CAS

PREL 454 - Advanced Public Relations

Credits: 3

Focuses on preparation for Public Relations careers, media relations, ethics, and industry issues and trends, including literature in the field and professional organizations. Students focus on writing projects, including press kits, proposals, newsletters, brochures, fund raising, speeches, public service announcements, copy writing and create documents for portfolios.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PREL 255.

Schedule Type: Lecture

College Code: CAS

PREL 460 - Development

Credits: 3

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

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Year Offering: Alternate years

College Code: CAS

PREL 465 - Advanced Topics in Public Relations:

Credits: 3

Study of selected topics in Public Relations. Topic to be announced in advance.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PREL 255. Crisis/Issues Management Critical Issues in Public Relations Case Studies in Public Relations Health Care Communication Special Events Planning Public Relations Research Techniques

Repeatable: Repeatable up to 9 credits with different topics

Schedule Type: Lecture

College Code: CAS

PREL 510 - Advancement and Communication

Credits: 2

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: CAS

School of Architecture & Interior Design

Carey C. Carscallen, *Dean*
Paula L. Dronen, *Assistant Dean*

Architecture Building, Room 101
269-471-6003; FAX: 269-471-6261
saad@andrews.edu
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The School of Architecture & Interior Design is comprised of the professional degree programs Master of Architecture (5½ year and 3½ year tracks), *Bachelor of Interior Design, **Bachelor of Science in Construction Management and the non-professional Bachelor of Science in Architectural Studies.

***SPECIAL NOTATION REGARDING BACHELOR OF INTERIOR DESIGN**

The Bachelor of Interior Design program will only begin a new cohort with a critical mass of students (minimum of 6) who enter in Fall, 2018. Please contact the School of Architecture & Interior Design at 269-471-6003 with questions.

****SPECIAL NOTATION REGARDING BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT**

The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2018. Please contact the School of Architecture & Interior Design at 269-471-6003 with questions.

Architecture, Construction Management & Interior Design

Architecture Faculty

Carey C. Carscallen, *Dean*

Paula L. Dronen, *Assistant Dean*

Kathleen M. Demsky, *Library Director*

Thomas B. Lowing

Mark A. Moreno

Rhonda G. Root

Martin D. Smith

Ariel Solis

Andrew C. von Maur

Kristin S. von Maur

William W. Davidson, *Professor Emeritus*

Llewellyn D. Seibold, *Professor Emeritus*

Mission

The faculty promote stewardship, rigorous scholarship and creative problem solving in their disciplines, and encourage students to:

Shape places that foster whole human health;

Explore time-honored and innovative solutions in their works;

Seek joy, beauty, and moderation in a lifelong pursuit of learning;

Serve mankind in accord with a professional and Christian vocation.

All this for the glory of God until the risen Christ comes again.

Academic Calendar 2018–2019

May 25, 2018 Deadline for application to BSA professional degree track, BID and BSCM programs. (Currently enrolled students and transfer students seeking studio placement.)

Master of Architecture (3½-Year Track) Application Deadlines

Sept 15, 2018 For January 2019 admission

Feb 15, 2019 For summer or fall admission

Resources

Architecture Resource Center (ARC). The ARC provides an extensive range of materials including over 25,000 books, 90 journals, and a growing media collection. An added dimension to resource materials are two special collections. The ARC maintains a relationship with the Environmental Design Research Association, and houses an internationally recognized collection of books and materials in the area of environmental psychology and design. In addition, the ARC holds the Senseman Rare Book Collection of over 800 rare and out-of-print books and photos.

Student Handbook. A handbook for School of Architecture & Interior Design students outlining policies, operational guidelines, and general information is available from the School office. Students are responsible for all policies outlined in the *School of Architecture & Interior Design Student Handbook*.

Program Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a eight-year, four-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a pre-professional undergraduate degree for admission. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Andrews University School of Architecture & Interior Design offers the following NAAB-accredited programs:

MArch (pre-professional degree—138 undergraduate credits + 30 graduate credits)

MArch (non-pre-professional degree + 72 undergraduate prerequisite credits + 30 graduate credits)

Next accreditation visit for all programs: 2018

(The National Architectural Accrediting Board, Inc., 2014 Conditions for Accreditation)

SPECIAL NOTATION REGARDING BACHELOR OF INTERIOR DESIGN AND BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2018. The Bachelor of Interior Design will not accept new cohorts unless a critical mass of students (minimum of 6) enter the program in Fall, 2018. Please contact the School of Architecture, Art & Design at 269-471-6003 with questions.

Bachelors

Architectural Studies BS (Non-Professional)

Program Description

The Bachelor of Science in Architectural Studies is a nonprofessional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

Total Credits - 126-131

Major: Core Requirements - 38

Core Requirements - 17

ARCH 126 - Drawing and Graphics Studio **Credits:** 3

ARCH 150 - Introduction to Architecture and Design **Credits:** 3

ARCH 215 - Introduction to Design Studio **Credits:** 5

ARCH 315 - History of Architecture I **Credits:** 3

ARCH 316 - History of Architecture II **Credits:** 3

Electives - 21

A minimum of 9 upper division credits from courses with ARCH acronyms.

Cognates - 6

ART 104 - Drawing I **Credits:** 3

ART 207 - Basic Design I **Credits:** 3

Andrews Core Experience - 55-60

Students must complete all courses designated in the BA & BS Degree Requirements of the Andrews Core Experience

Undergraduate Electives - 5

Minor Requirements - 22

Architecture BSA (Professional Degree Track)

Total Credits - 138

Major: Core Requirements - 93

Core Requirements - 86

ARCH 126 - Drawing and Graphics Studio **Credits:** 3
ARCH 150 - Introduction to Architecture and Design **Credits:** 3
ARCH 201 - Construction I **Credits:** 3
ARCH 202 - Construction II **Credits:** 3
ARCH 215 - Introduction to Design Studio **Credits:** 5
ARCH 247 - Architecture as Craft Studio **Credits:** 5
ARCH 315 - History of Architecture I **Credits:** 3
ARCH 316 - History of Architecture II **Credits:** 3
ARCH 205 - Structures I **Credits:** 4
ARCH 305 - Structures II **Credits:** 4
ARCH 318 - Background Building Studio **Credits:** 5
ARCH 320 - Placemaking Studio **Credits:** 5
ARCH 330 - Analytical Summer Abroad **Credits:** 6
ARCH 335 - Environmental Technology I **Credits:** 4
ARCH 336 - Environmental Technology II **Credits:** 4
ARCH 370 - Person-Environment Theory **Credits:** 3
ARCH 434 - Urban Studies **Credits:** 3
ARCH 435 - Introduction to Building Information Modeling **Credits:** 3
ARCH 441 - Comprehensive Building Design Studio **Credits:** 5
ARCH 442 - Integrative Design Studio **Credits:** 5
ARCH 449 - Integrative Design I **Credits:** 2
ARCH 459 - Design Theory **Credits:** 3
ARCH 469 - Integrative Design II **Credits:** 2

Architecture Electives - 7

A minimum of 7 credits of architecture electives at the undergraduate level. Elective must be selected from ARCH, BSCM, and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

Major: Additional Requirements

Analytical Summer Abroad

Each student is required to attend the Analytical Summer Abroad (ARCH330). This program is usually five weeks in duration. Students completing Professional Track Year One should make plans accordingly. For further information, consult the School of Architecture & Interior Design.

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Fine Arts and Humanities

ART 104 - Drawing I **Credits:** 3

Life and Physical Sciences

PHYS 141 - General Physics I **Credits:** 4

Mathematics

MATH 168 - Precalculus **Credits:** 4

Service and Computer Literacy

Covered in core curriculum.

Social Sciences

ARCH 370 - Person-Environment Theory **Credits:** 3
(BSCM: follow professional degree requirements)

Undergraduate Electives - 5

Maintaining Academic Standing

Students are required to complete the BSA in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes

ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, INT 442.)

Students accepted to the BSA Professional Degree Track are expected to maintain a minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate-Year Enrollment requirements). Students whose cumulative GPA falls below this minimum requirement are not allowed to continue to the Master of Architecture Year (graduate-year) but may be eligible to receive the Bachelor of Science in Architecture (BSA), the pre-professional component of the professional Master of Architecture. The BSA alone is not an NAAB-accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA.

Admission Requirements

Application Process

BSA Professional Degree Track, BID or BSCM

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:

Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and

Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

* Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture & Interior Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture & Interior Design directly to confirm their reservation for the class.

Additional Information

Graduate Year Admission

In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.

Completion of a baccalaureate degree—BSA: Architecture.

Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.

Completion of the Graduate Record Exam (GRE). The GRE must be taken AND scores reported prior to beginning the M.Arch. year.

Construction Management BSCM

PLEASE BE ADVISED: The Bachelor of Science in Construction Management program (BSCM) is a new program. The program will not be available unless a critical mass of students (minimum of 8) enter the program in Fall, 2017. Please contact the School of Architecture & Interior Design at 269-471-6003 with questions.

NOTE: Southern Adventist University, another SDA institution of higher learning currently offers Construction Management.

Program Description

The construction management program is four years plus two summers in duration.

Total Credits - 137

Major: Core Requirements

Core Requirements - 67

- ARCH 126 - Drawing and Graphics Studio **Credits:** 3
- ARCH 150 - Introduction to Architecture and Design **Credits:** 3
- ARCH 201 - Construction I **Credits:** 3
- ARCH 202 - Construction II **Credits:** 3
- ARCH 215 - Introduction to Design Studio **Credits:** 5
- ARCH 247 - Architecture as Craft Studio **Credits:** 5
- 6 Credits of ARCH 395 - Community Project in Architecture **Credits:** 1–6
- ARCH 435 - Introduction to Building Information Modeling **Credits:** 3
- 2 Credits of ARCH 485 - Special Topics in _____ **Credits:** 1–4 (Introduction to CAD)
- BSCM 101 - History and Introduction to Construction Management **Credits:** 2
- BSCM 207 - Regulatory Issues **Credits:** 2
- BSCM 215 - Construction Equipment and Methods **Credits:** 2
- BSCM 301 - Cost Estimating I **Credits:** 2
- BSCM 325 - Structural Systems Design **Credits:** 2
- BSCM 349 - Construction Documents **Credits:** 3
- BSCM 365 - Site Construction and Surveying **Credits:** 2
- BSCM 401 - Construction Management I **Credits:** 3
- BSCM 402 - Construction Management II **Credits:** 3
- BSCM 410 - Project Planning & Scheduling **Credits:** 2
- BSCM 420 - Construction Law **Credits:** 2
- BSCM 430 - Professional Practice **Credits:** 3
- BSCM 445 - Building Information Modeling - Cost Analysis **Credits:** 3
- BSCM 455 - Building Information Modeling **Credits:** 3
- BSCM 465 - Collaborative Project Delivery **Credits:** 3

Major: Additional Requirements

Community Project in Architecture - 6

Each student is required to take ARCH 395 - Community Project in Architecture during a summer following Pre-Professional Year Two. A minimum of 6 credits must be earned.

ARCH 395 - Community Project in Architecture **Credits:** 1–6

Work Experience

Students pursuing the BSCM must document 600 hours of work experience in the construction industry. 100 hours must be obtained prior to applying to the professional degree program and an additional 500 hours must be obtained prior to graduation. Please see School for Work Experience Requirement Form.

Certification

According to standards set by the Construction Management Certification Institute (CMCI), an independent administrative body of the Construction Management Association of America (CMAA); a four-year degree in Construction Management plus 48 months of CM experience within 5 classifications of 30 possible experience

areas meet eligibility requirements to apply to sit for the Certified Construction Manager (CCM) certification examination (cmaanet.org).

Business Administration Minor - 21

- ACCT 121 - Principles of Accounting I **Credits:** 3
- ACCT 122 - Principles of Accounting II **Credits:** 3
- BSAD 341 - Business Law **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- ECON 226 - Principles of Microeconomics **Credits:** 3
- Upper Division electives in business

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Fine Arts and Humanities

ART 104 - Drawing I **Credits:** 3

Life and Physical Sciences

PHYS 141 - General Physics I **Credits:** 4

Mathematics

MATH 168 - Precalculus **Credits:** 4

Service and Computer Literacy

Covered in core curriculum.

Social Sciences

ARCH 370 - Person-Environment Theory **Credits:** 3
(BSCM: follow professional degree requirements)

Maintaining Academic Standing

Students are required to complete the BSCM in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, INT 442.)

Admission Requirements

Application Process

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:

Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and

Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

*Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Interior Design BID

Program Description

The interior design program is a four-year plus one summer course of study and results in the Bachelor of Interior Design. This degree qualifies students to participate in the Interior Design Experience Program (IDEP) which is required in order to be eligible to sit for the National Council for Interior Design Qualification (NCIDQ) certification examination (www.ncidq.org).

Total Credits - 132

Major: Core Requirements - 89

Core Requirements - 85

- ARCH 126 - Drawing and Graphics Studio **Credits:** 3
- ARCH 150 - Introduction to Architecture and Design **Credits:** 3
- ARCH 201 - Construction I **Credits:** 3
- ARCH 202 - Construction II **Credits:** 3
- ARCH 215 - Introduction to Design Studio **Credits:** 5
- ARCH 247 - Architecture as Craft Studio **Credits:** 5
- ARCH 330 - Analytical Summer Abroad **Credits:** 6
- ARCH 335 - Environmental Technology I **Credits:** 4
- ARCH 336 - Environmental Technology II **Credits:** 4
- ARCH 370 - Person-Environment Theory **Credits:** 3
- ARCH 435 - Introduction to Building Information Modeling **Credits:** 3
- ARCH 445 - Furniture Design **Credits:** 2
- ARCH 485 - Special Topics in _____ **Credits:** 1–4
 - Must be ARCH485 Special Topics: Introduction to CAD **Credits:** 2
- BSCM 325 - Structural Systems Design **Credits:** 2
- BSCM 445 - Building Information Modeling - Cost Analysis **Credits:** 3
- INT 200 - Color Theory **Credits:** 3
- INT 300 - Materials & Methods **Credits:** 2
- INT 315 - History and Theory of Interiors **Credits:** 3
- INT 341 - Interior Design Studio I **Credits:** 5
- INT 342 - Interior Design Studio II **Credits:** 5
- INT 420 - Textiles **Credits:** 3
- INT 435 - Professional Practice **Credits:** 3
- INT 441 - Interior Design Studio I **Credits:** 5
- INT 442 - Interior Design Studio II **Credits:** 5

Interior Design Electives - 4

A minimum of 4 credits of interior design electives at the undergraduate level. Elective must be selected from ARCH, BSCM, and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

Major: Additional Requirements

Analytical Summer Abroad

Each student is required to attend the Analytical Summer Abroad (ARCH330). This program is usually five weeks in duration. Students completing Professional Track Year One should make plans accordingly. For further information, consult the School of Architecture & Interior Design.

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Fine Arts and Humanities

ART 104 - Drawing I **Credits:** 3

Life and Physical Sciences

PHYS 141 - General Physics I **Credits:** 4

Mathematics

MATH 168 - Precalculus **Credits:** 4

Service and Computer Literacy

Covered in core curriculum.

Social Sciences

ARCH 370 - Person-Environment Theory **Credits:** 3

(BSCM: follow professional degree requirements)

Undergraduate Electives - 3

Maintaining Academic Standing

Students are required to complete the BID in a specific path sequence. Please see the attached chronological listing of courses by year with academic requirements.

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART 104, ARCH 126, ARCH 215, ARCH 247, ARCH 318, ARCH 320, ARCH 441, ARCH 442; INT 341, INT 342, INT 441, INT 442.)

Admission Requirements

Application Process

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:

Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and

Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

*Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/ interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer

students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of Andrews Core Experience courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Undergraduate Minors

Architectural Studies Minor

Minor Requirements - 23

- ARCH 126 - Drawing and Graphics Studio **Credits:** 3
- ARCH 150 - Introduction to Architecture and Design **Credits:** 3
- ARCH 215 - Introduction to Design Studio **Credits:** 5
- plus 12 additional credits with a minimum of 6 upper division credits from courses with ARCH acronym

Masters

Architecture MArch (3 1/2 Year Track)

Program Description

The 3½-year professional degree program is designed for students who have previously earned an undergraduate degree in an unrelated area of study. Under this program, the student spends the first 2½ years completing undergraduate prerequisite architectural core courses. The final year is similar to the final year of the Master of Architecture 5½-year degree which results in the accredited professional degree. Please see the Academic Calendar [OLD] for application deadlines.

Total Credits - 102

Degree Core - 88

Requirements

- ARCH 150 - Introduction to Architecture and Design **Credits:** 3
- ARCH 201 - Construction I **Credits:** 3
- ARCH 202 - Construction II **Credits:** 3
- ARCH 205 - Structures I **Credits:** 4
- ARCH 247 - Architecture as Craft Studio **Credits:** 5
- ARCH 305 - Structures II **Credits:** 4
- ARCH 315 - History of Architecture I **Credits:** 3
- ARCH 316 - History of Architecture II **Credits:** 3
- ARCH 318 - Background Building Studio **Credits:** 5
- ARCH 320 - Placemaking Studio **Credits:** 5
- ARCH 335 - Environmental Technology I **Credits:** 4

- ARCH 336 - Environmental Technology II **Credits:** 4
- ARCH 370 - Person-Environment Theory **Credits:** 3
- ARCH 434 - Urban Studies **Credits:** 3
- ARCH 435 - Introduction to Building Information Modeling **Credits:** 3
- ARCH 441 - Comprehensive Building Design Studio **Credits:** 5
- ARCH 442 - Integrative Design Studio **Credits:** 5
- ARCH 449 - Integrative Design I **Credits:** 2
- ARCH 459 - Design Theory **Credits:** 3
- ARCH 469 - Integrative Design II **Credits:** 2
- ARCH 521 - Urban Design Studio **Credits:** 6
- ARCH 522 - Visiting Critic/Topic Studio **Credits:** 6
- ARCH 536 - Professional Practice I **Credits:** 2
- ARCH 537 - Professional Practice II **Credits:** 2

Program Electives - 14

Elective must be selected from ARCH, BSCM and INT courses.

Maintaining Academic Standing

- No grade lower than C (2.00) in any course in the graduate portion of the program.
- 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.
- A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

Admission Requirements

Application must be made online to the School of Graduate Studies & Research. In addition to meeting the application requirements of the School of Graduate Studies & Research, applicants should:

- Hold an undergraduate degree;
- Have a minimum cumulative undergraduate GPA of 3.0;
- Submit an online application.
- Submit a portfolio of work (this work need not be architectural in nature, it may include writing samples, drawings, photography, etc.) Original work will not be accepted.

The following prerequisite courses may be required at the discretion of the Admissions Committee:

- ARCH 126 - Drawing and Graphics Studio
- ART 104 - Drawing I
- MATH 168 - Precalculus
- PHYS 141 - General Physics I

Upon acceptance, graduate standards of scholarship apply to all coursework.

Architecture MArch (5 1/2 Year Track)

Program Description

The professional degree program consists of a pre-professional Bachelor of Science in Architecture and then a Master of Architecture. When earned sequentially, the degree track results in the accredited professional education.

Total Credits - 30

Degree Core - 16

- ARCH 521 - Urban Design Studio **Credits:** 6
- ARCH 522 - Visiting Critic/Topic Studio **Credits:** 6
- ARCH 536 - Professional Practice I **Credits:** 2
- ARCH 537 - Professional Practice II **Credits:** 2

Program Electives - 14

A minimum of 14 credits of architecture electives at the graduate level. Elective must be selected from ARCH, BSCM and INT courses. Selection of electives outside of school offerings requires the approval of the school faculty.

Maintaining Academic Standing

No grade lower than C (2.00) in any course in the graduate portion of the program.

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.

A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture.

Admission Requirements

Application Process

In addition to meeting the General Minimum Admission Requirements for graduate degree programs, the following School requirements apply to the graduate phase of this program.

Completion of a baccalaureate degree—BSA: Architecture.

Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.

Completion of the Graduate Record Exam (GRE). The GRE must be taken AND scores reported prior to beginning the M.Arch. year.

Architecture

ARCH 126 - Drawing and Graphics Studio

Credits: 3

Introduction to freehand drawing and architectural drawing graphic conventions. Exercises include freehand and drafted drawings of building plans, sections, and elevations, and an introduction to three-dimensional representation.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring, Summer

College Code: SAID

ARCH 150 - Introduction to Architecture and Design

Credits: 3

Emphasis on design concepts, professional vocabulary, historical appreciation, contemporary issues, and values that are important to the mission of the School of Architecture & Interior Design. Open to all students.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SAID

ARCH 201 - Construction I

Credits: 3

An overview of site work, foundation, and structural systems as well as an investigation into the structural and material properties, assembly methods and detailing primarily for wood and masonry construction systems.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SAID

ARCH 202 - Construction II

Credits: 3

An investigation into the structural and material properties, assembly methods and detailing primarily for steel and concrete construction systems as well as an introduction to cost estimating.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ARCH 201.

Schedule Type: Lecture

Term Offering: Spring

College Code: SAID

ARCH 205 - Structures I

Credits: 4

Structural theory: statics by analytical and graphical solutions. Determinations of loads, resolution of force systems, and equilibrium analysis. Structural properties of shape (centroids, moment of inertia) and materials (stress, stiffness, modulus of elasticity). Shear and bending moments, deflection, column theory, introductory awareness of structural system behavior. Analysis and design of wood structures (joists, girders, columns). Introduction to the structural design process.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MATH 168 & PHYS 141.

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: SAID

ARCH 215 - Introduction to Design Studio

Credits: 5

Introduction to formal composition, architectural typology and principles of building context in the design of buildings and artifacts with simple program elements. Minimum cumulative GPA of 2.5.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ARCH 126.

Schedule Type: Studio

Term Offering: Fall

College Code: SAID

ARCH 247 - Architecture as Craft Studio

Credits: 5

Design projects focusing on the materiality of architecture and the logic of construction.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ARCH 215

Schedule Type: Lecture

Term Offering: Spring

College Code: SAID

ARCH 299 - Independent Study

Credits: 1–4

Study of special topics not currently offered by the School of Architecture, Art & Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture, Art & Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: SAID

ARCH 305 - Structures II

Credits: 4

Structural problems in steel analysis and principles of concrete and masonry, lateral loads due to wind and seismic forces.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ARCH 205.

Schedule Type: Lecture/Lab

Term Offering: Spring

College Code: SAID

ARCH 315 - History of Architecture I

Credits: 3

Chronological overview of the history of architecture from prehistory through the 14th century (Gothic). Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ENGL 115.

Schedule Type: Lecture

Term Offering: Fall

College Code: SAID

ARCH 316 - History of Architecture II

Credits: 3
Chronological overview of the history of architecture from the 15th century (Renaissance) to today. Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 318 - Background Building Studio

Credits: 5
Design of a commercial and/or residential building(s) of increased programmatic complexity, in the physical and cultural setting of a traditional small town or urban neighborhood.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 320.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 320 - Placemaking Studio

Credits: 5
The design of buildings as it relates to landscape and to human experience with increased complexity of program and form.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 247, admission to the Professional Degree Track.
Schedule Type: Studio
Term Offering: Fall
College Code: SAID

ARCH 330 - Analytical Summer Abroad

Credits: 6
A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 318.
Schedule Type: Blended Learning
Term Offering: Summer
College Code: SAID

ARCH 335 - Environmental Technology I

Credits: 4
Introduction to environmentally, energy-conscious design concepts with the primary focus on climate and site analysis. An overview of standard evaluation methods for thermal performance in both design development and qualitative building evaluations covers heat loss/gain, thermal and solar envelope, HVAC system selection and layout. Principles of water conservation, collection and supply, and the treatment and disposal of liquid and solid wastes.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 336 - Environmental Technology II

Credits: 4
Principles of design for fire safety and code compliance. Principles of electricity and a brief survey of electrical systems and wiring design. The design and location requirements of elevators and moving stairways and walks. A qualitative overview of lighting and acoustics and their integration into the design of buildings with introductory quantitative methods.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PHYS 141.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 370 - Person-Environment Theory

Credits: 3
Studies in the relationship between people and the environment, including a consideration of towns, cities, gardens, buildings, and artifacts, as well as the cultural and natural landscape.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 320.
Schedule Type: Lecture
College Code: SAID

ARCH 390 - Special Topics in _____

Credits: 1–4
Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SAID

ARCH 395 - Community Project in Architecture

Credits: 1–6
"Hands-on" involvement in humanitarian and/ or service oriented projects in an on-site work environment. Work initiated by students requires prior approval of faculty.

Course Attribute: Service course

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

ARCH 424 - Islamic Architecture

Credits: 2,3
A focused view on the period of architectural history known as Islamic Architecture. Covers the beginnings of Islamic period from 600 CE to the present time, looking at Islamic buildings from all parts of the world.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 315 & ARCH 316.
Schedule Type: Lecture
College Code: SAID

ARCH 425 - Architecture of Ancient Americas

Credits: 2,3
A focused view of the architectural history that covers ancient North, Central and South Americas. Covers the vernacular architecture and art of the Native American cultures.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 315 & ARCH 316.
Schedule Type: Lecture
College Code: SAID

ARCH 426 - Far Eastern Architecture

Credits: 2,3
A focused view of the architectural history that covers ancient Far East. Covers the vernacular architecture and art from India to China, Japan and the Southeast Asian cultures.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 315 & ARCH 316.
Schedule Type: Lecture
College Code: SAID

ARCH 434 - Urban Studies

Credits: 3
A broad survey, both typological and historical, of the physical characteristics of cities and their development, with an emphasis upon urban form as a cooperative human artifact embodying particular cultural values and ideas.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ENGL 115.

Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 435 - Introduction to Building Information Modeling

Credits: 3
An introduction to Building Information Modeling (BIM) using Autodesk REVIT software.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 441, ARCH 449.
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 441 - Comprehensive Building Design Studio

Credits: 5
Design of a public and/or civic building in the physical and cultural setting of a small town or urban neighborhood.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 435, ARCH 449.
Prerequisite(s): ARCH 205, ARCH 318, ARCH 330;
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 442 - Integrative Design Studio

Credits: 5
Comprehensive building design project: site design, building design, and development of architectural detail (including integration of materials and structural and environmental systems).

Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 469
Prerequisite(s): ARCH 441.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 445 - Furniture Design

Credits: 2
An exploratory course that prepares individuals to apply technical knowledge and skills to prepare and execute furniture design projects from assemblage to finish. Incorporates the safe use of a variety of hand and power tools and machinery. Projects vary according to the individual skill level of the student. May be repeated for up to 4 credits.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

ARCH 449 - Integrative Design I

Credits: 2
An introduction to the pre-design activities of programming and project budgeting; and an investigation into the design implications of building codes, accessibility standards, and zoning ordinances for a concurrent studio project.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 435, ARCH 441
Prerequisite(s): ARCH 205
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 459 - Design Theory

Credits: 3
A survey and analysis of architectural thought, including readings from both historical and contemporary sources.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 315.
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 469 - Integrative Design II

Credits: 2
The application of the principles of architectural detailing, building data evaluation, materials specifications, and comparative cost analysis for a concurrent studio project.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): ARCH 442
Prerequisite(s): ARCH 449
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 480 - Architectural Community Service

Credits: 1–3
Design of community service or architectural mission projects. May also include pre-construction management work associated with mission projects. Work initiated by students requires prior approval of faculty. May be repeated for up to 6 credits.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): ARCH 247.
Repeatable: Repeatable up to 6 credits
Schedule Type: Lecture
College Code: SAID

ARCH 485 - Special Topics in _____

Credits: 1–4
Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.

Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SAID

ARCH 496 - Cooperative Work Experience

Credits: 1–6
Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SAID

ARCH 499 - Independent Research

Credits: 1–4
Study of special topics not currently offered by the School of Architecture & Interior Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture & Interior Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

ARCH 521 - Urban Design Studio

Credits: 6
Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Completion of BSA and Acceptance to Master of Architecture degree year.

Schedule Type: Studio
Term Offering: Fall
College Code: SAID

ARCH 522 - Visiting Critic/Topic Studio

Credits: 6
Design project(s) to be determined by Visiting Critic and regular faculty. Topic of studio varies.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Completion of BSA and Acceptance to Master of Architecture degree year.
Schedule Type: Studio
Term Offering: Spring
College Code: SAID

ARCH 530 - Analytical Summer Abroad

Credits: 3–6
A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 318.
Schedule Type: Blended Learning
Term Offering: Summer
College Code: SAID

ARCH 536 - Professional Practice I

Credits: 2
Lectures and seminars focusing on Judeo-Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SAID

ARCH 537 - Professional Practice II

Credits: 2
Lectures and seminars focusing on Judeo-Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 536
Schedule Type: Lecture
Term Offering: Spring
College Code: SAID

ARCH 585 - Special Topics in _____

Credits: 1–7
Based on selected topics of current interest in architecture offered by the School of Architecture & Interior Design. May be repeated in different topic areas.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SAID

ARCH 594 - Practicum

Credits: 7
Experience under the supervision of a professional practitioner that meets the requirements of the Andrews University School of Architecture & Interior Design. May be for a for-profit or not-for-profit organization.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Acceptance to Master of Architecture degree year and Acceptance to Practicum Program.
Schedule Type: Practicum
College Code: SAID

ARCH 595 - Community Project in Architecture

Credits: 1–6
"Hands-on" involvement in humanitarian and/ or service oriented projects in an on-site work environment. Work initiated by students requires prior approval of faculty.

Course Attribute: Service course

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

ARCH 599 - Independent Research

Credits: 1–4
Study of special topics not currently offered by the School of Architecture & Interior Design. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture & Interior Design office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Blended Learning, Independent
College Code: SAID

Construction Management

BSCM 101 - History and Introduction to Construction Management

Credits: 2
A historical background into the development of the construction industry, the roles of the different participants and an overview of the construction process. Career choices, industry firms, and key players in the construction management process will be explored.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HIST 117, HIST 118, ENGL 115.
Schedule Type: Lecture
College Code: SAID

BSCM 207 - Regulatory Issues

Credits: 2
Examination of the regulations in planning, building, advocacy and civil rights rules. Includes investigative techniques, jurisdictional responsibilities and inspection procedures.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 215 - Construction Equipment and Methods

Credits: 2
Construction equipment and selected construction methods including equipment application strategies, own/lease benefits and establishing operational costs for project estimating.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 301 - Cost Estimating I

Credits: 2
Introduction to the estimating function and review and applications of material quantity survey techniques used in estimating costs of construction projects. Includes types of approximate and precise methods of estimating and their uses, and computer applications.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 302 - Cost Estimating II

Credits: 3
Pricing and bidding of construction work including cost factors, labor and equipment, productivity factors, prices databases, job direct and indirect costs, methods of estimating time, materials, equipment, subcontractors' work, general expenses, and profit, bid preparations and submission, and computer applications.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSCM 301
Schedule Type: Lecture
College Code: SAID

BSCM 325 - Structural Systems Design

Credits: 2
The study of typical construction materials as used in the design process. Concrete, wood, steel and composite structures and underlying mechanical and physical properties will be covered.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): MATH 168, PHYS 141
Schedule Type: Lecture
College Code: SAID

BSCM 349 - Construction Documents

Credits: 3
This course examines construction documents for competitive bidding and execution of projects. Light and heavy construction types will be examined.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 365 - Site Construction and Surveying

Credits: 2
The study of critical aspects of site construction and surveying relating to on-site logistics.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 401 - Construction Management I

Credits: 3
Construction management concepts and practices, the management system, construction planning and programming, project control, environmental management, total quality management, and ethics in construction management.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 402 - Construction Management II

Credits: 3
A management course in contract documents, safety, planning, scheduling, production control, and law and labor. Topics include contracts, planning, cost and production peripheral documents, and cost and work analysis, scheduling, material handling, layout, payment scheduling, and inspections.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 410 - Project Planning & Scheduling

Credits: 2
Construction planning, scheduling, and communications required for project control, the practical and legal implications of each, as well as introduction to the use of scheduling software, and its benefits.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 420 - Construction Law

Credits: 2
Study of the United States legal system and contractual issues that are significant to construction managers, and addresses ethics in the construction industry. Legal

issues arising from design and construction services, focusing on risk management and liability awareness.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 430 - Professional Practice

Credits: 3
Analyzes construction contracts, specifications, and practices with regard to business law and liability. Examines contractor, architect, and engineer responsibilities through case studies and class discussions.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

BSCM 445 - Building Information Modeling - Cost Analysis

Credits: 3
Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 435
Schedule Type: Lecture
College Code: SAID

BSCM 455 - Building Information Modeling

Credits: 3
Application of a Building Information Model used to visualize a construction schedule and sequence.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSCM 445
Schedule Type: Lecture
College Code: SAID

BSCM 465 - Collaborative Project Delivery

Credits: 3
Application of project delivery in conjunction with a concurrent project within the School of Architecture, Art & Design. Building Information Modeling will be used as a method of applying cost analysis and project planning and scheduling.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSCM 455
Schedule Type: Independent
College Code: SAID

Interior Design

INT 200 - Color Theory

Credits: 3
This course introduces students to the aesthetic, historical, perceptual, scientific, and psychological aspects of color and light and the implication of color principles and theories to interior design. Students will explore color through experimentation, observation and evaluation. Relevant design projects will be analyzed for their use of color theory.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

INT 300 - Materials & Methods

Credits: 2
In this course students will examine non-textile based materials, available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact and performance.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

INT 315 - History and Theory of Interiors

Credits: 3

This course is a survey of interior design throughout history. Emphasis is given to the historical, theoretical and cultural influences that have affected the design of the interior environment from antiquity through present-day.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): HIST 117, HIST 118, ENGL 115.
Schedule Type: Lecture
College Code: SAID

INT 341 - Interior Design Studio I

Credits: 5

Intermediate design studio building on previous design principles.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ARCH 247 & acceptance into Professional Degree Program.
Schedule Type: Studio
College Code: SAID

INT 342 - Interior Design Studio II

Credits: 5

Intermediate design studio building on previous design principles.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): INT 341.
Schedule Type: Studio
College Code: SAID

INT 420 - Textiles

Credits: 3

This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

INT 435 - Professional Practice

Credits: 3

This course explores standard business procedures commonly associated with the practice of interior design. Students will study various types of design practices, financial management and compensation, ethical practices, professional development, legal liability, and issues related to licensing and certification. The management of a typical interior design project will be studied, including writing proposals and contracts, specifications, bidding procedures, budgets, construction schedules, contractor negotiations and collaboration, and project administration.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SAID

INT 441 - Interior Design Studio I

Credits: 5

Advanced design studio building on previous design principles.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): INT 342
Schedule Type: Studio
College Code: SAID

INT 442 - Interior Design Studio II

Credits: 5

Advanced design studio building on previous design principles.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): INT 441
Schedule Type: Studio
College Code: SAID

School of Business Administration

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Ralph Trecartin, *Dean*
Jerry Chi, *Assistant Dean*

Mission

The School of Business Administration offers high quality education in business at the bachelor's and master's levels to all who qualify, both church members and others of goodwill. We emphasize excellence in teaching in our disciplines, challenging students to search for knowledge and for that wisdom illumined by Christian insight in preparation for service to the world.

History

The school traces its origin to 1908 with the establishment of the Commercial Department of Emmanuel Missionary College. In 1952 all business instruction was organized into the Department of Business Administration. MBA candidates were admitted to the graduate program in 1964.

In July 1980, the School of Business Administration was organized, becoming the third professional school of the university. The school is housed in Chan Shun Hall.

Business Ethics Oath

The School of Business Administration is committed to promoting a higher ethical standard for its graduating students. Ethics is learned in various business classes throughout the course of study, with a business ethics oath taken at the end of their program. This oath is available to graduating students wishing to participate in a higher ethical standard of business conduct.

Program Outcomes

Bachelor of Business Administration/Bachelor of Science

Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Master of Business Administration

Students will be able to demonstrate competence in each of the functional areas of business.

Students will be able to integrate the core business concepts and the use of effective management skills.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems.

Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Master of Science Administration (Organizational Management)

Students will be able to demonstrate competence in the application of business principles and practices to the administration of church and church-related organizations.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving administrative problems.

Students will be able to articulate an administrator's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Accreditation and Memberships

Andrews University has received accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

Master of Business Administration

Bachelor of Business Administration with Majors in:

Accounting

Finance

Information Systems

International Business

Management

Marketing

Bachelor of Science in Business Administration

Programs

Associate of Science

Business, General Business Concentration AS

Bachelor of Science

Business Administration BS

Bachelor of Business Administration

Accounting BBA

Finance BBA

Information Systems BBA

International Business BBA

International Business and Language BA/BBA (dual degree)

Management BBA

Marketing BBA

Minors

Accounting Minor

Business Administration Minor

Economics Minor

Finance Minor

Information Systems Minor

Management Minor

Marketing Minor

Master of Business Administration

Business Administration MBA

Business Administration MBA (Interactive Online)

Master of Business Administration/Master of Social Work Dual Degree

MBA/MSW (dual degree)

Master of Science Administration

Organizational Management MSA

Associates

Business, General Business Concentration AS

Program Description

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.

This AS degree can be completed on-campus or online. Program requirements are the same for both the main campus and online options.

Main Campus: All courses for this program are available on the main campus. Campus course formats include lectures, labs, and more interactive learning experiences.

Online: All course requirements can also be completed online, with no time required on the main campus. Online courses are offered in self-paced open learning and self-paced full-term formats, with a few also available in interactive online format (see School of Distance Education and International Partnerships Online Delivery Definitions).

Total Credits: 62

Core Requirements - 33

- ACCT 121 - Principles of Accounting I **Credits:** 3
- ACCT 122 - Principles of Accounting II **Credits:** 3
- BSAD 210 - Small Business Management **Credits:** 3
- BSAD 341 - Business Law **Credits:** 3
- BSAD 355 - Principles of Management **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- ECON 226 - Principles of Microeconomics **Credits:** 3
- FNCE 317 - Business Finance **Credits:** 3
- INFS 120 - Foundations of Information Technology **Credits:** 3
- INFS 215 - Business Software Applications **Credits:** 3
- MKTG 310 - Principles of Marketing **Credits:** 3

Cognates - 3

- STAT 285 - Elementary Statistics **Credits:** 3

Undergraduate Electives

Sufficient credits to complete the 62 credits required for graduation.

Andrews Core Experience— 21

Students must take all courses designated in the Associate Within Professional Program of the Andrews Core Experience Program while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Social Science

- PSYC 101 - Introduction to Psychology **Credits:** 3

Life/Physical Sciences/Mathematics

- MATH 166 - College Algebra for Business **Credits:** 3 (or higher)

Additional Information

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Bachelors

Business Administration BS

Program Description

The program caters specifically to pre-medical, pre-dental, pre-law or other pre-professional students who desire a business emphasis that will benefit them in their chosen career.

This four-year degree includes the business core and courses required by the pre-professional program. Courses need to be selected in consultation with an advisor from the School of Business Administration and an advisor from the specific pre-professional program.

Total Credits: 124

Business Core - 39

- ACCT 121 - Principles of Accounting I **Credits:** 3
- ACCT 122 - Principles of Accounting II **Credits:** 3
- BSAD 341 - Business Law **Credits:** 3
- BSAD 355 - Principles of Management **Credits:** 3
- BSAD 365 - International Environment of Business **Credits:** 3
- BSAD 475 - Operations Management **Credits:** 3
- BSAD 494 - Business Strategy and Decisions **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- ECON 226 - Principles of Microeconomics **Credits:** 3
- FNCE 317 - Business Finance **Credits:** 3
- INFS 120 - Foundations of Information Technology **Credits:** 3
- INFS 215 - Business Software Applications **Credits:** 3
- MKTG 310 - Principles of Marketing **Credits:** 3

Cognates - 3

- STAT 285 - Elementary Statistics **Credits:** 3 (for pre-medical students, substitute BIOL 280)

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience Program while noting the following approved course substitutions. If a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

- RELT 100 - God and Human Life **Credits:** 3

- RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Or RELT 390 - Christian Business Ethics **Credits:** 3
and two courses

Service

See Andrews Core Experience: BA & BS Degrees

Computer Literacy

- Required as part of the Business Core
- INFS 120 - Foundations of Information Technology **Credits:** 3

Social Sciences

- Required as part of the Business Core
- ECON 225 - Principles of Macroeconomics **Credits:** 3

Undergraduate Electives

As required by the pre-professional program.

Graduation Requirements

Students must complete the required business courses with a minimum GPA of 2.33 (C+).

Additional Information

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Program Objectives

Program Outcomes

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Bachelors Dual Degrees

International Business and Language BA/BBA

Program Description

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 international business and a Bachelor of Arts in language for international trade.

Total Credits: 149

Business Core - 39

ACCT 121 - Principles of Accounting I **Credits: 3**
ACCT 122 - Principles of Accounting II **Credits: 3**
BSAD 341 - Business Law **Credits: 3**
BSAD 355 - Principles of Management **Credits: 3**
BSAD 365 - International Environment of Business **Credits: 3**
BSAD 475 - Operations Management **Credits: 3**
BSAD 494 - Business Strategy and Decisions **Credits: 3**
ECON 225 - Principles of Macroeconomics **Credits: 3**
ECON 226 - Principles of Microeconomics **Credits: 3**
FNCE 317 - Business Finance **Credits: 3**
INFS 120 - Foundations of Information Technology **Credits: 3**
INFS 215 - Business Software Applications **Credits: 3**
MKTG 310 - Principles of Marketing **Credits: 3**

Business Major: Core Requirements - 27

Business Core - 18

BSAD 450 - Multicultural Business Relations **Credits: 3**
BSAD 467 - International Management **Credits: 3**
ECON 454 - International Economics **Credits: 3**
FNCE 426 - International Finance **Credits: 3**
MKTG 465 - International Marketing **Credits: 3**
BSAD 487 - Internship in _____ **Credits: 1–3** (Must have an international focus. INLS 490 may be taken in place of BSAD 487.)

Business Electives - 9

Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose three courses from the following:

Economics Electives—0-9

ECON 325 - Economic Thought **Credits: 3**
ECON 328 - Money and Banking **Credits: 3**
ECON 330 - Health Economics **Credits: 3**
ECON 415 - Introduction to Econometrics **Credits: 3**
ECON 427 - Economic Development **Credits: 3**

Finance/Accounting Electives—0-9

FNCE 397 - Investments **Credits: 3**
FNCE 410 - Intermediate Business Finance **Credits: 3**
FNCE 429 - Portfolio Theory **Credits: 3**
ACCT 330 - Cost and Managerial Accounting **Credits: 3**

Management Electives—0-9

BSAD 345 - Business and Society **Credits: 3**
BSAD 380 - Healthcare Foundations **Credits: 3**
BSAD 384 - Human Resource Management **Credits: 3**
BSAD 410 - Entrepreneurship **Credits: 3**
BSAD 470 - Quality Management **Credits: 3**

Marketing Electives—0-9

MKTG 320 - Consumer Behavior **Credits: 3**
MKTG 368 - Integrated Marketing Communication **Credits: 3**
MKTG 440 - Marketing Management **Credits: 3**
MKTG 456 - Marketing Research **Credits: 3**

Business Major Graduation Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Language Major: Core Requirements - 30

Students may choose to do a concentration in either French or Spanish. Prior knowledge of each respective language at the elementary level is assumed.

French

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

Adventist Colleges Abroad - 9

FREN 321
FREN 341
FREN 351
FREN 361

Andrews University Language Courses - 21

FREN 275 - Intermediate French **Credits: 4**
FREN 280 - French Conversation and Composition **Credits: 3**
FREN 415 - Advanced French Communication **Credits: 3**
FREN 430 - Contemporary French Culture and Society **Credits: 3**
FREN 460 - French for International Trade **Credits: 3**
ILGS 490 - Language and International Trade Internship/Practicum **Credits: 3**
(BSAD 487 may be taken in place of ILGS 490.)
remaining FREN/ILGS credits to complete 30 credits.

Note: Language proficiency exit exam required.

Spanish

All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Adventist Colleges Abroad - 6

Advanced Grammar

Choose one of the following courses:

SPAN 351, 352, 353, 451, 452, 453

Advanced Composition

Choose one of the following courses:

SPAN 361, 362, 363, 461, 462, 463

Advanced Conversation

Choose one of the following courses:

SPAN 371, 372, 373, 471, 472, 473

Andrews University Language Courses - 24

SPAN 275 - Intermediate Spanish **Credits: 4**
SPAN 280 - Spanish Conversation and Composition **Credits: 3**
SPAN 470 - Spanish for International Trade **Credits: 3**
SPAN 488 - Spanish for International Relations **Credits: 3**
ILGS 490 - Language and International Trade Internship/Practicum **Credits: 3**
(BSAD 487 may be taken in place of ILGS 490.)

SPAN 416 - Spanish for Native Speakers **Credits: 3**

Or SPAN 420 - Advanced Spanish Written and Oral Communication **Credits: 3**

SPAN 426 - Contemporary Spain **Credits: 3**

Or SPAN 436 - Spanish-American Culture **Credits: 3**

remaining SPAN/ILGS credits to complete 30 credits

Note: Language proficiency exit exam required.

Cognates - 3

STAT 285 - Elementary Statistics **Credits:** 3

Andrews Core Experience - 60

Students must take all courses designated in the Andrews Core Experience: BA & BS Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 340 - Religion and Ethics in Modern Society **Credits:** 3

Or RELT 390 - Christian Business Ethics **Credits:** 3

Mathematics

MATH 166 - College Algebra for Business **Credits:** 3

Social Sciences

ECON 225 - Principles of Macroeconomics **Credits:** 3 (Taken as part of the business core.)

3 credits of FNCE 206 - Personal Finance **Credits:** 2,3

Language/Communication

Language, Intermediate Level Credits: 4 (Taken as part of the language core.)

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Undergraduate Minors

Business Administration Minor

Total Credits: 21

Minor Core—12

ACCT 205 - Accounting for Decision Making and Control **Credits:** 3

BSAD 355 - Principles of Management **Credits:** 3

ECON 208 - Principles of Economics **Credits:** 3

MKTG 310 - Principles of Marketing **Credits:** 3

Minor Electives—9

Choose nine credits from the following courses (students who are interested in pursuing the MBA after completion of their undergraduate degree should consider taking BSAD341, BSAD475, and FNCE317):

BSAD 210 - Small Business Management **Credits:** 3

BSAD 341 - Business Law **Credits:** 3

BSAD 365 - International Environment of Business **Credits:** 3

BSAD 475 - Operations Management **Credits:** 3

FNCE 206 - Personal Finance **Credits:** 2,3

FNCE 317 - Business Finance **Credits:** 3

INFS 120 - Foundations of Information Technology **Credits:** 3

INFS 215 - Business Software Applications **Credits:** 3

Other Minors Available

Minors may also be obtained in:

Accounting

Economics

Finance

Information Systems

Management

Marketing

Masters

Business Administration MBA

Chan Shun Hall

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Graduate Faculty

Jerry Chi, *Graduate Programs Director*, Professor of Management

William Greenley, Assistant Professor of Computer Information Systems

Alan Kirkpatrick, Associate Professor of Finance

Ben Maguad, Professor of Management

Liz Muhlenbeck, Adventist Health System Associate Professor of Management

Kimberly Pichot, Associate Professor of Marketing

LeRoy Ruhupatty, Assistant Professor of Accounting

Lucile Sabas, Associate Professor of Economics

Carmelita Troy, Associate Professor of Accounting

Jaquelyn Warwick, J.N. Andrews Professor of Marketing

Program Description

Mission

The mission of the Professional MBA program is to prepare students from many cultural backgrounds for responsible positions in domestic and international business, in government, and in not-for-profit organizations. The program emphasizes the integration of business principles with Christian principles and philosophy to prepare students for leadership roles which require clear and critical thinking, wise judgment, effective communication, integrity in all actions, and recognition of opportunities for service.

Professional MBA

With the appropriate business background, the Professional MBA at Andrews University can be completed in three semesters. However, the MBA is also designed for students with any bachelor's degree. Students who enter the program without prior coursework in business will take a two-year (5-semester) degree program, which will include prerequisites. Prerequisites in the common body of knowledge are required to bring the student up to the minimum expectations of our graduate faculty. These courses provide an introduction to the broad field of business administration.

The graduate courses in the MBA itself, which approximate three semesters of work, are divided into two groups, required and elective; 24 credits are in courses required of all students, and 9 credits are in elective courses. These advanced courses emphasize the understanding of administrative processes in resolving problems faced by business executives. These courses also help the student view the business enterprise as an integrated unit operating in a complex economic, political, and social system.

Only courses numbered above 500 may be used to meet MBA requirements. A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

Total Credits: 33

MBA Core—24

ACCT 610 - Managerial Accounting **Credits:** 3

BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

BSAD 620 - Christian Ethics, Service & Society **Credits:** 3

BSAD 689 - Strategic Management **Credits:** 3 (Capstone Course)

ECON 525 - International Macroeconomics **Credits:** 3

ECON 530 - Managerial Economics **Credits:** 3
FNCE 675 - Financial Management **Credits:** 3
MKTG 680 - Strategic Marketing Management **Credits:** 3

MBA Electives—9

Choose three courses from the following:

ACCT 586 - Tax Research **Credits:** 3
ACCT 615 - Accounting Theory **Credits:** 3
ACCT 620 - Financial Statement Analysis **Credits:** 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
BSAD 545 - International Business Management **Credits:** 3
BSAD 556 - Topics in _____ **Credits:** 1–3
BSAD 560 - Intercultural Business Relations **Credits:** 3
BSAD 615 - Management of Quality **Credits:** 3
BSAD 643 - Quantitative Methods in Business Decisions **Credits:** 3
BSAD 670 - Management of Human Resources **Credits:** 3
FNCE 526 - International Financial Management **Credits:** 3
FNCE 680 - Investment Management **Credits:** 3
INFS 510 - Management Information Systems **Credits:** 3
MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

Admission Requirements

In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following six courses constitute the prerequisites for the MBA degree:

ACCT 505 Survey of Accounting for Decision Making and Control **Credits:** 2
(OR ACCT 205 Accounting for Decision Making and Control **Credits:** 3;
OR both ACCT 121 - Principles of Accounting I **Credits:** 3 AND ACCT 122 -
Principles of Accounting II **Credits:** 3)
BSAD 505 - Survey of Operations Management **Credits:** 2 (OR BSAD 475 -
Operations Management **Credits:** 3)
BSAD 506 - Survey of Business Law **Credits:** 2 (OR BSAD 341 - Business
Law **Credits:** 3)
ECON 508 Survey of Economics **Credits:** 2 (OR ECON 208 Principles of
Economics **Credits:** 3; OR both ECON 225 - Principles of Macroeconomics
Credits: 3 AND ECON 226 - Principles of Microeconomics **Credits:** 3)
FNCE 500 - Survey of Business Finance **Credits:** 2 (OR FNCE 317 - Business
Finance **Credits:** 3)
STAT 285 - Elementary Statistics **Credits:** 3
Competency in computers is assumed.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by **ONE** of the following:

Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score \geq 1,000.

OR

Five years of documented and approved related work experience and earned a grade of at least B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

On-campus Andrews University undergraduate business students with a cumulative GPA \geq 3.0 and earned a grade of at least a B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

GPA \geq 3.25 from a U. S. accredited institution.

Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

Program Objectives

Program Outcomes

- Students will be able to demonstrate competence in each of the functional areas of business.
- Students will be able to integrate the core business concepts and the use of effective management skills.
- Students will be able to apply professional communication skills, both oral and written.
- Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems.
- Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Dual Degree Option

Master of Business Administration/Master of Social Work Dual Degree MBA/MSW

Business Administration MBA (Interactive Online)

Chan Shun Hall
269-471-3339; FAX: 269-471-6158
mba-info@andrews.edu
www.andrews.edu/sba

Graduate Faculty

Jerry Chi, *Graduate Programs Director*, Professor of Management
William Greenley, Assistant Professor of Computer Information Systems
Alan Kirkpatrick, Associate Professor of Finance
Ben Maguad, Professor of Management
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
LeRoy Ruhupatty, Assistant Professor of Accounting
Lucile Sabas, Associate Professor of Economics
Carmelita Troy, Associate Professor of Accounting
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Program Description

Andrews University School of Business Administration recognizes that it is not always convenient for business professionals to leave their places of employment to obtain advanced degrees in business. The interactive online MBA degree program is designed for completion online with the final courses required on campus (3-week intensives) culminating with graduation exercises (usually the first

weekend in August). The interactive online MBA program is available to students who are not able to attend classes on campus.

A maximum of 6 credits in approved courses may be taken at another accredited college/university or in another school of Andrews University.

Total Credits: 33

MBA Core—24

ACCT 610 - Managerial Accounting **Credits:** 3
BSAD 515 - Organizational Behavior & Leadership **Credits:** 3
BSAD 620 - Christian Ethics, Service & Society **Credits:** 3
BSAD 689 - Strategic Management **Credits:** 3 (Capstone Course)
ECON 525 - International Macroeconomics **Credits:** 3
ECON 530 - Managerial Economics **Credits:** 3
FNCE 675 - Financial Management **Credits:** 3
MKTG 680 - Strategic Marketing Management **Credits:** 3

MBA Electives—9

These elective courses are tentative. Other electives may become available and offered for the online program.

Choose three courses from the following:

ACCT 620 - Financial Statement Analysis **Credits:** 3
BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
BSAD 556 - Topics in _____ **Credits:** 1–3
BSAD 615 - Management of Quality **Credits:** 3
BSAD 643 - Quantitative Methods in Business Decisions **Credits:** 3
BSAD 670 - Management of Human Resources **Credits:** 3
FNCE 526 - International Financial Management **Credits:** 3
FNCE 680 - Investment Management **Credits:** 3
INFS 510 - Management Information Systems **Credits:** 3
MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

Admission Requirements

In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following six courses constitute the prerequisites for the MBA degree:

ACCT 505 Survey of Accounting for Decision Making and Control **Credits:** 2
(OR ACCT 205 Accounting for Decision Making and Control **Credits:** 3;
OR both ACCT 121 - Principles of Accounting I **Credits:** 3 AND ACCT 122 - Principles of Accounting II Credits: 3)
BSAD 505 - Survey of Operations Management **Credits:** 2 (OR BSAD 475 - Operations Management Credits: 3)
BSAD 506 - Survey of Business Law **Credits:** 2 (OR BSAD 341 - Business Law Credits: 3)
ECON 508 Survey of Economics **Credits:** 2 (OR ECON 208 Principles of Economics **Credits:** 3; OR both ECON 225 - Principles of Macroeconomics **Credits:** 3 AND ECON 226 - Principles of Microeconomics Credits: 3)
FNCE 500 - Survey of Business Finance **Credits:** 2 (OR FNCE 317 - Business Finance Credits: 3)
STAT 285 - Elementary Statistics **Credits:** 3
Competency in computers is assumed.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by **ONE** of the following:

Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score \geq 1,000.

OR

Five years of documented and approved related work experience and earned a grade of at least of B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

On-campus Andrews University undergraduate business students with a cumulative GPA \geq 3.0 and earned a grade of at least a B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

GPA \geq 3.25 from a U. S. accredited institution.

Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

Program Objectives

Program Outcomes

Students will be able to demonstrate competence in each of the functional areas of business.
Students will be able to integrate the core business concepts and the use of effective management skills.
Students will be able to apply professional communication skills, both oral and written.
Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving business problems.
Students will be able to articulate a manager's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Organizational Management MSA

Program Description

A Master of Science in Administration program is designed to prepare students for leadership in various industry-specific settings.

The MSA degree in Organizational Management is for students seeking management roles in church or other not-for-profit organizations. Offered by the School of Business Administration, the program blends business management, church management, and communication principles to create a well-rounded degree experience.

This MSA degree can be completed on-campus or online.

A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

Total Credits: 33

Degree Requirements

Business Core - 9

BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3

BSAD 620 - Christian Ethics, Service & Society **Credits:** 3

MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

Business Electives - 6

Choose two courses from the following:

ACCT 610 - Managerial Accounting **Credits:** 3

ACCT 620 - Financial Statement Analysis **Credits:** 3

BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

BSAD 560 - Intercultural Business Relations **Credits:** 3

BSAD 615 - Management of Quality **Credits:** 3

BSAD 670 - Management of Human Resources **Credits:** 3

ECON 530 - Managerial Economics **Credits:** 3

FNCE 675 - Financial Management **Credits:** 3

MKTG 680 - Strategic Marketing Management **Credits:** 3

Seminary Electives - 9

Choose nine credits from the following:

CHMN 526 - Conflict Management **Credits:** 2,3

CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3

MSSN 505 - Christian Responses to Human Needs **Credits:** 2,3

MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

MSSN 630 - Cross-Cultural Leadership Development **Credits:** 2,3

Communication Electives - 9

Choose nine credits from the following:

COMM 510 - Communication Theory **Credits:** 3

COMM 525 - Christian Communication Worldview & Ethics **Credits:** 3

COMM 535 - Crisis Communications **Credits:** 2

COMM 536 - Issues in Intercultural Communication **Credits:** 2,3

COMM 562 - Social Media: Digital Footprint Management **Credits:** 3

COMM 600 - Leadership Communication **Credits:** 2,3

COMM 610 - Advanced Persuasion **Credits:** 2,3

COMM 615 - Media Law **Credits:** 2,3

COMM 620 - Christian Mass Media Development **Credits:** 3

COMM 630 - Media Production **Credits:** 3

Admission Requirements

See general admission requirements under Graduate Academic Policies.

GRE/GMAT Requirements

Students have the option to take either the GRE or GMAT.

Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation.

Program Objectives

Program Outcomes

Students will be able to demonstrate competence in the application of business principles and practices to the administration of church and church-related organizations.

Students will be able to apply professional communication skills, both oral and written.

Students will be able to demonstrate their technological, quantitative and computer skills in analyzing and resolving administrative problems.

Students will be able to articulate an administrators's ethical and diversity responsibilities with a Christian viewpoint to its stakeholders.

Masters Dual Degrees

Master of Business Administration/Master of Social Work Dual Degree MBA/MSW

School of Business Administration

Chan Shun Hall

269-471-3339; FAX: 269-471-6158

mba-info@andrews.edu

www.andrews.edu/sba

Social Work

Nethery Hall, Room 009

269-471-6196; FAX: 269-471-3686

swinfo@andrews.edu

www.andrews.edu/socialwork

Graduate Faculty

School of Business Administration

Jerry Chi, *Graduate Programs Director*, Professor of Management

William Greenley, Assistant Professor of Computer Information Systems

Alan Kirkpatrick, Associate Professor of Finance

Ben Maguad, Professor of Management

Liz Muhlenbeck, Adventist Health System Associate Professor of Management

Kimberly Pichot, Associate Professor of Marketing

Lucile Sabas, Associate Professor of Economics

Carmelita Troy, Associate Professor of Accounting

Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Department of Social Work

Alina Baltazar, *MSW Program Director*, Associate Professor of Social Work

Krista Cooper, Assistant Professor of Social Work

Desiree Davis, Assistant Professor of Social Work

Margaret Howell, *Dual Degree Program Coordinator*, Assistant Professor of Social Work

Shannon Trecartin, Assistant Professor of Social Work

Ingrid Slikkers, Assistant Professor of Social Work

Twyla Smith, *Director of Field*, Assistant Professor of Social Work

Curt VanderWaal, *Department Chair*, Professor of Social Work

Program Description

Andrews University has chosen to explore a collaboration between the School of Business Administration and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and an MBA intersect. Social Workers, particularly those in the areas of Administration and Development Social Work, may have an interest in administrative work. In such situations, the MBA could equip them with a complementary skill set. Likewise, MBA students may find themselves in situations where social work skills in counseling and therapy would be useful, especially if they work in the not-for-profit sector. In addition, the MSW/MBA collaborative allows for a greater breadth of employment opportunities for students.

Since both the MSW and MBA programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. In the event that a student decides to drop out of the dual degree program, the requirements for the single degree must be completed in their entirety.

The MBA is a 33 credit degree, but it will share 5 credits with the MSW program, accepting 3 MSW credits as an elective (SOWK 630 or 660 which are taken under the MSW core), plus 2 MSW credits as part of the MBA ethics requirement (SOWK 515 from the MSW core). Likewise, the MSW is a 56 credit degree, but it will share 10 credits with the MBA program and accept 10 MBA credits as electives. This reduces the total credits for both degrees from 89 to 74.

Total Credits: 74

MBA Core—22

- ACCT 610 - Managerial Accounting **Credits:** 3
- BSAD 515 - Organizational Behavior & Leadership **Credits:** 3
- 1 credit of BSAD 556 - Topics in Christian Ethics in Business **Credits:** 1–3 (Must be concurrently enrolled in SOWK 515 Christian Perspectives on Professional Ethics **Credits:** 2)
- BSAD 689 - Strategic Management **Credits:** 3 (Capstone Course)
- ECON 525 - International Macroeconomics **Credits:** 3
- ECON 530 - Managerial Economics **Credits:** 3
- FNCE 675 - Financial Management **Credits:** 3
- MKTG 680 - Strategic Marketing Management **Credits:** 3

MSW Core—35

- SOWK 501 - Foundations of Practice I **Credits:** 4
- SOWK 502 - Foundations of Practice II **Credits:** 4
- SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2 (Must be concurrently enrolled in BSAD 556 Topics: Christian Ethics in Business **Credits:** 1)
- SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2
- SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2
- 2 credits of SOWK 550 - Social Policy **Credits:** 2,3
- SOWK 561 - Social Work Research I **Credits:** 2
- SOWK 562 - Social Work Research II **Credits:** 2
- SOWK 601 - Advanced Practice I **Credits:** 3
- SOWK 602 - Advanced Practice II **Credits:** 2
- SOWK 605 - Advanced Clinical Assessment **Credits:** 3
- SOWK 630 - Policy for Social Change **Credits:** 3
- SOWK 660 - Advanced Practice Evaluation **Credits:** 3
- 1 credit of SOWK 689 - Advanced Professional Seminar **Credits:** .5

MSW Field Experience—11

- 1 credit of SOWK 510 - Generalist Field Seminar **Credits:** .5
- 4 credits of SOWK 535 - Generalist Field Experience **Credits:** 1–4 (4 credits = 400 hours)
- 1 credit of SOWK 610 - Advanced Field Seminar **Credits:** .5
- 5 credits of SOWK 635 - Advanced Field Experience **Credits:** 1–5 (5 credits = 500 hours)

MBA Electives—6

Choose two courses from the following:

- ACCT 620 - Financial Statement Analysis **Credits:** 3
- BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3
- BSAD 545 - International Business Management **Credits:** 3
- 3 credits of BSAD 556 - Topics in _____ **Credits:** 1–3
- BSAD 560 - Intercultural Business Relations **Credits:** 3
- BSAD 615 - Management of Quality **Credits:** 3
- BSAD 643 - Quantitative Methods in Business Decisions **Credits:** 3
- BSAD 670 - Management of Human Resources **Credits:** 3
- FNCE 526 - International Financial Management **Credits:** 3
- FNCE 680 - Investment Management **Credits:** 3
- INFS 510 - Management Information Systems **Credits:** 3
- MKTG 540 - Marketing Management in Not-for-Profit Organizations **Credits:** 3

Admission Requirements

In addition to the general admission requirements under Graduate Academic Policies, note also the requirements listed below.

Prerequisite Courses

MBA

These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following six courses constitute the prerequisites for the MBA degree:

- ACCT 505 Survey of Accounting for Decision Making and Control **Credits:** 2
(OR ACCT 205 Accounting for Decision Making and Control **Credits:** 3; OR both ACCT 121 - Principles of Accounting I **Credits:** 3 AND ACCT 122 - Principles of Accounting II **Credits:** 3)
- BSAD 505 - Survey of Operations Management **Credits:** 2 (OR BSAD 475 - Operations Management **Credits:** 3)
- BSAD 506 - Survey of Business Law **Credits:** 2 (OR BSAD 341 - Business Law **Credits:** 3)
- ECON 508 Survey of Economics **Credits:** 2 (OR ECON 208 Principles of Economics **Credits:** 3; OR both ECON 225 - Principles of Macroeconomics **Credits:** 3 AND ECON 226 - Principles of Microeconomics **Credits:** 3)
- FNCE 500 - Survey of Business Finance **Credits:** 2 (OR FNCE 317 - Business Finance **Credits:** 3)
- STAT 285 - Elementary Statistics **Credits:** 3

MSW

- Human Biology or Anatomy and Physiology—3 credits (or pass non-credit equivalency course)
- Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6 credits
- Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8 credits
- Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14 credits
- Previous computer skills, either in course work (1 or more credits) or extensive hands-on experience evidenced by the Computer Skills Assessment Form.

Graduate Management Admission Test (GMAT)

The GMAT admission requirements must be met for regular admission status. The student may not enroll for any graduate-level business credits (courses assigned as 515 or above) before the GMAT requirement is met. If the student chooses to waive the GMAT based on number 2 below, this must be done within the first semester of the MBA program.

Admission GMAT requirements can be obtained by ONE of the following:

- Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score ≥ 1,000.

OR

- Five years of documented and approved related work experience and earned a grade of at least of B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

- On-campus Andrews University undergraduate business students with a cumulative GPA ≥ 3.0 and earned a grade of at least a B- in statistics and a grade of at least B- in pre-calculus algebra.

OR

- GPA ≥ 3.25 from a U.S. accredited institution.

GPA Requirements

Applicants must satisfy one of the criteria below:

- Have an overall GPA of at least 2.75 in undergraduate courses.
- Have a GPA of at least 2.75 on last 50% of undergraduate courses.
- Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A-F.
- Hold a previous master's degree.

Professional Resume

All applicants must submit a separate, attached copy of their complete professional resume with their application. Completing the "Professional History" section within the application will not be considered sufficient for acceptance to School of Business Administration graduate programs.

English Language Requirements

In addition to the English language requirements under Graduate Academic Policies, note also the requirements listed below.

- Nelson Denny - score of 13

Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Maintaining Academic Standing

All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

Students admitted under provisional status (due to lack of prerequisites, GMAT, etc.) must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll, prior to graduation

Program Accreditation

The Master of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas.

The Master of Social Work program is accredited by the Council on Social Work Education (CSWE) located in Alexandria, Virginia.

Accounting, Economics & Finance

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www.andrews.edu/sba

Mission

The Department of Accounting, Economics & Finance offers majors that are intellectually stimulating, professionally challenging, and rewarding. We endeavor to provide the best preparation possible for careers in business, government, academia, and the church.

The faculty seeks to provide students with training and education which will qualify them for employment in a multicultural and global environment. A Christian education encourages an awareness of moral and ethical responsibilities in one's personal and professional life. It is in this context that the department holds up Jesus Christ as the best model for personal responsibility and development and seeks to encourage its students to follow His example.

Faculty

Carmelita Troy, *Program Coordinator*, Associate Professor of Accounting
Alan Kirkpatrick, Associate Professor of Finance
Lucile Sabas, Associate Professor of Economics
Quentin Sahly, Assistant Professor of Accounting
Ralph Trecartin, Associate Professor of Finance

Adjunct Faculty

Bari Courts
Jenifer Daley
Matthew Rosenboom
Paul Smith

Bachelors

Accounting BBA

Accounting is concerned primarily with (1) measuring income, expenditures, and wealth generated by a business enterprise, and (2) communicating information about the financial condition of economic organizations and the results of their financial activities. Thus, accounting is the language of business—the backbone of the free enterprise system.

The accounting major is designed to meet the needs of students preparing for accounting careers in business, government, not-for-profit organizations, or public accounting, including those who desire to secure, through state examination, the status of Certified Public Accountant (CPA) or that of Certified Management Accountant (CMA).

Students planning to sit for the CPA exam should consult their state's Board of Public Accountancy before planning their accounting program. Each state has its own rules, regulations, and specific course requirements. Assistance may be obtained from the Accounting faculty. This program is designed to meet the educational requirements to take the CPA examination in Michigan. 150 credit hours are required for CPA certification.

Total Credits: 124

Business Core - 39

ACCT 121 - Principles of Accounting I **Credits: 3**
ACCT 122 - Principles of Accounting II **Credits: 3**
BSAD 341 - Business Law **Credits: 3**
BSAD 355 - Principles of Management **Credits: 3**
BSAD 365 - International Environment of Business **Credits: 3**
BSAD 475 - Operations Management **Credits: 3**
BSAD 494 - Business Strategy and Decisions **Credits: 3**

ECON 225 - Principles of Macroeconomics **Credits: 3**
ECON 226 - Principles of Microeconomics **Credits: 3**
FNCE 317 - Business Finance **Credits: 3**
INFS 120 - Foundations of Information Technology **Credits: 3**
INFS 215 - Business Software Applications **Credits: 3**
MKTG 310 - Principles of Marketing **Credits: 3**

Major Requirements

Major Core—18

ACCT 321 - Intermediate Accounting I **Credits: 3**
ACCT 322 - Intermediate Accounting II **Credits: 3**
ACCT 330 - Cost and Managerial Accounting **Credits: 3**
ACCT 365 - Individual Taxation **Credits: 3**
ACCT 456 - Advanced Accounting **Credits: 3**
ACCT 465 - Auditing **Credits: 3**

Major Electives—9

Choose three courses from the following:

ACCT 320 - Business Communication **Credits: 3**
ACCT 455 - Accounting for Not-for-Profit Organizations **Credits: 3**
ACCT 467 - Corporate Taxation **Credits: 3**
ACCT 470 - Internship in Accounting/Auditing **Credits: 1–3**
ACCT 476 - Accounting Information Systems **Credits: 3**
BSAD 487 - Internship in _____ **Credits: 1–3**
FNCE 397 - Investments **Credits: 3**

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All accounting majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122.

Cognates—3

STAT 285 - Elementary Statistics **Credits: 3**

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.
Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 340 - Religion and Ethics in Modern Society **Credits: 3**
Or RELT 390 - Christian Business Ethics **Credits: 3**

Mathematics

MATH 166 - College Algebra for Business **Credits: 3**

Social Sciences

PSYC 101 - Introduction to Psychology **Credits: 3**
Or SOCI 119 - Principles of Sociology **Credits: 3**

3 credits of FNCE 206 - Personal Finance **Credits: 2,3**

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA

degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
- Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
- Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

- Students will be able to explain how the required and elective Accounting major courses integrated with the other functional areas of business.
- Students will be able to explain the major concepts, theory, and practice of their required Accounting major courses: Intermediate Accounting, Individual Taxation, Advanced Accounting, and Auditing.
- Students in Accounting will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.
- Students will be able to explain that the rigor and content of their Accounting courses adequately prepared them for their careers in business.

Finance BBA

Program Description

The finance major is designed to prepare students for careers in financial management. Through a carefully coordinated sequence of courses, the program covers many of the factors that influence financial decision making and provides specific tools for analyzing and interpreting financial data. Students will acquire skills that will help them launch a career in the areas of corporate finance, investments, banking, and financial planning.

Total Credits: 124

Business Core - 39

- ACCT 121 - Principles of Accounting I **Credits: 3**
- ACCT 122 - Principles of Accounting II **Credits: 3**
- BSAD 341 - Business Law **Credits: 3**
- BSAD 355 - Principles of Management **Credits: 3**
- BSAD 365 - International Environment of Business **Credits: 3**
- BSAD 475 - Operations Management **Credits: 3**
- BSAD 494 - Business Strategy and Decisions **Credits: 3**
- ECON 225 - Principles of Macroeconomics **Credits: 3**
- ECON 226 - Principles of Microeconomics **Credits: 3**
- FNCE 317 - Business Finance **Credits: 3**
- INFS 120 - Foundations of Information Technology **Credits: 3**
- INFS 215 - Business Software Applications **Credits: 3**
- MKTG 310 - Principles of Marketing **Credits: 3**

Major Requirements

Major Core—12

- ACCT 321 - Intermediate Accounting I **Credits: 3**
- FNCE 397 - Investments **Credits: 3**
- FNCE 410 - Intermediate Business Finance **Credits: 3**

FNCE 426 - International Finance **Credits: 3**

Major Electives—15

Choose five courses from the following:

- ACCT 322 - Intermediate Accounting II **Credits: 3**
- ECON 328 - Money and Banking **Credits: 3**
- ECON 330 - Health Economics **Credits: 3**
- ECON 334 - Intermediate Microeconomics **Credits: 3**
- ECON 415 - Introduction to Econometrics **Credits: 3**
- FNCE 330 - Financial Planning **Credits: 3**
- FNCE 394 - Futures and Options Markets **Credits: 3**
- FNCE 429 - Portfolio Theory **Credits: 3**
- FNCE 430 - Finance Seminar **Credits: 3**
- BSAD 487 - Internship in _____ **Credits: 1–3**

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All finance majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122, and FNCE 317.

FNCE 206 is not available for credit towards a finance major.

Cognates—3

- STAT 285 - Elementary Statistics **Credits: 3**

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience:

Professional Degrees while noting the following approved course substitutions.

Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

- RELT 340 - Religion and Ethics in Modern Society **Credits: 3**

Or RELT 390 - Christian Business Ethics **Credits: 3**

Mathematics

- MATH 166 - College Algebra for Business **Credits: 3**

Social Sciences

- PSYC 101 - Introduction to Psychology **Credits: 3**
- SOCI 119 - Principles of Sociology **Credits: 3**

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

Students will be able to explain how the required and elective Finance major courses integrated with the other functional areas of business.

Students will be able to explain the major concepts, theory and practice of their required Finance major courses: Intermediate Accounting, Investments, Intermediate Business Finance.

Students in Finance will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.

Students will be able to explain that the rigor and content of their Finance major courses adequately prepared them for their careers in Finance.

International Business BBA

Program Description

This major enables students to acquire a knowledge base that develops their capacity to work for an organization that operates in a global setting.

Total Credits: 124

Business Core - 39

ACCT 121 - Principles of Accounting I **Credits: 3**
ACCT 122 - Principles of Accounting II **Credits: 3**
BSAD 341 - Business Law **Credits: 3**
BSAD 355 - Principles of Management **Credits: 3**
BSAD 365 - International Environment of Business **Credits: 3**
BSAD 475 - Operations Management **Credits: 3**
BSAD 494 - Business Strategy and Decisions **Credits: 3**
ECON 225 - Principles of Macroeconomics **Credits: 3**
ECON 226 - Principles of Microeconomics **Credits: 3**
FNCE 317 - Business Finance **Credits: 3**
INFS 120 - Foundations of Information Technology **Credits: 3**
INFS 215 - Business Software Applications **Credits: 3**
MKTG 310 - Principles of Marketing **Credits: 3**

Major Requirements

Major Core—15

BSAD 450 - Multicultural Business Relations **Credits: 3**
BSAD 467 - International Management **Credits: 3**
ECON 454 - International Economics **Credits: 3**
FNCE 426 - International Finance **Credits: 3**
MKTG 465 - International Marketing **Credits: 3**

Major Electives—12

Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements. Choose four courses from the following:

Economics Electives—0-12

ECON 325 - Economic Thought **Credits: 3**
ECON 328 - Money and Banking **Credits: 3**
ECON 330 - Health Economics **Credits: 3**
ECON 415 - Introduction to Econometrics **Credits: 3**
ECON 427 - Economic Development **Credits: 3**

Finance/Accounting Electives—0-12

FNCE 397 - Investments **Credits: 3**
FNCE 410 - Intermediate Business Finance **Credits: 3**
FNCE 429 - Portfolio Theory **Credits: 3**
ACCT 330 - Cost and Managerial Accounting **Credits: 3**

Management Electives—0-12

BSAD 345 - Business and Society **Credits: 3**
BSAD 380 - Healthcare Foundations **Credits: 3**
BSAD 384 - Human Resource Management **Credits: 3**
BSAD 410 - Entrepreneurship **Credits: 3**
BSAD 470 - Quality Management **Credits: 3**

Marketing Electives—0-12

MKTG 320 - Consumer Behavior **Credits: 3**
MKTG 368 - Integrated Marketing Communication **Credits: 3**
MKTG 440 - Marketing Management **Credits: 3**
MKTG 456 - Marketing Research **Credits: 3**

Internship (International Focus)—3

BSAD 487 - Internship in _____ **Credits: 1-3**

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All International Business students must earn at least a "C" letter grade in the following courses: ACCT 121 and ACCT 122.

Cognates—3

STAT 285 - Elementary Statistics **Credits: 3**

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 340 - Religion and Ethics in Modern Society **Credits: 3**
Or RELT 390 - Christian Business Ethics **Credits: 3**

Mathematics

MATH 166 - College Algebra for Business **Credits: 3**

Social Sciences

PSYC 101 - Introduction to Psychology **Credits: 3**
Or SOCI 119 - Principles of Sociology **Credits: 3**

3 credits of FNCE 206 - Personal Finance **Credits: 2,3**

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

Students will be able to identify the major theory and concepts of business across business functional areas.

Students will be able to incorporate relevant quantitative and qualitative data in the analysis.

Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

Students will be able to explain how their courses in their Concentration in International Business integrated with the other functional areas of business.

Students in International Business will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.

Students will be able to explain that the rigor and content of their International Business courses adequately prepared them for their careers in business.

Undergraduate Minors

Accounting Minor

Total Credits: 21

Minor Core—12

ACCT 121 - Principles of Accounting I **Credits: 3**

ACCT 122 - Principles of Accounting II **Credits: 3**

ACCT 321 - Intermediate Accounting I **Credits: 3**

ACCT 322 - Intermediate Accounting II **Credits: 3**

Note: A minimum of a "C" letter grade must be earned in ACCT 121, ACCT 122.

Minor Electives—9

Any three of the following:

ACCT 330 - Cost and Managerial Accounting **Credits: 3**

ACCT 365 - Individual Taxation **Credits: 3**

ACCT 455 - Accounting for Not-for-Profit Organizations **Credits: 3**

ACCT 456 - Advanced Accounting **Credits: 3**

ACCT 465 - Auditing **Credits: 3**

ACCT 467 - Corporate Taxation **Credits: 3**

ACCT 476 - Accounting Information Systems **Credits: 3**

Economics Minor

Total Credits: 21

Minor Core—12

ECON 225 - Principles of Macroeconomics **Credits: 3**

ECON 226 - Principles of Microeconomics **Credits: 3**

ECON 334 - Intermediate Microeconomics **Credits: 3**

ECON 335 - Intermediate Macroeconomics **Credits: 3**

NOTE: A minimum of a "C" letter grade must be earned in ECON 225, ECON 226.

Minor Electives—9

Courses at the 300 or 400 level chosen from ECON offerings

Finance Minor

Total Credits: 21

Minor Core—12

ACCT 121 - Principles of Accounting I **Credits: 3**

ACCT 122 - Principles of Accounting II **Credits: 3**

FNCE 317 - Business Finance **Credits: 3**

FNCE 397 - Investments **Credits: 3**

NOTE: A minimum of a "C" letter grade must be earned in ACCT 121, ACCT 122, and FNCE 317.

Minor Electives—9

Choose three courses from the following:

FNCE 330 - Financial Planning **Credits: 3**

FNCE 394 - Futures and Options Markets **Credits: 3**

FNCE 426 - International Finance **Credits: 3**

FNCE 429 - Portfolio Theory **Credits: 3**

ECON 328 - Money and Banking **Credits: 3**

Accounting

ACCT 121 - Principles of Accounting I

Credits: 3

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Labs are designed to further address, through practice and implementation, the content of this course.

Lecture/Lab: Weekly: two lectures and one lab

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Interactive Online, Self-Paced

Term Offering: Fall

College Code: SBA

ACCT 122 - Principles of Accounting II

Credits: 3

Studies fundamental concepts of cost and managerial accounting. Labs are designed to further address, through practice and implementation, the content of this course. A grade of C or higher is needed in ACCT 121 for admission to ACCT 122.

Lecture/Lab: Weekly: two 75-minute lectures and one 75-minute lab

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): ACCT 121 with a grade of C or higher

Schedule Type: Lecture, Lab, Interactive Online, Self-Paced

Term Offering: Spring

College Code: SBA

ACCT 205 - Accounting for Decision Making and Control

Credits: 3

Accounting and financial analysis overview course focusing on financial reporting, internal controls and fraud prevention, cost management, budgeting, forecasting, and performance evaluation, with applications to financial management in health-care and other not-for-profit organizations. Labs are designed to further address, through practice and implementation, the content of this course. This course may not be used to satisfy requirements for an undergraduate business degree.

Lecture/Lab: Weekly: one 3-hour lecture and one 75-minute lab

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Fall, Spring

College Code: SBA

ACCT 320 - Business Communication

Credits: 3

Designed for the accounting major, this course focuses on techniques of successful communication in the business world. The course introduces strategies for various business situations including memos, letters, meetings, presentations, reports, and

electronic correspondence. The course also examines methods of organizing and presenting information and of developing a professional communication style.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: COMM 104 ,ENGL 215
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: SBA

ACCT 321 - Intermediate Accounting I

Credits: 3
Theory, research and application of generally accepted accounting principles in problemsolving,classification of transactions, asset and liability valuation, income determination, and the presentation and analysis of financial statements. Introduction to related International Financial Reporting Standards. Students may not enroll in ACCT 321 unless they have obtained a grade of C or higher in ACCT 121 , ACCT 122 .

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ACCT 122
Prerequisite/Corequisite: INFS 215
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

ACCT 322 - Intermediate Accounting II

Credits: 3
A continuation of ACCT 321. Theory, research and application of generally accepted accounting principles in problem-solving, classification of transactions, asset, liability and equity valuation, presentation and analysis of financial statements, and disclosure requirements. Introduction to related International Financial Reporting Standards. Students may not enroll in ACCT 322 unless they have obtained a grade of C or higher in ACCT 121 , ACCT 122 , and ACCT 321 .

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ACCT 122 , ACCT 321
Prerequisite/Corequisite: INFS 215
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

ACCT 330 - Cost and Managerial Accounting

Credits: 3
Study of cost determination, accumulation, and allocation procedures. Preparation and utilization of financial information for internal management purposes; emphasis on job order, process and standard costs systems cost-volume-profit relationship, relevant cost, budgeting, performance evaluation, and control. Students may not enroll in ACCT 330 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 122
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: SBA

ACCT 365 - Individual Taxation

Credits: 3
A study of federal individual taxation. Students learn how to apply the Internal Revenue Code in preparing individual tax returns and research sources of tax law as part of solving various tax issues. The course covers the following topics: tax filing status, income, deductions, exemptions, credits, and administrative issues. Students may not enroll in ACCT 365 unless they have obtained a grade of C or higher in ACCT 121, ACCT 122.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 121
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

ACCT 455 - Accounting for Not-for-Profit Organizations

Credits: 3
The study of the fundamental accounting systems used by government, hospitals, colleges and universities, and other not-for- profit organizations. Topics include the budgeting process, and the analysis and interpretation of governmental and not-for-profit financial statements.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 322
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

ACCT 456 - Advanced Accounting

Credits: 3
Study of accounting for business combinations and the preparation of consolidated financial statements; foreign currency financial statements; accounting for foreign currency transactions and hedging; partnership accounting and SEC reporting.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 322
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

ACCT 465 - Auditing

Credits: 3
This course introduces students to the assurance profession, the basic concepts of auditing, and how those concepts may be applied in different scenarios. Professional auditing standards are emphasized, including the selection and application of auditing procedures required to perform a quality audit, while considering and analyzing the risks present in accounting and financial reporting systems. The course examines the auditor's professional decision-making process, how to identify a problem, research and apply the appropriate auditing standards and accounting principles, and resolve audit issues in the context of the professional code of ethics.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 322
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

ACCT 467 - Corporate Taxation

Credits: 3
Study of the philosophy behind corporate taxation, environmental factors affecting tax law development, accessing & applying tax rules to corporate settings, and research sources of tax rules to solve corporate tax issues. The course introduces the tax rules on capital structure, corporate earnings & profits and their distributions, deductions, alternative minimum tax, stock redemptions and liquidations, reorganization, consolidated tax returns, cross-border transactions, partnership and distributions of its income, S-corporation, corporation's book income tax expense, and tax-exempt organizations.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 365
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: SBA

ACCT 470 - Internship in Accounting/Auditing

Credits: 1–3
A program of supervised accounting and/or auditing experience, approved in advance by program coordinator. Student must have at least a 2.67 cumulative GPA. A minimum of 75 hours of accounting/auditing work experience is required for each credit hour. Full arrangements for a structured program must be made prior to the start of the internship. Open only to accounting and finance majors.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): ACCT 321
Repeatable: Repeatable up to 3 credit hours
Schedule Type: Practicum
Special Approval: Instructor permission required

College Code: SBA

ACCT 476 - Accounting Information Systems

Credits: 3
The study of accounting as an information system, its objectives, internal controls, ethics, documentation of an accounting information system (AIS), and the impact of information technology on AIS. Completion of manual and computerized practice-sets is required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ACCT 122 and junior class standing.
Schedule Type: Lecture

Year Offering: Odd years
Term Offering: Spring
College Code: SBA

ACCT 490 - Independent Readings/Study in _____

Credits: 1–3
Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ACCT 321, ACCT 322; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in accounting courses
Repeatable: Repeatable up to 6 credits total
Schedule Type: Independent
Special Approval: Instructor, Department Chair and Dean permission required

College Code: SBA

ACCT 505 - Survey of Accounting for Decision Making and Control

Credits: 2
Accounting and financial analysis overview course focusing on financial reporting, internal controls and fraud prevention, cost management, budgeting, forecasting, and performance evaluation, with applications to financial management in health-care and other not-for-profit organizations. Labs are designed to further address, through practice and implementation, the content of this course. This course is a foundation course for the MBA program, and is part of the core for the Medical Laboratory Sciences and Community and International Development graduate degree programs. Course grade not included in the MBA GPA calculation.

Lecture/Lab: Weekly: one 3-hour lecture and one 75-minute lab
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

ACCT 586 - Tax Research

Credits: 3
Study of the legislative, administrative, and judicial sources of tax law, as well as the resources and techniques used to find a competent and professional conclusion to a tax problem. Extensive research of tax issues and presentation of research is required.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 365
Recommended: ACCT 467
Schedule Type: Lecture
College Code: SBA

ACCT 610 - Managerial Accounting

Credits: 3
The use of accounting data in decision making. Special attention is given to cost analysis and control, cost allocation, budgeting, and motivational aspects of accounting.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 122 or ACCT 205 or ACCT 505
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

ACCT 615 - Accounting Theory

Credits: 3
An examination of the standard-setting process and selected accounting research, and analysis of major problem areas of financial accounting. A research paper is required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Equivalent of 1 year of intermediate accounting.
Schedule Type: Lecture
College Code: SBA

ACCT 620 - Financial Statement Analysis

Credits: 3
This course develops the skills necessary to interpret and use financial statement information effectively to assess profitability and risk, and provides a framework for business analysis and valuation. Requirements include research and written analysis of financial statements, SEC filings, and other public disclosures.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ACCT 122 or ACCT 205 or ACCT 505
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

ACCT 625 - Financial Analysis and Reporting

Credits: 3
Develops business leaders' financial-statement literacy. Topics include: understanding the nature of business transactions; identification of relevant economic events for reporting; determination of appropriate financial measures for those events; analysis of the effects of those events in organization's performance and financial condition. Not available for MBA program.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SBA

Economics

ECON 208 - Principles of Economics

Credits: 3
This course is designed to offer non-economics major students a broad understanding of the world around them at both a microeconomic and a macroeconomic level. Firm decision-making tools and consumer choice mechanisms will be studied. More specifically, the role of the market and its structures will be analyzed through the theory of supply and demand, including price and quantity determination, price elasticity, and the role of government in regulating market size and in addressing market failures. Production function, profit maximization conditions, and the basics of firm behavior will help the student to understand some aspects of the firm decision-making process. At a macroeconomic level, several aggregate variables will be studied, including GDP, the consumer price index, the monetary system, and economic policies implementation. This course may not be used to satisfy requirements for an undergraduate business degree.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

ECON 225 - Principles of Macroeconomics

Credits: 3
Analysis of some major statistics of a national economy in the long and the short run, such as aggregate income and expenditures, economic growth, inflation, and unemployment, as well as the monetary system and money supply.

Course Attribute: Fulfills the General Education Social Sciences requirement

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: SBA

ECON 226 - Principles of Microeconomics

Credits: 3
Use of the mainstream economic schools of thought to explain how economic units (consumers and producers) make decisions. The role of the market in organizing economic activity is widely explained as well as the way resources are allocated in an economy through the price mechanism. Concepts like elasticities and profit maximization are computed and analyzed. Algebra used extensively.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online, Self-Paced
Term Offering: Fall, Spring
College Code: SBA

ECON 320 - U.S. Economic History

Credits: 3
A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post- World War II growth.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
College Code: SBA

ECON 321 - Indian Economic History

Credits: 3

A study of Indian Economics in two parts. In the first part, emphasis will be on the study of Economics from ancient times to Indian Independence. The second part will be devoted to the Economic progress of India since Independence, with special emphasis on the five-year plans and their requirements. Only offered for students enrolled at Spicer Memorial College.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SBA

ECON 325 - Economic Thought

Credits: 3

The development of economic thinking from late medieval times to the present. Survey begins with the Mercantilists, extends through Adam Smith to 20th century thinkers such as Joan Robinson, Milton Friedman, and John M. Keynes.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225 , ECON 226
Schedule Type: Lecture
College Code: SBA

ECON 328 - Money and Banking

Credits: 3

Commercial banking and the process of money creation, the operation and controls of the Federal Reserve System, money and credit in circulation, and the effect of monetary policies. Some contemporary financial crises (and crisis management) are analyzed, along with their origins and consequences on the financial and banking system.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225, ECON 226
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: SBA

ECON 330 - Health Economics

Credits: 3

An application of economic principles to the health-care industry. Demand for and supply of health-care services are analyzed to determine their effect on cost. Examines the impact of insurance, technology, and regulation on the industry.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 226
Schedule Type: Lecture
Year Offering: Alternate Years
College Code: SBA

ECON 334 - Intermediate Microeconomics

Credits: 3

Theoretical analysis of consumer behavior, and decision making, using the utility function. The firm's decision making process is also analyzed in different market structures, based on profit maximization and costs of production. Welfare economics and game theory are introduced. Students may not enroll in ECON334 unless they have obtained a grade of C or higher in ECON 226 .

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ECON 226
Prerequisite/Corequisite: MATH 191 or MATH 182
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: SBA

ECON 335 - Intermediate Macroeconomics

Credits: 3

The classical theory and growth theory in the long run are analyzed as well as the business cycle theory. Determinants of aggregate income are studied, along with other aggregate variables like the unemployment rate, the interest rate and inflation and its impact on the economy. Students may not enroll in ECON335 unless they have obtained a grade of C or higher in ECON 225 .

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ECON 225
Prerequisite/Corequisite: ECON 226
318

Schedule Type: Lecture
Year Offering: Even years
Term Offering: Spring
College Code: SBA

ECON 367 - Labor Economics and Relations

Credits: 3

An analysis of the labor market focusing on labor demand, supply, wage differentials, human capital, discrimination, and unions.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SBA

ECON 415 - Introduction to Econometrics

Credits: 3

Topics include probability sampling, hypothesis testing, regression techniques, and problems of multicollinearity, heteroscedasticity, and auto-correlation.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285 or STAT 340 , MATH 191 or MATH 182
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: SBA

ECON 427 - Economic Development

Credits: 3

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

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225 , ECON 226
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Fall
College Code: SBA

ECON 440 - Public Finance

Credits: 3

The course integrates economic theory with applications in the field of public finance. Focuses on detailed microeconomic analysis of government functions, expenditures, and finance. Recent public finance issues are discussed.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225 , ECON 334
Schedule Type: Lecture
Year Offering: Odd years
Term Offering: Spring
College Code: SBA

ECON 454 - International Economics

Credits: 3

A description and theoretical analysis of international trade, balance-of-payments accounts, the mechanisms of international economic adjustment, the theory of comparative advantage, and economic integration.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: ECON 225 , ECON 226
Schedule Type: Lecture
Year Offering: Even years
Term Offering: Fall
College Code: SBA

ECON 490 - Independent Readings/Study in _____

Credits: 1–3

Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): ECON 225, ECON 226; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in economics courses
Repeatable: Repeatable up to 6 credits total
Schedule Type: Independent
Special Approval: Instructor, Department Chair and Dean permission required

College Code: SBA

ECON 508 - Survey of Economics

Credits: 2

This course is designed to offer non-economics major students a broad understanding of the world around them at both a microeconomic and a macroeconomic level. Firm decision-making tools and consumer choice mechanisms will be studied. More specifically, the role of the market and its structures will be analyzed through the theory of supply and demand, including price and quantity determination, price elasticity, and the role of government in regulating market size and in addressing market failures. Production function, profit maximization conditions, and the basics of firm behavior will help the student to understand some aspects of the firm decision-making process. At a macroeconomic level, several aggregate variables will be studied, including GDP, the consumer price index, the monetary system, and economic policies implementation. A foundation course for the MBA. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SBA

ECON 525 - International Macroeconomics

Credits: 3

The study of global macroeconomic issues facing firms, including the structure of the exchange rate regime. In this context, the forecast of a floating exchange rate and the impact of monetary policies, the interest rate and the inflation rate on the exchange rate setting are studied and analyzed. 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.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: ECON 225 or ECON 208 or ECON 508

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SBA

ECON 530 - Managerial Economics

Credits: 3

The use of microeconomic theory and optimization techniques as tools of management decision making within a business firm are studied. Statistical analyses such as regression techniques will be utilized. While microeconomics serves as a foundation, emphasis on quantitative approaches also requires knowledge of basic calculus and statistics.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: ECON 226 or ECON 208 or ECON 508, and STAT 285

Recommended: Calculus

Schedule Type: Lecture, Interactive Online

Term Offering: Summer

College Code: SBA

Finance

FNCE 206 - Personal Finance

Credits: 2,3

Study of personal financial management. Emphasizes the principles of stewardship. The course covers household budgeting; use and cost of credit; life, property and umbrella insurance; individual taxation, housing; estate planning; savings; and investing. Not available for credit towards a finance major.

Course Attribute: Fulfills the General Education Social Sciences requirement

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: SBA

FNCE 317 - Business Finance

Credits: 3

A managerial approach to financial analysis, planning, and control. Management of working capital, long-term assets, and long-term financing.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: ACCT 122, MATH 166

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall

College Code: SBA

FNCE 330 - Financial Planning

Credits: 3

An integrative approach to personal financial planning incorporating time value of money, financial statements, federal taxation, risk management and insurance concepts. Emphasis will be placed on developing a framework for formulating sound financial plans.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317.

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Fall

College Code: SBA

FNCE 394 - Futures and Options Markets

Credits: 3

The theory of futures pricing and options pricing, and the application of the theory to develop a framework for analyzing hedging and investment decisions using futures and options. Attention to practical considerations in the use of these investments.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317.

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Fall

College Code: SBA

FNCE 397 - Investments

Credits: 3

The techniques, vehicles, and strategies for implementing investment goals in light of risk-return tradeoffs. Key factors that determine the composition of the individual or institutional portfolios emphasized.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317.

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

FNCE 410 - Intermediate Business Finance

Credits: 3

A study of more advanced topics in corporate finance and an application of previously covered topics with the use of cases.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317.

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

FNCE 426 - International Finance

Credits: 3

The financial management of international enterprises. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage, taxation impacts, and global-risk diversification.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317.

Schedule Type: Lecture

Year Offering: Even years

Term Offering: Spring

College Code: SBA

FNCE 429 - Portfolio Theory

Credits: 3

Theories and techniques for management of portfolios; emphasis on the portfolio manager's role in diversification and meeting investors' goals, and a review of empirical literature.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317.

Schedule Type: Lecture

Year Offering: Odd years

Term Offering: Spring

College Code: SBA

FNCE 430 - Finance Seminar

Credits: 3

A survey of contemporary issues in financial markets, with an emphasis on financial market innovations, financial system stability, and the role of government. The class is taught in a seminar setting and relies on extensive selected reading from current trade books and periodicals.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317, ECON 225, ECON 226.

Schedule Type: Seminar

College Code: SBA

FNCE 490 - Independent Readings/Study in _____

Credits: 1–3

Individually directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in finance courses

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

Special Approval: Instructor, Department Chair and Dean permission required

College Code: SBA

FNCE 500 - Survey of Business Finance

Credits: 2

A managerial approach to financial analysis, planning and control. Management of working capital, long-term assets, and long-term financing. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: ACCT 122 or ACCT 205 or ACCT 505, and MATH 166

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SBA

FNCE 526 - International Financial Management

Credits: 3

The financial management of international enterprises and global portfolio analysis. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage and taxation impacts. Research paper/presentation or case analyses are required.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317 or FNCE 500.

Schedule Type: Lecture, Interactive Online

College Code: SBA

FNCE 675 - Financial Management

Credits: 3

An advanced study of major topics in corporate financial management. These topics include valuation of financial assets, investment in long-term assets, capital structure, dividend policy, working capital management, and other specialized topics, such as risk management.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317 or FNCE 500.

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SBA

FNCE 680 - Investment Management

Credits: 3

Study of security risk-and-return concepts, security analysis, and concepts of market efficiency. Emphasizes equity investments, bonds, options, future, and international securities. Case analyses are required. Application of concepts in an investment portfolio simulation.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FNCE 317 or FNCE 500

Schedule Type: Lecture, Interactive Online

Year Offering: Alternate Years

Term Offering: Summer

College Code: SBA

Aviation

Seamount Building (Airpark)
269-471-3547
Fax: 269-471-6004
airinfo@andrews.edu
www.andrews.edu/aviation/

Faculty

Duane Habenicht, *Chair*
Darryl V. Penney
David Macomber
Bryce Fisher
Alan Scott
Emerti
Harry Lloyd

Mission

Andrews University's Department of Aviation develops aviation professionals, empowered to engage and lead in the adventure of the aviation industry and Christ's worldwide mission.

Programs

For the aviation professional, the most competitive aviation program emphasizes both flight and maintenance. Therefore, the Department of Aviation strongly recommends completing a degree with both Flight and Aviation Maintenance emphases. Students wishing to enter a non-flying aviation career, may limit their specialization to Aviation Maintenance. Two programs are available: A four-year Bachelor in Aviation, and a two-year Associate in Aviation. Students may select from available emphases for their area of study.

The Airpark is located about one mile from the central campus. Students should plan to arrange their own transportation to and from the airport.

Associates

Aviation, Flight Concentration AT

Total Credits: 64-67

Major: Core Requirements - 43

Flight

AFLT 110 - Basic Aircraft Systems **Credits: 3**
AFLT 115 - Private Pilot Ground School **Credits: 4**
AFLT 121 - Flight Training 1 **Credits: 3**
AFLT 122 - Flight Training 2 **Credits: 3**
AFLT 215 - Instrument Pilot Ground School **Credits: 4**
AFLT 220 - Meteorology **Credits: 3**
AFLT 226 - Flight Training 3 **Credits: 3**
AFLT 227 - Flight Training 4 **Credits: 3**
AFLT 305 - Commercial Pilot Ground School **Credits: 4**
AFLT 321 - Flight Training 5 **Credits: 3**
AFLT 322 - Flight Training 6 **Credits: 3**
AFLT 323 - Flight Training 7 **Credits: 3**
AFLT 324 - Flight Training 8 **Credits: 3**
AFLT 426 - Multiengine Flight Training **Credits: 1**

Andrews Core Experience - 21-24

Students must take all courses designated in the Associate Degree Requirements of the Andrews Core Experience.

Admission Requirements

1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

Flight students are required to produce proof of citizenship (passport or birth certificate) as well as government issued photo identification.

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Contact the Department of Aviation no later than July 15 to start the application process for TSA

For **ALL NON-U.S. CITIZENS** planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required for each flight class. Students must receive department authorization before starting the TSA application process. **TSA AUTHORISATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.**

TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the flight program. See the university bulletin section English Language Requirements for equivalent scores.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program.

Students are required to have an iPad (see Department of Aviation Charges). Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges).

Admission into the flight program starts in the fall semester only.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Graduation Requirements

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi-Engine Ratings are required for AT flight option.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Maintenance Concentration AT

Total Credits: 73 - 76

Major: Degree Requirements - 52

Aviation Maintenance

AVMT 108 - Applied Science for Aerospace Technicians **Credits: 4**
AVMT 114 - Aircraft Basic Electricity **Credits: 2**
AVMT 116 - Federal Regulations, Publications, Forms and Records **Credits: 2**
AVMT 120 - Materials and Processes for Aircraft Structures **Credits: 4**
AVMT 204 - Aircraft Electrical Systems **Credits: 2**
AVMT 206 - Powerplant Electrical Systems **Credits: 4**
AVMT 210 - Aircraft Systems **Credits: 4**
AVMT 220 - Aircraft Fuels and Fuel Systems **Credits: 2**

AVMT 226 - Engine Fuel Metering Systems **Credits:** 2
 AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems **Credits:** 4
 AVMT 304 - Aircraft Metal Structures **Credits:** 4
 AVMT 306 - Aircraft Non-metal Structures **Credits:** 2
 AVMT 308 - Aircraft Assembly, Rigging and Inspections **Credits:** 2
 AVMT 310 - Gas Turbine Engines **Credits:** 4
 AVMT 314 - Aircraft Propellers and Engine Inspections **Credits:** 3
 AVMT 316 - Reciprocating Engine Systems and Overhaul **Credits:** 7

Andrews Core Experience - 21-24

Students must take all courses designated in the Associate Degree Requirements of the Andrews Core Experience.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant.

Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).

Required government issued photo identification.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the maintenance program can begin. See the university bulletin section English Language Requirements for equivalent scores.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, lab fees apply to all maintenance training courses (see Department of Aviation Charges).

Admission into the maintenance program starts in the fall semester only

Graduation Requirements

An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Bachelors

Bachelors

Aviation, Aviation Management - Flight Concentration BT

Total Credits: 124

Major: Degree Requirements - 70

AFLT 110 - Basic Aircraft Systems **Credits:** 3
 AFLT 115 - Private Pilot Ground School **Credits:** 4
 AFLT 121 - Flight Training 1 **Credits:** 3
 AFLT 122 - Flight Training 2 **Credits:** 3
 AFLT 215 - Instrument Pilot Ground School **Credits:** 4
 AFLT 220 - Meteorology **Credits:** 3
 AFLT 226 - Flight Training 3 **Credits:** 3
 AFLT 227 - Flight Training 4 **Credits:** 3
 AFLT 230 - Aerodynamics **Credits:** 3
 AFLT 305 - Commercial Pilot Ground School **Credits:** 4
 AFLT 310 - Advanced Systems **Credits:** 3
 AFLT 321 - Flight Training 5 **Credits:** 3
 AFLT 322 - Flight Training 6 **Credits:** 3
 AFLT 323 - Flight Training 7 **Credits:** 3
 AFLT 324 - Flight Training 8 **Credits:** 3
 AFLT 426 - Multiengine Flight Training **Credits:** 1

Business - 21

Credits to be selected in consultation with adviser.

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 15

Credits to be chosen in consultation with advisor.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

Flight students are required to produce proof of citizenship (passport or birth certificate) as well as government issued photo identification.

TSA Logo2Active-Hidden2017-07-07 08:35:072017-07-07 08:35:07

Contact the Department of Aviation no later than July 15 to start the application process for TSA

For **ALL NON-U.S. CITIZENS** planning to receive flight training as part of their degree program, an additional government application to the Transportation Security Administration (TSA), which includes an FBI background check, is required for each flight class. Students must receive department authorization before starting the TSA application process. **TSA AUTHORISATION IS REQUIRED BEFORE ANY FLIGHT CLASSES CAN BE STARTED.**

TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the flight program. See the university bulletin section English Language Requirements for equivalent scores.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program.

Students are required to have an iPad (see Department of Aviation Charges). Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges).

Admission into the flight program starts in the fall semester only.

Graduation Requirements

A Private Pilot Certificate, Instrument Rating, and a Commercial Pilot Certificate with Single and Multi-Engine Ratings are required for graduation.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Aviation Management - Maintenance Concentration BT

Total Credits: 124

Major: Core Requirements - 73

Aviation Maintenance - 52

- AVMT 108 - Applied Science for Aerospace Technicians **Credits: 4**
- AVMT 114 - Aircraft Basic Electricity **Credits: 2**
- AVMT 116 - Federal Regulations, Publications, Forms and Records **Credits: 2**
- AVMT 120 - Materials and Processes for Aircraft Structures **Credits: 4**
- AVMT 204 - Aircraft Electrical Systems **Credits: 2**
- AVMT 206 - Powerplant Electrical Systems **Credits: 4**
- AVMT 210 - Aircraft Systems **Credits: 4**
- AVMT 220 - Aircraft Fuels and Fuel Systems **Credits: 2**
- AVMT 226 - Engine Fuel Metering Systems **Credits: 2**
- AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems **Credits: 4**
- AVMT 304 - Aircraft Metal Structures **Credits: 4**
- AVMT 306 - Aircraft Non-metal Structures **Credits: 2**
- AVMT 308 - Aircraft Assembly, Rigging and Inspections **Credits: 2**
- AVMT 310 - Gas Turbine Engines **Credits: 4**
- AVMT 314 - Aircraft Propellers and Engine Inspections **Credits: 3**
- AVMT 316 - Reciprocating Engine Systems and Overhaul **Credits: 7**

Business Requirements - 21

Credits to be selected in consultation with adviser.

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 12

Credits to be selected in consultation with adviser.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant.

Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).

Required government issued photo identification.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the maintenance program can begin. See the university bulletin section English Language Requirements for equivalent scores.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, lab fees apply to all maintenance training courses (see Department of Aviation Charges).

Admission into the maintenance program starts in the fall semester only

Graduation Requirements

An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Flight and Maintenance Concentration BT

Total Credits: 131

Major: Degree Requirements - 92

Aviation Maintenance - 52

- AVMT 108 - Applied Science for Aerospace Technicians **Credits: 4**
- AVMT 114 - Aircraft Basic Electricity **Credits: 2**
- AVMT 116 - Federal Regulations, Publications, Forms and Records **Credits: 2**
- AVMT 120 - Materials and Processes for Aircraft Structures **Credits: 4**
- AVMT 204 - Aircraft Electrical Systems **Credits: 2**
- AVMT 206 - Powerplant Electrical Systems **Credits: 4**
- AVMT 210 - Aircraft Systems **Credits: 4**
- AVMT 220 - Aircraft Fuels and Fuel Systems **Credits: 2**
- AVMT 226 - Engine Fuel Metering Systems **Credits: 2**
- AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems **Credits: 4**
- AVMT 304 - Aircraft Metal Structures **Credits: 4**
- AVMT 306 - Aircraft Non-metal Structures **Credits: 2**
- AVMT 308 - Aircraft Assembly, Rigging and Inspections **Credits: 2**
- AVMT 310 - Gas Turbine Engines **Credits: 4**
- AVMT 314 - Aircraft Propellers and Engine Inspections **Credits: 3**
- AVMT 316 - Reciprocating Engine Systems and Overhaul **Credits: 7**

Flight - 40

- AFLT 115 - Private Pilot Ground School **Credits: 4**
- AFLT 121 - Flight Training 1 **Credits: 3**
- AFLT 122 - Flight Training 2 **Credits: 3**
- AFLT 215 - Instrument Pilot Ground School **Credits: 4**
- AFLT 220 - Meteorology **Credits: 3**
- AFLT 226 - Flight Training 3 **Credits: 3**
- AFLT 227 - Flight Training 4 **Credits: 3**
- AFLT 305 - Commercial Pilot Ground School **Credits: 4**
- AFLT 321 - Flight Training 5 **Credits: 3**
- AFLT 322 - Flight Training 6 **Credits: 3**
- AFLT 323 - Flight Training 7 **Credits: 3**
- AFLT 324 - Flight Training 8 **Credits: 3**
- AFLT 426 - Multiengine Flight Training **Credits: 1**

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

Flight students are required to produce proof of citizenship (passport or birth certificate) as well as government issued photo identification.

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Contact the Department of Aviation no later than July 15 to start the application process for TSA

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TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the flight and maintenance program. See the university bulliten section English Language Requirements for equivalent scores.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program. In order to proceed in the Aviation Maintenance program students must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant courses.

Students are required to have an iPad and a laptop computer (see Department of Aviation Charges).

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, flight lab fees apply to all flight training and maintenance courses (see Department of Aviation Charges).

Admission into the flight and maintenance programs starts in the fall semester only.

Graduation Requirements

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi-Engine Ratings and Aircraft Maintenance Certificate with Airframe and Powerplant rating are required for graduation.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Flight Concentration BT

Total Credits: 124

Major: Degree Requirements - 61

Flight - 61

AFLT 110 - Basic Aircraft Systems **Credits: 3**

AFLT 115 - Private Pilot Ground School **Credits: 4**

AFLT 215 - Instrument Pilot Ground School **Credits: 4**

AFLT 220 - Meteorology **Credits: 3**

AFLT 121 - Flight Training 1 **Credits: 3**

AFLT 122 - Flight Training 2 **Credits: 3**

AFLT 226 - Flight Training 3 **Credits: 3**

AFLT 227 - Flight Training 4 **Credits: 3**

AFLT 230 - Aerodynamics **Credits: 3**

AFLT 300 - Aviation Safety Management **Credits: 3**

AFLT 305 - Commercial Pilot Ground School **Credits: 4**

AFLT 310 - Advanced Systems **Credits: 3**

AFLT 321 - Flight Training 5 **Credits: 3**

AFLT 322 - Flight Training 6 **Credits: 3**

AFLT 323 - Flight Training 7 **Credits: 3**

AFLT 324 - Flight Training 8 **Credits: 3**

AFLT 340 - Airspace and Air Traffic Control **Credits: 3**

AFLT 415 - Basic Physiology for Pilots **Credits: 3**

AFLT 426 - Multiengine Flight Training **Credits: 1**

AFLT 430 - Crew Resource Management **Credits: 3**

Undergraduate Electives - 24

Undergraduate electives are to be chosen in consultation with an advisor.

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

1st Class FAA medical with Student Pilot Certificate prior to entry into the Flight program, or petition the department for a waiver.

Flight students are required to produce proof of citizenship (passport or birth certificate) as well as government issued photo identification.

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TSA approval must be completed by the first week of September or the student must withdraw from all flight classes.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the flight program. See the university bulliten section English Language Requirements for equivalent scores.

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. In order to proceed in the Flight program all students must successfully pass AFLT 122 and the Private Pilot Ground School as well as complete the private pilot written and flight check ride before being accepted in to regular status in the flight program.

Students are required to have an iPad (see Department of Aviation Charges).

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, flight lab fees apply to all flight training courses (see Department of Aviation Charges).

Admission into the flight program starts in the fall semester only.

Graduation Requirements

A Private Pilot Certificate, Instrument Rating, and a Commercial Pilot Certificate with Single and Multi-Engine Ratings and Certified Flight Instructor and Air Transport Pilot written exam are required for graduation.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Aviation, Individualized Concentration BT

Total Credits: 124

Major: Core Requirements - 60

The program is negotiated with an advisor for review and approval by the department faculty and the Academic Policies and Curriculum Committee of the school.

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 25

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

On-Campus Program:

Students must apply prior to their junior year.

Online Program:

Students must have 5 or more years of employment as an FAA certified airman.

Students must have 25 or more semester credits to transfer in.

Students must complete a program orientation on campus within the first year.

Graduation Requirements

A minimum of 20 of the 60 major credits, and 30 credits of the total 124 credits, are earned through Andrews University

A minimum of 30 credits of 300 or 400-level courses

Aviation, Maintenance Concentration BT

Total Credits: 124

Major: Degree Requirements - 60

Aviation Maintenance Requirements - 52

AVMT 108 - Applied Science for Aerospace Technicians **Credits: 4**

AVMT 114 - Aircraft Basic Electricity **Credits: 2**

AVMT 116 - Federal Regulations, Publications, Forms and Records **Credits: 2**

AVMT 120 - Materials and Processes for Aircraft Structures **Credits: 4**

AVMT 204 - Aircraft Electrical Systems **Credits: 2**

AVMT 206 - Powerplant Electrical Systems **Credits: 4**

AVMT 210 - Aircraft Systems **Credits: 4**

AVMT 220 - Aircraft Fuels and Fuel Systems **Credits: 2**

AVMT 226 - Engine Fuel Metering Systems **Credits: 2**

AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems **Credits: 4**

AVMT 304 - Aircraft Metal Structures **Credits: 4**

AVMT 306 - Aircraft Non-metal Structures **Credits: 2**

AVMT 308 - Aircraft Assembly, Rigging and Inspections **Credits: 2**

AVMT 310 - Gas Turbine Engines **Credits: 4**

AVMT 314 - Aircraft Propellers and Engine Inspections **Credits: 3**

AVMT 316 - Reciprocating Engine Systems and Overhaul **Credits: 7**

Departmental Electives - 8

Credits to be selected in consultation with adviser.

Andrews Core Experience - 39

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Undergraduate Electives - 25

Credits to be selected in consultation with adviser.

Maintaining Academic Standing

Students must maintain minimum GPA of 2.5 in all aviation coursework and 2.25 cumulative overall.

Admission Requirements

Status as an aviation major is provisional until the student demonstrates satisfactory academic and performance skills. Maintenance majors must successfully pass all general classes as well as the general oral and practical tests before continuing on to the airframe or powerplant.

Students are required to have a Windows-compatible PC laptop (see Department of Aviation Charges).

Required government issued photo identification.

International Students - A Toefl score of 550 or equivalent must be on file before admission to the maintenance program can begin. See the university bulletin section English Language Requirements for equivalent scores.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

In addition to tuition, lab fees apply to all maintenance training courses (see Department of Aviation Charges).

Admission into the maintenance program starts in the fall semester only

Graduation Requirements

An Aviation Maintenance Certificate with both Airframe and Powerplant ratings is required for graduation.

Resources

Student Handbook

A handbook for flight and maintenance students outlining policies, operational guidelines, and general information is available from the department office or is online at the department website. Students are responsible for all policies outlined in the Department of Aviation Handbook.

Undergraduate Minors

Aviation, Aviation Maintenance Minor

Total Credits - 32

Maintenance

Note: A Aircraft Maintenance Certificate with either the Airframe or Powerplant Rating is required.

General - 12

- AVMT 108 - Applied Science for Aerospace Technicians **Credits:** 4
- AVMT 114 - Aircraft Basic Electricity **Credits:** 2
- AVMT 116 - Federal Regulations, Publications, Forms and Records **Credits:** 2
- AVMT 120 - Materials and Processes for Aircraft Structures **Credits:** 4

Airframe Rating - 20

- AVMT 204 - Aircraft Electrical Systems **Credits:** 2
- AVMT 210 - Aircraft Systems **Credits:** 4
- AVMT 220 - Aircraft Fuels and Fuel Systems **Credits:** 2
- AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems **Credits:** 4
- AVMT 304 - Aircraft Metal Structures **Credits:** 4
- AVMT 306 - Aircraft Non-metal Structures **Credits:** 2
- AVMT 308 - Aircraft Assembly, Rigging and Inspections **Credits:** 2

Powerplant Rating - 20

- AVMT 206 - Powerplant Electrical Systems **Credits:** 4
- AVMT 226 - Engine Fuel Metering Systems **Credits:** 2
- AVMT 310 - Gas Turbine Engines **Credits:** 4
- AVMT 314 - Aircraft Propellers and Engine Inspections **Credits:** 3
- AVMT 316 - Reciprocating Engine Systems and Overhaul **Credits:** 3

Aviation, Flight Minor

Total Credits - 20

Flight

Note: A Private Pilot Certificate is required.

- AFLT 110 - Basic Aircraft Systems **Credits:** 3
- AFLT 115 - Private Pilot Ground School **Credits:** 4
- AFLT 121 - Flight Training 1 **Credits:** 3
- AFLT 122 - Flight Training 2 **Credits:** 3
- Remaining 7 AFLT credits to be selected in consultation with adviser.

Certificates

FAA Certification

FAA-Approved Instruction. The Department of Aviation operates a Flight School under 14CFR Part 61 and Part 141, as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 147.

FAA Flight Certification Programs. Qualifying students may take flight instruction for the following levels of certification:

- Private Pilot
- Instrument Rating
- Commercial Pilot
- Flight Instructor
- Multi-Engine Rating
- Multi-Engine Flight Instructor
- Instrument Flight Instructor
- Airline Transport Pilot

FAA Aviation Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Part 147 Aviation Maintenance Technician School:

- Airframe
- Powerplant

Aviation Flight

AFLT 104 - Introduction to Aviation

Credits: 1–4
Acquaints students with the history and opportunities in aviation, such as mission flying, flight instruction, aircraft maintenance, avionics, sales, safety, and aerodynamics of flight.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 4 credits
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

AFLT 110 - Basic Aircraft Systems

Credits: 3
The study of small aircraft systems, including: reciprocating engines, propellers and prop governors; fuel, electrical, hydraulic, pressurization, pneumatic and de-icing systems, flight controls, aircraft structures, weight and balance, and aircraft instrument systems. Also included will be pilot maintenance and a brief introduction of the FAA requirements for maintenance, inspections and recordkeeping.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

AFLT 115 - Private Pilot Ground School

Credits: 4
Ground training to prepare students for the FAA private pilot airplane knowledge test. Topics include aerodynamics, weight and balance, Federal Aviation Regulations, navigation, meteorology, aircraft systems and performance.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

AFLT 121 - Flight Training 1

Credits: 3
This course is the first part of the private pilot flight training and includes the flight training up through solo flight. Student MUST have a Pilot Medical Certificate/Student Pilot Certificate, obtained through an Aviation Medical Examiner, prior to registering for the course.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): The student must be currently enrolled in AFLT 115 or have passed the private pilot knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 122 - Flight Training 2

Credits: 3
This course is the last half of the flight training in preparation for taking the FAA Private Pilot Practical Exam. The FAA Medical and Student Pilot Certificate required in AFLT121 must be valid.

Lecture/Lab: Weekly: two 1-hour lectures and two 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 121 and have passed the FAA Private pilot knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 215 - Instrument Pilot Ground School

Credits: 4
Ground training to prepare the student for the FAA instrument rating airplane knowledge test. Topics include Federal Aviation Regulations, meteorology, instrument flight charts, flight planning, instrument approaches, use of navigation equipment, and FAA publications relating to instrument flight.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): AFLT 226
Prerequisite(s): AFLT 115
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 220 - Meteorology

Credits: 3
Meteorology provides students with a comprehensive study of the principles of meteorology while simultaneously providing classroom and laboratory applications focused on current weather situations. It provides real experiences demonstrating the value of computers and electronic access to time sensitive data and information.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Spring
College Code: SBA

AFLT 226 - Flight Training 3

Credits: 3
This course is the introduction to attitude instrument flight in preparation for taking the FAA Instrument Rating. Weekly: One 1-hour lecture and two 2-hour flight blocks. The FAA Medical is required.

Lecture/Lab: Weekly: one 1-hour lecture and two 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Flight Training
Term Offering: Spring
College Code: SBA

AFLT 227 - Flight Training 4

Credits: 3
This course completes the preparation for taking the FAA Instrument Pilot Rating Practical Exam. The FAA Medical is required. A valid instrument Airplane Written exam must be on file prior to starting this course.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 226 and have passed the FAA Instrument knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 230 - Aerodynamics

Credits: 3
The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
Term Offering: Fall
College Code: SBA

AFLT 300 - Aviation Safety Management

Credits: 3
The study of physiological and psychological factors related to flight safety, emphasizing cause-and-effect of airplane accidents and their prevention. Includes a systems approach to safety program development and management.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Private Pilots License
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 305 - Commercial Pilot Ground School

Credits: 4
Ground training to prepare the student for the FAA commercial-pilot airplane knowledge test. Topics include advanced navigation, FAR Parts 61, 91, and 135 for air taxi, complex aircraft systems, weight and balance, and performance charts.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Corequisite(s): AFLT 321
Prerequisite(s): AFLT 215 , AFLT 226
Schedule Type: Lecture
Term Offering: Fall
College Code: SBA

AFLT 310 - Advanced Systems

Credits: 3
The study of transport category aircraft systems, including: turbine engines, APUs, fuel, electrical, hydraulic, pneumatic, environmental control, emergency oxygen, pressurization, de-icing systems, and advanced avionics systems. Particular emphasis will be placed on preparing for airline systems ground school.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): AFLT 305.
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

AFLT 321 - Flight Training 5

Credits: 3
This course is the introduction to commercial airplane flight introducing commercial pilot maneuvers, and building night and cross-country experience. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 227
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 322 - Flight Training 6

Credits: 3
This course continues the commercial pilot training covering, upset training, tail wheel and building additional night and cross-country experience with the emphasis on solo flight. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 321 and have passed the FAA Single Engine Land Commercial knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 323 - Flight Training 7

Credits: 3
This course continues the student for the Commercial Pilot Rating. Complex aircraft operations are introduced and additional experience in cross-country and commercial pilot maneuvers are included. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 322 and have passed the FAA Single Engine Land Commercial knowledge test.
Schedule Type: Flight Training
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 324 - Flight Training 8

Credits: 3
This course completes the preparation for taking the FAA Commercial Airplane Land Pilot Rating Practical Exam and the Certified Flight Instructor Rating. Final refinement of commercial maneuvers, including right seat proficiency is included. The FAA Medical is required.

Lecture/Lab: Weekly: two 1-hour lectures and three 2-hour flight blocks
Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 323 and have passed the FAA Single Engine Land Commercial knowledge test.
Schedule Type: Flight Training
Term Offering: Spring, Summer
College Code: SBA

AFLT 335 - Aerodynamics

Credits: 3

The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): AFLT 115

Schedule Type: Lecture

Year Offering: Alternate years

Term Offering: Spring

College Code: SBA

AFLT 340 - Airspace and Air Traffic Control

Credits: 3

Examines how instrument flight operations function within the FAA air traffic control system. Study of air traffic controller roles, procedures, and regulatory requirements for instrument operations in the terminal and enroute air traffic environment.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: AFLT 227, AFLT 321, AFLT 220 (may be taken concurrently)

Schedule Type: Lecture

College Code: SBA

AFLT 355 - Flight Instructor Ground School

Credits: 2

Ground training to prepare the student for the FAA flight instructor airplane knowledge test. Topics include techniques of teaching, analysis of maneuvers, and lesson planning.

Lecture/Lab: Weekly: 2 lectures and a 2-hour lab

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 356 - Flight Instructor Flight Training

Credits: 1,2

Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of flight maneuvers required for the private and commercial airplane pilot (2 cr. for initial CFI; 1 cr. for CFI add-on).

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): AFLT 355 , FAA written tests passed: Fundamentals of Instruction, Flight Instructor-Airplane, FAA commercial pilots license with an instrument rating.

Schedule Type: Flight

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 364 - Basic and Advanced Ground Instructor

Credits: 2

Prepares the student for the FAA basic and advanced ground instructor knowledge test. Topics include techniques of teaching aerodynamics, aircraft performance, aircraft systems, weight and balance, meteorology, navigation, and regulations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 365 - Instrument Flight Instructor Ground School

Credits: 2

Prepares the student for the FAA instrument flight instructor knowledge test. Topics include techniques of teaching instrument flight, analysis of instrument maneuvers, instrument approaches, enroute operations, regulations, and lesson planning.

Lecture/Lab: Weekly: 2 lectures and a 2-hour lab

Grade Mode: Normal (A-F,I,W)

Corequisite(s): AFLT 366

Prerequisite(s): AFLT 355

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 366 - Instrument Flight Instructor Flight Training

Credits: 1,2

Flight and ground training to prepare the student for the FAA instrument flight instructor airplane practical test. Topics include the performance, teaching, and analysis of attitude instruments, instrument approaches, and enroute operations. (2 cr. for initial; 1 cr. for add-on.)

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): AFLT 356 , FAA written test passed - Flight Instructor - Instrument

Schedule Type: Flight

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 410 - Aviation Law

Credits: 3

Legal principles governing the aviation industry, historical precedents, regulatory statutes, standards, contracts, liability and insurance. Current developments and court decisions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Commercial Pilot or Maintenance Certificates.

Schedule Type: Lecture

College Code: SBA

AFLT 415 - Basic Physiology for Pilots

Credits: 3

Flight Physiology Effects of high altitude flight on the human body, flying and health, first aid and survival. Attention will also be given to information processing and perception in flight.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FAA Commercial Pilot or Maintenance Certificates

Schedule Type: Lecture

College Code: SBA

AFLT 416 - Turbine Transition

Credits: 2

Ground and simulator training to prepare the student to work in a multiple crew aircraft operating under FAR Part 121 and 135. Topics include crew checklist usage and standard operating procedures (SOPs).

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Flight

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 426 - Multiengine Flight Training

Credits: 1

Flight instruction in a multi-engine aircraft in preparation for the FAA multi-engine rating. The FAA Medical is required.

Lecture/Lab: Weekly: one 1-hour lecture and two 2-hour flight blocks

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): FAA Single Engine Land Commercial

Schedule Type: Flight Training

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 427 - Multiengine Flight

Credits: 1

30 hours of additional experience in multiengine aircraft with a focus on cross country and instrument experience. The FAA Medical is required.

Lecture/Lab: Weekly: two 2-hour flight blocks

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): FAA Single Engine Land Commercial

Repeatable: Repeatable

Schedule Type: Flight Training

Term Offering: Fall, Spring, Summer

College Code: SBA

AFLT 430 - Crew Resource Management

Credits: 3

Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FAA Commercial Pilots Certificate and an Instrument Rating or by permission of the instructor.
Schedule Type: Flight
Term Offering: Spring
College Code: SBA

AFLT 467 - Multi-Engine Flight Instructor

Credits: 1,2
Flight and ground training to prepare the student for the FAA multi-engine airplane flight instructor practical test. Topics include the performance, teaching, and analysis of maneuvers and procedures for the multi-engine airplane (2 cr. for initial CFI; 1 cr. for CFI add-on).

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate with Multiengine Rating, CFI or CFII.
Schedule Type: Flight
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 469 - Instrument Ground Instructor

Credits: 2
Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): AFLT 355 , AFLT 364 or CFI
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 474 - Techniques of Mission Flying

Credits: 3
Develops special piloting skills required in remote undeveloped bush operations. Topics include pilotage, dead reckoning, GPS navigation, low-level operations, terrain flying, mountain passes and canyons, cargo drops, short fields, uphill and downhill operations on primitive airstrips, maximum performance techniques, and precision airplane control.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate
Schedule Type: Flight
Term Offering: Spring
College Code: SBA

AFLT 485 - Airline Transport Pilot Ground School

Credits: 3
Prepares the student for the FAA airline transport pilot knowledge test. Topics include air-carrier or air-taxi regulations, high altitude weather, advanced weight and balance, and the performance and special problems in large airplane operations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SBA

AFLT 486 - Airline Transport Pilot Flight Training

Credits: 3
Flight and ground training to prepare the student for the FAA airline transport pilot airplane practical test. Topics include instrument procedures, in-flight maneuvers, take-offs, landings, advanced airplane systems, and emergency procedures.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Commercial Pilots Certificate
Schedule Type: Flight
Term Offering: Fall, Spring, Summer
College Code: SBA

AVIA 140 - Welding Technology

Credits: 2
Oxyacetylene and electric welding processes including oxyacetylene welding, cutting, and brazing; basic shielded metal arc welding and basic gas metal arc welding. A limited amount of out-of-position welding will be stressed.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
Term Offering: Fall
College Code: SBA

AVIA 200 - Aviation Forum

Credits: 0
A bi-weekly seminar giving instruction in Aviation Safety and Operational Control. Required of all aviation majors. Students must register for this class each semester in residence.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

AVIA 250 - Machine Shop

Credits: 3,4
Basic set-up and operation of lathes, milling machines, grinders, drilling machines, and shapers; safety, machine maintenance, off-hand grinding, drill sharpening, layout, and inspection emphasized.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/lab
Term Offering: Spring
College Code: SBA

AVIA 275 - Topics in _____

Credits: 1-4
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SBA

AVIA 285 - Project Course

Credits: 1-4
Development of a skill in a given area of technology under the supervision of the instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of instructor.
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
Term Offering: Fall, Spring
College Code: SBA

AVIA 294 - Cooperative Work Experience

Credits: 1-3
Work experience with an aviation organization or airline. A minimum of 120 hours of work required per credit.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Permission of the department.
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SBA

AVIA 296 - Independent Study

Credits: 1-3
Enables students to pursue topics in aviation not offered in other scheduled courses.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of the department.
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: SBA

AVIA 390 - Internship

Aviation

Credits: 1–4
On-the-job internship experience for those students seeking industrial experience which cannot be simulated in a classroom setting. A range of 120–150 clock hours of work are required for each credit. Selected in consultation with the student's advisor.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SBA

AVIA 395 - Practicum

Credits: 1–4
Lab or on-the-job experience to build skills in a specific area of technology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of department.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SBA

AVIA 460 - Program Continuation

Credits: 0
Aviation students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes, or working to complete practical tests in the flight and/or maintenance programs. This course qualifies for full-time status, requiring a minimum of 540 hours of work per semester of registration. .

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Prerequisite(s): Permission of advisor and department chair.
Repeatable: Repeatable
Schedule Type: Independent
College Code: SBA

AVIA 470 - Project Course

Credits: 1–4
Development of a skill in a given area of technology under the supervision of the instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of instructor.
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
Term Offering: Fall, Spring
College Code: SBA

AVIA 476 - Topics in _____

Credits: 1–4
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SBA

AVIA 495 - Independent Study

Credits: 1–3
Enables students to pursue topics in aviation not offered in other scheduled courses.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of the department.
Repeatable: Repeatable up to 4 credits
Schedule Type: Independent
College Code: SBA

Aviation Maintenance

AVMT 108 - Applied Science for Aerospace Technicians

Credits: 4
Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician could encounter. Includes the study and use of drawings and basic ground operations. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
330

Schedule Type: Studio
Term Offering: Fall
College Code: SBA

AVMT 114 - Aircraft Basic Electricity

Credits: 2
A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Fall
College Code: SBA

AVMT 116 - Federal Regulations, Publications, Forms and Records

Credits: 2
Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Fall
College Code: SBA

AVMT 120 - Materials and Processes for Aircraft Structures

Credits: 4
Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, nondestructive testing, and fluid lines and fittings. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Fall
College Code: SBA

AVMT 204 - Aircraft Electrical Systems

Credits: 2
Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 206 - Powerplant Electrical Systems

Credits: 4
A study of engine ignition and engine electrical systems: starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection suppression systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 210 - Aircraft Systems

Credits: 4
An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble-shooting of aircraft systems. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Studio
Term Offering: Spring
College Code: SBA

AVMT 220 - Aircraft Fuels and Fuel Systems

Credits: 2

A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

AVMT 226 - Engine Fuel Metering Systems

Credits: 2

A study of the engine side of the fuel systems (firewall forward). Includes an in-depth study of fuel-metering devices used on aircraft engines (carburetors, pressure carburetors, direct and continuous fuel-injection systems). Service, maintenance, repair and trouble-shooting of each different system type is covered in detail. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

AVMT 228 - Maintenance: General, Airframe, or Power Plant

Review

Credits: 1-3

A review of all subjects from a selected curriculum. A minimum of five examinations per curriculum area is required.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): All applicable curriculum subjects must have been completed.

Repeatable: Repeatable up to 3 credits

Schedule Type: Studio

Term Offering: Fall, Spring

College Code: SBA

AVMT 237 - Aircraft Hydraulic, Pneumatic, and Landing Gear Systems

Credits: 4

Operation and maintenance of aircraft hydraulic systems, pneumatic systems, landing-gear systems, and the inspection, checking, servicing, trouble-shooting, and repair of these systems and system components. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

AVMT 304 - Aircraft Metal Structures

Credits: 4

A study and application of the processes used in the fabrication and repair of aircraft metal structures. Welding theory and practice with emphasis on weld-quality identification. Riveted, aircraft, aluminum, sheet-metal structures including the fabrication and repair of such structures. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Year Offering: Alternate years

Term Offering: Fall

College Code: SBA

AVMT 306 - Aircraft Non-metal Structures

Credits: 2

A study of wood and fabric as used in the construction of aircraft and a study of the methods, tooling, inspection, processes, and repair of composite aircraft structures. Includes the application, identification, and functions of aircraft protective finishes. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

AVMT 308 - Aircraft Assembly, Rigging and Inspections

Credits: 2

Study of the nomenclature and design features of both fixed-wing and rotor-wing aircraft and the assembly, alignment of aircraft structures, and rigging and balancing of control system. A detailed inspection of the entire aircraft or rotorcraft is covered as it applies to the airframe 100-hour and other required inspection. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

AVMT 310 - Gas Turbine Engines

Credits: 4

Principles and theory of jet-engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation-removal, repair, trimming, and troubleshooting of turbine engines. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Year Offering: Alternate years

Term Offering: Fall

College Code: SBA

AVMT 314 - Aircraft Propellers and Engine Inspections

Credits: 3

Theory and limited work on propellers, both wood and metal. Encompasses fixed, adjustable, controllable, feathering, reversible, and the control of the latter by mechanical, hydromatic, or electrical control systems. The inspection practice of performing the 100-hour inspection on aircraft engines and propellers. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

AVMT 316 - Reciprocating Engine Systems and Overhaul

Credits: 7

A study of reciprocating engine theory, overhaul methods, and practices and the installation of reciprocating engines. Also includes a study of the following engine systems: exhaust, cooling, induction, and lubrication. FAA 14CFR part 147 approved classes.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Studio

Term Offering: Spring

College Code: SBA

Management, Marketing & Information Systems

Chan Shun Hall, Suite #218
269-471-3339; FAX: 269-471-6158
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Mission

The Department of Management, Marketing & Information Systems of the School of Business Administration prepares students for the challenge of working with people in for-profit and not-for-profit organizations, serving worldwide within the Seventh-day Adventist Church organization and in small business operations and large corporations.

Intellectual, spiritual, physical and social development, built on a solid foundation of ethics and cross-cultural understanding, is the goal of the educational endeavors of the department.

Faculty

Ben Maguad, *Program Coordinator*, Professor of Management
Jerry Chi, Professor of Management
Betty Gibson, Assistant Professor of Information Systems
William Greenley, Assistant Professor of Computer Information Systems
Liz Muhlenbeck, Adventist Health System Associate Professor of Management
Kimberly Pichot, Associate Professor of Marketing
Armand Poblete, Instructor of Information Systems
Jacquelyn Warwick, J.N. Andrews Professor of Marketing

Adjunct Faculty

Jimmie Flores
Silas Marques de Oliveira
Robin Sarkar
Susan M. Taylor
Simon Vaz

Bachelors

Information Systems BBA

Information Systems (IS) combine computer hardware, software and telecommunication networks with people who use them. It is the link between the technical specialist and specialists in the field where the technology is applied. Communication skills and a good understanding of management, organizational behavior and business practices are critical in designing and maintaining a successful information systems.

The Information Systems major is designed to produce graduates equipped with the ability to integrate information systems into the business environment, to explore methods of leveraging business functions through information systems, and to function in entry-level, information systems positions with a basis for continued career growth. The curriculum reflects input from both industry and universities and responds to industry requests for increased emphasis in technical orientation and improved skills for managers in strategic uses of information systems.

Total Credits: 124

Business Core - 39

ACCT 121 - Principles of Accounting I **Credits: 3**
ACCT 122 - Principles of Accounting II **Credits: 3**
BSAD 341 - Business Law **Credits: 3**
BSAD 355 - Principles of Management **Credits: 3**
BSAD 365 - International Environment of Business **Credits: 3**

BSAD 475 - Operations Management **Credits: 3**
BSAD 494 - Business Strategy and Decisions **Credits: 3**
ECON 225 - Principles of Macroeconomics **Credits: 3**
ECON 226 - Principles of Microeconomics **Credits: 3**
FNCE 317 - Business Finance **Credits: 3**
INFS 120 - Foundations of Information Technology **Credits: 3**
INFS 215 - Business Software Applications **Credits: 3**
MKTG 310 - Principles of Marketing **Credits: 3**

Major Requirements

Major Core—21

Programming (6)

CPTR 151 - Computer Science I **Credits: 3**
INFS 235 - Business Programming **Credits: 3**

IS Infrastructure including Security in the Enterprise (6)

INFS 226 - Information Technology Hardware and Software **Credits: 3**
INFS 310 - Networks and Telecommunications **Credits: 3**

Business Systems and Data Management (9)

INFS 318 - Business Systems Analysis and Design **Credits: 3**
INFS 428 - Database Systems Design and Development **Credits: 3**
INFS 447 - Project Management **Credits: 3**

Major Electives—6

Choose six credits from the following:

RECOMMENDED TRACKS:

Web Development

INFS 330 - Introduction to Web Development **Credits: 3**
INFS 436 - Web-Based Business Systems **Credits: 3**

Business Intelligence

ACCT 476 - Accounting Information Systems **Credits: 3**
BSAD 497 - Advanced Topics in _____ **Credits: 1–3** (For the Business Intelligence Track, take BSAD497 Advanced Topics in Data Management.)

Other Major Elective Course Options

INFS 397 - Topics in _____ **Credits: 1–3**
BSAD 487 - Internship in _____ **Credits: 1–3**
BSAD 498 - Independent Readings/Study in _____ **Credits: 1–3**

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All information systems majors must obtain a C minimum grade in ACCT 122.

Cognates—3

STAT 285 - Elementary Statistics **Credits: 3**

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

RELT 340 - Religion and Ethics in Modern Society **Credits: 3**
Or RELT 390 - Christian Business Ethics **Credits: 3**

Mathematics

MATH 166 - College Algebra for Business **Credits: 3**

Social Sciences

PSYC 101 - Introduction to Psychology **Credits: 3**
Or SOCI 119 - Principles of Sociology **Credits: 3**

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
- Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
- Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

- Students will be able to demonstrate the major concepts, theory, and practice of their specific Concentration in Information Systems.
- Students will be able to demonstrate that the rigor and content of their Information Systems courses adequately prepared them for their careers in business.
- Students in Information Systems will be able to articulate that their understanding of Christian Principles and ethics related positively to their professional careers.

Management BBA

Program Description

Management is a broad-based discipline. The faculty offers courses for students who desire either a specific business emphasis within management or a general business degree. Most management graduates enter into an internship or training program where they can integrate their general business skills with specific job responsibilities.

Since management is a broad field, variation is allowed in academic programs. Management majors are urged to focus their course work in an area of concentration.

Total Credits: 124

Business Core - 39

- ACCT 121 - Principles of Accounting I **Credits:** 3
- ACCT 122 - Principles of Accounting II **Credits:** 3
- BSAD 341 - Business Law **Credits:** 3
- BSAD 355 - Principles of Management **Credits:** 3
- BSAD 365 - International Environment of Business **Credits:** 3
- BSAD 475 - Operations Management **Credits:** 3
- BSAD 494 - Business Strategy and Decisions **Credits:** 3

- ECON 225 - Principles of Macroeconomics **Credits:** 3
- ECON 226 - Principles of Microeconomics **Credits:** 3
- FNCE 317 - Business Finance **Credits:** 3
- INFS 120 - Foundations of Information Technology **Credits:** 3
- INFS 215 - Business Software Applications **Credits:** 3
- MKTG 310 - Principles of Marketing **Credits:** 3

Major Requirements

Major Core—18

- BSAD 345 - Business and Society **Credits:** 3
- BSAD 384 - Human Resource Management **Credits:** 3
- BSAD 410 - Entrepreneurship **Credits:** 3
- BSAD 436 - Organizational Behavior **Credits:** 3
- BSAD 467 - International Management **Credits:** 3
- BSAD 470 - Quality Management **Credits:** 3

Major Electives—9

Group A electives—3-9

BSAD courses not previously applied

Group B electives—0-6

Electives may be selected from ACCT, ECON, FNCE, INFS or MKTG courses

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All management majors must obtain a C (2.00) minimum grade in ACCT 121, ACCT 122 and a C (2.00) minimum grade in BSAD 355.

Cognates—3

- STAT 285 - Elementary Statistics **Credits:** 3

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

- RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
- Or RELT 390 - Christian Business Ethics **Credits:** 3

Mathematics

- MATH 166 - College Algebra for Business **Credits:** 3

Social Sciences

- PSYC 101 - Introduction to Psychology **Credits:** 3
- Or SOCI 119 - Principles of Sociology **Credits:** 3

- 3 credits of FNCE 206 - Personal Finance **Credits:** 2,3

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.
- Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.
- Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

- Students will be able to explain how the required and elective Management major courses integrated with the other functional areas of business.
- Students will be able to explain the major concepts, theory, and practice of their required Management major courses: Business & Society, Human Resource Management, Entrepreneurship, Motivation and Work Behavior, International Management, and Quality Management.
- Students in Management will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.
- Students will be able to explain that the rigor and content of their Management major courses adequately prepared them for their careers in Management.

Marketing BBA

Organizations from every area of business are driven by marketing and its concepts. Marketing monitors and investigates the changing needs of businesses and non-profit organizations. Marketers then create a product/service designed to meet these needs including determining the price, distribution pattern and promotional plan. Marketing provides a well-rounded business education for those considering opening their own business or for careers in areas such as advertising and promotion, retail or marketing management, marketing research, sales, or international business. The marketing curriculum helps students attain general marketing skills as well as those needed for developing marketing strategies and policies.

Total Credits: 124

Business Core - 39

- ACCT 121 - Principles of Accounting I **Credits:** 3
- ACCT 122 - Principles of Accounting II **Credits:** 3
- BSAD 341 - Business Law **Credits:** 3
- BSAD 355 - Principles of Management **Credits:** 3
- BSAD 365 - International Environment of Business **Credits:** 3
- BSAD 475 - Operations Management **Credits:** 3
- BSAD 494 - Business Strategy and Decisions **Credits:** 3
- ECON 225 - Principles of Macroeconomics **Credits:** 3
- ECON 226 - Principles of Microeconomics **Credits:** 3
- FNCE 317 - Business Finance **Credits:** 3
- INFS 120 - Foundations of Information Technology **Credits:** 3
- INFS 215 - Business Software Applications **Credits:** 3
- MKTG 310 - Principles of Marketing **Credits:** 3

Major Requirements

Major Core—12

- MKTG 320 - Consumer Behavior **Credits:** 3
- MKTG 368 - Integrated Marketing Communication **Credits:** 3
- MKTG 440 - Marketing Management **Credits:** 3
- MKTG 456 - Marketing Research **Credits:** 3

Major Electives—15

Group A electives—12

- Choose four courses from the following:
- MKTG 325 - Marketing for Social Change **Credits:** 3
 - MKTG 335 - E-Marketing **Credits:** 3
 - MKTG 370 - Brand Management **Credits:** 3
 - MKTG 450 - Retailing **Credits:** 3
 - MKTG 465 - International Marketing **Credits:** 3
 - BSAD 410 - Entrepreneurship **Credits:** 3
 - BSAD 487 - Internship in _____ **Credits:** 1–3

Group B elective—3

One appropriate upper division elective approved by advisor.

Business Major Course/GPA Requirements

Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

All marketing majors must obtain a C (2.00) minimum grade in ACCT 122 and MKTG 310.

Cognates—3

- STAT 285 - Elementary Statistics **Credits:** 3

General Electives—13

Sufficient credits to complete the 124 credits required for graduation.

Andrews Core Experience - 42

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions. Note: if a student changes to another degree program, these course substitutions will no longer apply even if already completed.

Religion

- RELT 340 - Religion and Ethics in Modern Society **Credits:** 3
- Or RELT 390 - Christian Business Ethics **Credits:** 3

Mathematics

- MATH 166 - College Algebra for Business **Credits:** 3

Social Sciences

- PSYC 101 - Introduction to Psychology **Credits:** 3
- Or SOCI 119 - Principles of Sociology **Credits:** 3

- 3 credits of FNCE 206 - Personal Finance **Credits:** 2,3

Additional Requirements

Transfer Credits

The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

Residence Requirement

Students must complete in residence in the School of Business Administration at Andrews University a minimum of 50% (33 credits) of the course work for the BBA degree (66 credits=39 credits in the BBA core + 27 credits in BBA required/elective major courses).

Program Objectives

Program Outcomes

- Students will be able to identify the major theory and concepts of business across business functional areas.
- Students will be able to incorporate relevant quantitative and qualitative data in the analysis.
- Students will be able to identify relevant business theories in analyzing business issues and apply appropriate theories in addressing business problems.

Students will be able to deliver oral presentations clearly, confidently, and in an organized format, and present their written thoughts in a coherent narrative to articulate complex ideas.

Students will be able to identify Christian perspectives when approaching business issues and understand the Judea-Christian foundation of personal and professional integrity, accountability, and experience positive spiritual growth.

Major Outcomes

Students will be able to explain how the required and elective courses in their Marketing major integrated with the other functional areas of business.

Students will be able to explain the major concepts, theory, and practice of their required Marketing major courses: Consumer Behavior, Advertising and Promotion, Marketing Management, and Marketing Research.

Students in Marketing will be able to articulate that their understanding of Christian principles and ethics related positively to their professional careers.

Students will be able to explain that the rigor and content of their Marketing major courses adequately prepared them for their careers in Marketing.

Undergraduate Minors

Information Systems Minor

Total Credits: 21

Minor Core—15

INFS 120 - Foundations of Information Technology **Credits: 3**
INFS 215 - Business Software Applications **Credits: 3**
INFS 226 - Information Technology Hardware and Software **Credits: 3**
INFS 310 - Networks and Telecommunications **Credits: 3**
INFS 318 - Business Systems Analysis and Design **Credits: 3**

Minor Electives—6

Choose two courses from the following:

Any remaining INFS courses.

BSAD 487 - Internship in _____ **Credits: 1–3**

Management Minor

Total Credits: 21

Minor Core—15

BSAD 345 - Business and Society **Credits: 3**
BSAD 355 - Principles of Management **Credits: 3**
BSAD 384 - Human Resource Management **Credits: 3**
BSAD 410 - Entrepreneurship **Credits: 3**
MKTG 310 - Principles of Marketing **Credits: 3**

NOTE: A minimum of a "C" letter grade must be earned in BSAD 355.

Minor Electives—6

Choose two courses from any courses in the School of Business Administration.

Marketing Minor

Total Credits: 21

Minor Core—12

MKTG 310 - Principles of Marketing **Credits: 3**
MKTG 320 - Consumer Behavior **Credits: 3**
MKTG 368 - Integrated Marketing Communication **Credits: 3**
MKTG 440 - Marketing Management **Credits: 3**

NOTE: A minimum of a "C" letter grade must be earned in MKTG 310.

Minor Electives—9

Choose three courses from the following:

MKTG 325 - Marketing for Social Change **Credits: 3**
MKTG 335 - E-Marketing **Credits: 3**
MKTG 370 - Brand Management **Credits: 3**
MKTG 450 - Retailing **Credits: 3**
MKTG 456 - Marketing Research **Credits: 3** (with statistics background)
MKTG 465 - International Marketing **Credits: 3**
BSAD 410 - Entrepreneurship **Credits: 3**

Business Administration

BSAD 104 - Introduction to Business

Credits: 1

An introduction to the role of business in modern society. Includes a survey approach to the functional areas of business and how they relate to the overall organization. Overview of topics includes basic principles and career opportunities within each field of business. Students will learn how to write a resume and compile a portfolio. Does not apply towards management major during junior and senior years.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

BSAD 210 - Small Business Management

Credits: 3

Examines the principles and challenges of operating a small business. Topics include establishing a new business, providing physical facilities, financing, marketing, and management of the small business. Does not apply towards a management major during junior and senior years.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall

College Code: SBA

BSAD 297 - Special Topics in: _____

Credits: 1–3

Study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in-depth in other courses.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning

Special Approval: Instructor permission required.

College Code: SBA

BSAD 341 - Business Law

Credits: 3

Introduction to general legal principles concerning business organizations, property laws, employment regulation, agency laws, business torts and crimes, constitutional law, regulation of negotiable instruments and contracts, and the Uniform Commercial Code.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Spring

College Code: SBA

BSAD 345 - Business and Society

Credits: 3

Examines the social, political, and legal environments surrounding business today. Attention is given to corporate social responsibility, ethical decision-making processes, stakeholder management, and long-term corporate sustainability.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

BSAD 355 - Principles of Management

Credits: 3

Introduction to the philosophy of management which presents an overview of organizational behavior. Emphases include the functions of management (planning, organizing, leading, and controlling), group and team dynamics, organizational structure, strategic planning, managing within a global environment, human resource functions, motivation, and management control systems.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Spring

College Code: SBA

BSAD 365 - International Environment of Business

Credits: 3

A survey of the global environment in which business is conducted. Topics include globalization and the multinational corporation, international trade and investment, international monetary system, strategy and structure of international business, and international business functions.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: SBA

BSAD 380 - Healthcare Foundations

Credits: 3

This course surveys the many healthcare entities (public & private), how they interact and the issues that impact today's complex healthcare environment. Important topics include the medical care system, utilization and distribution of health services, cost and health care financing, public health factors, evaluation of domestic and global health policy, supply of the medical workforce, long-term care, mental health, assessment and assurance of quality, and the pharmaceutical industry.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

BSAD 384 - Human Resource Management

Credits: 3

A survey of the objectives and issues associated with personnel management in organizations. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BSAD 355

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

BSAD 397 - Topics in _____

Credits: 1–3

Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

Special Approval: Instructor permission required.

College Code: SBA

BSAD 410 - Entrepreneurship

Credits: 3

An introduction to the creative and innovative managerial processes of successful entrepreneurship. Emphasis is on the creation, assessment, development, and operation of new and emerging ventures, including home-based businesses, 336

franchises, and existing business purchases. Addresses entrepreneurial profiles and elements required to write a business plan.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BSAD 355 and MKTG 310

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

BSAD 436 - Organizational Behavior

Credits: 3

Examines the impact of individual, group, and organizational factors on employee motivation, performance, and satisfaction. Topics include social perception and diversity, appreciation of individual differences, motivation and satisfaction, effective groups and teams, conflict and negotiation, communication, leadership, power and politics, effective organizational design, and organizational change and learning.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BSAD 355

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

BSAD 438 - Workshop

Credits: 0

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: SBA

BSAD 450 - Multicultural Business Relations

Credits: 3

A study of globalization and the increasing ethnic and cultural diversity in the workplace. The course will enable students to plan how to communicate and work more effectively with people from another culture, at home or abroad. Communication, negotiation, principles and practices of management in a cross-cultural context are the focus of study. The course will also cover how legal, economic, technological, and other factors may influence cross-cultural communication.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

BSAD 467 - International Management

Credits: 3

This course helps students develop a global perspective in dealing with dynamic management issues in both foreign and diverse domestic environments. 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, sustainability, and control.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BSAD 355

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

BSAD 470 - Quality Management

Credits: 3

Examines the history, theory and management of quality improvement efforts in business organizations. Topics include a review of quality theory, principles, and practices; quality design and assurance of goods and services; quality implementation using quality tools and statistical process control for continuous improvement; and strategy development for organizational change and transformation.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BSAD 355

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

BSAD 475 - Operations Management

Credits: 3

Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include quality

management with SPSS statistical analysis, supply chain design, procurement, LINDO linear programming, logistics operation, product development, operations scheduling, queues, process analysis, inventory control, forecasting, and project management.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

BSAD 487 - Internship in _____

Credits: 1–3

A program of business experience. Student must be a Junior and have at least a B-cumulative GPA. 75 hours of work experience is required per credit. Full arrangements for a structured program must be made in advance.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credit hours per major or minor
Schedule Type: Practicum
Special Approval: Instructor permission required

College Code: SBA

BSAD 494 - Business Strategy and Decisions

Credits: 3

The goal of this integrative and interdisciplinary course is to enable students to draw together all the concepts and theories from business core courses and develop a strategic plan for a business case via the analysis of strategic and organizational problems and issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 355 previously completed. All other core BBA courses must be completed or concurrently enrolled.
Schedule Type: Lecture
Term Offering: Spring
College Code: SBA

BSAD 497 - Advanced Topics in _____

Credits: 1–3

Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Special Approval: Instructor permission required.

College Code: SBA

BSAD 498 - Independent Readings/Study in _____

Credits: 1–3

Directed study or readings under the guidance of the instructor. Oral and reading reports may be required.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Previous upper-division work in the discipline; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in business subjects
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required

College Code: SBA

BSAD 499 - Independent Research in _____

Credits: 1–3

Study under the supervision of the instructor.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Previous upper division work in the discipline; minimum cumulative GPA of 2.75 and a minimum GPA of 3.00 in business subjects.
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required.

College Code: SBA

BSAD 500 - Survey of Management

Credits: 2

Introduction to the philosophy of management science which presents an

overview of organizational behavior. Emphases include the functions of management (planning, organizing, leading, and controlling), group and team dynamics, organizational structure, strategic planning, managing within a global environment, human resource functions, motivation, and management control systems. Not available for MBA program.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SBA

BSAD 505 - Survey of Operations Management

Credits: 2

Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include quality management with SPSS statistical analysis, supply chain design, procurement, LINDO linear programming, logistics operation, product development, operations scheduling, queues, process analysis, inventory control, forecasting, and project management. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: STAT 285
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

BSAD 506 - Survey of Business Law

Credits: 2

Introduction to general legal principles concerning business organizations, property laws, employment regulation, agency laws, business torts and crimes, constitutional law, regulation of negotiable instruments and contracts, and the Uniform Commercial Code. A foundation course for the MBA and other graduate programs. Grade not included in the MBA GPA calculation.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Spring
College Code: SBA

BSAD 515 - Organizational Behavior & Leadership

Credits: 3

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

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SBA

BSAD 526 - Emergency Management

Credits: 3

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

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SOWK 401 or IS modules IS-100 and IS-244
Schedule Type: Lecture
College Code: SBA

BSAD 530 - Leadership & Management of Not-for-Profit Organizations

Credits: 3

Issues facing managers in third-sector organizations. Studies of the mission and objectives pursued, strategic leadership and board composition, organizational structure and operation, marketing and fund-raising, financial management, training and motivation of volunteers, assessment of stakeholder satisfaction and

overall operating effectiveness. A major field project and a library research project are required.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
Term Offering: Spring
College Code: SBA

BSAD 545 - International Business Management

Credits: 3
Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
Term Offering: Summer
College Code: SBA

BSAD 556 - Topics in _____

Credits: 1–3
Topics of current interest in the business area not ordinarily covered in-depth in regular courses.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 15 credits
Schedule Type: Lecture, Interactive Online
College Code: SBA

BSAD 560 - Intercultural Business Relations

Credits: 3
Study of the role of culture in business, aims to develop skills in cross-cultural communication and negotiations; and prepares the student for the increasing cultural diversity in the workplace. A research paper and a project are required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate Years
Term Offering: Summer
College Code: SBA

BSAD 615 - Management of Quality

Credits: 3
Provides a strategic and structured approach to the design and development of quality programs in manufacturing and service organizations. Addresses the analytical and behavioral aspects of quality and its strategic importance to organizational success.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BSAD 515
Schedule Type: Lecture, Blended Learning, Interactive Online
Year Offering: Alternate Years
Term Offering: Summer
College Code: SBA

BSAD 620 - Christian Ethics, Service & Society

Credits: 3
An exploration of the interrelationship among business, government and society. Stakeholder management, the analysis of the legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SBA

BSAD 643 - Quantitative Methods in Business Decisions

Credits: 3
Study of quantitative tools for the analysis of problems arising in the management of organizations, and the application of these tools in the decision-making process of real business problems.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BSAD 475 or BSAD 505 or instructor permission
Schedule Type: Lecture, Interactive Online

Term Offering: Spring
College Code: SBA

BSAD 648 - Workshop

Credits: 1–4
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SBA

BSAD 650 - MBA Extension Program Continuation

Credits: 0
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SBA

BSAD 670 - Management of Human Resources

Credits: 3
Topics may include human resources planning, job analysis and design, recruitment, screening and selection, training and career development, performance evaluation, compensation and rewards, affirmative action, discipline, unions, grievances, and conflict resolution. Emphasis on cases, projects, and research.

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: BSAD 515 or permission of instructor
Schedule Type: Lecture
College Code: SBA

BSAD 689 - Strategic Management

Credits: 3
Requires that students integrate relevant knowledge gleaned from previous core business-course experiences. Extensive case work and library research are demanded. Students work with a real organization to develop a comprehensive strategic plan.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Assumes that the student has completed all MBA core requirements or is currently enrolled in the remaining courses
Schedule Type: Lecture, Blended Learning, Interactive Online
Term Offering: Summer
College Code: SBA

BSAD 690 - Independent Readings

Credits: 1–3
Designed for the individual needs of a student. Oral/written reports may be required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Completion of 24 graduate business credits with a cumulative GPA of at least 3.25
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required.

College Code: SBA

BSAD 694 - Independent Research

Credits: 2–3
Designed to fit the individual needs of the student.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Completion of 24 graduate business credits with a cumulative GPA of at least 3.25
Repeatable: Repeatable
Schedule Type: Independent
Special Approval: Dean permission required.

College Code: SBA

Information Systems

INFS 120 - Foundations of Information Technology

Credits: 3
Explores the role of information systems and technology in supporting the different facets of an organizational structure e.g. in decision support, data

management, risk assessment and management, and resource management. The course covers topics in enterprise-level hardware and software, cloud computing, ethics, data management, and social engineering. The labs are designed to provide an introductory course in productive software, cloud computing, and web development technologies.

Lecture/Lab: Weekly: two 1-hour lectures and two 2-hour labs

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Familiarity with word-processing and typing speed of at least 20 wpm

Recommended: Recommended math placement exam score of M0 or better, or MATH 092 or higher

Schedule Type: Lecture, Lab, Lecture/Lab, Interactive Online, Self-Paced

Term Offering: Fall, Spring, Summer

College Code: SBA

INFS 215 - Business Software Applications

Credits: 3

This course uses a hands-on approach to expose students to different software applications for problem-solving and decision-support in business. Relational database management systems will be introduced. Spreadsheets will be used for data analysis and data modeling. Other business intelligence software for data organization and visualization will be explored. Students also gain an understanding of organizational systems, planning, the decision process, and decision support technologies.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: INFS 120

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Spring, Summer

College Code: SBA

INFS 226 - Information Technology Hardware and Software

Credits: 3

This course is the IT "boot camp" and uses a hands-on approach to understanding the basics of hardware and software support, electronics, software programming, and computer network architectures. Students also gain the understanding that all hardware, software, and network components work together as a single unified system to find solutions to a problem. Problem solving skills will be explored using the concept of System Development Life Cycle (SDLC).

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

INFS 235 - Business Programming

Credits: 3

Explores programming, computer concepts and the design of business applications using both object-oriented and procedural methodologies. Covers the logical and physical structures of both programs and data. Emphasizes data and file processing.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: INFS 120 & CPTR 151

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

INFS 310 - Networks and Telecommunications

Credits: 3

Covers data communications and networking for the enterprise. Design and management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options and protocols for Local Area Networks and Wide Area Networks will be examined. Through lectures and hands-on sessions, students learn to evaluate, select, and implement different communication options within an organization. Virtual systems and cloud computing will also be explored.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: INFS 226

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

INFS 318 - Business Systems Analysis and Design

Credits: 3

Provides an understanding of the system development, modification, decision process, and choices in business process development and reengineering methodology. Emphasizes integration with users and user systems. Encourages interpersonal skill development, operations and maintenance of the system, and

covers quality and decision theory, information theory, and practice.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: INFS 215

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

INFS 330 - Introduction to Web Development

Credits: 3

This course focuses on the tools used for designing and building professional websites. Emphasis will be on client-side tools such as HyperText Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript, and other emerging technologies.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): INFS 235 or CPTR 251

Schedule Type: Lecture

College Code: SBA

INFS 397 - Topics in _____

Credits: 1–3

Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

Special Approval: Instructor permission required.

College Code: SBA

INFS 428 - Database Systems Design and Development

Credits: 3

Covers information systems design, theory, and implementation within a database management system environment. Students extend their knowledge of the design process acquired in earlier courses by modeling data according to the organization's business rules. Relational database software will be used to implement the design. Data mining, non-relational databases, and other methods of data storage and use within the enterprise will also be introduced.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: INFS 235, INFS 318 or CPTR 460

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

INFS 436 - Web-Based Business Systems

Credits: 3

Explores the technologies and strategies of current and emerging trends in e-business. Looks at electronic commerce system design and implementation, and the interaction between web pages and databases. Security and legal concerns are also addressed.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): INFS 330 or CPTR 252; INFS 428

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

INFS 447 - Project Management

Credits: 3

Covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Focus is on management of development for enterprise-level systems.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: INFS 428

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

INFS 497 - Advanced Topics in _____

Credits: 3

Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

Special Approval: Instructor permission required.

College Code: SBA

INFS 510 - Management Information Systems

Credits: 3

Covers current issues that effective managers must address as their organizations grow increasingly dependent on information technologies. Topics include hardware, software, telecommunications, networking and the management challenges involving these technologies. Extensive use of case studies. Word processing and spreadsheet skills are assumed.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

Year Offering: Alternate Years

Term Offering: Summer

College Code: SBA

Marketing

MKTG 310 - Principles of Marketing

Credits: 3

A general survey of the four major marketing areas using the underpinnings of Christian values and ethical principles in a dynamic, highly competitive, global economy. The course assesses marketing concepts, strategies, and tactics that create value for consumers and organizations through integrated production and distribution of goods.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning, Interactive Online, Self-Paced

Term Offering: Fall, Spring

College Code: SBA

MKTG 320 - Consumer Behavior

Credits: 3

An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain, and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences, and consumer decision processes.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: MKTG 310

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

MKTG 325 - Marketing for Social Change

Credits: 3

Examines social marketing to address social issues relating to health, environment, well-being, and community. Students consider the most effective ways to influence a target market to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MKTG 310

Schedule Type: Lecture

Year Offering: Alternate years (even)

Term Offering: Spring

College Code: SBA

MKTG 335 - E-Marketing

Credits: 3

E-marketing explores the emerging business models, rules, tactics, and strategies associated with the Internet and its impact on the elements of marketing. As marketers operate in an ever-changing online environment, students will acquire a foundational understanding of digital marketing channels and how successful marketing campaigns use content creation and sharing, analytics, and search engine optimization to optimize social media campaigns that engage their audience.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MKTG 310

Schedule Type: Lecture

Year Offering: Alternate years (odd)

Term Offering: Spring

College Code: SBA

MKTG 368 - Integrated Marketing Communication

Credits: 3

Focuses on the role of ethical planning and managing in integrated marketing communication systems within an organization. Explores the nature and types of promotion, including advertising, sales promotion, internet marketing and social media, public relations, direct marketing, and personal selling. Also discusses the steps in developing an advertising campaign and various measurements assessing advertising effectiveness.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MKTG 310.

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

MKTG 370 - Brand Management

Credits: 3

Explores brand management and examines how profitable brand strategies are created for the purpose of identifying and filling customer needs. This course exposes students to the contemporary challenges of managing a product portfolio by formulating strategies for innovating, building, leveraging, and defending brand positions in today's marketing environment.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MKTG 310

Schedule Type: Lecture

Year Offering: Alternate years (even)

Term Offering: Spring

College Code: SBA

MKTG 440 - Marketing Management

Credits: 3

An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and considers marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MKTG 310, MKTG 320, MKTG 368 and MKTG 456, or permission of instructor.

Schedule Type: Lecture

Term Offering: Spring

College Code: SBA

MKTG 450 - Retailing

Credits: 3

Designed to help students increase awareness of the retailing process, understand the changes in customer needs, demographics, and shopping behaviors, assess the emerging technologies which have a dramatic effect on retail operations, and analyze the strategic long-term plans which retailers are using for creating advantages in this rapidly changing environment.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: MKTG 310

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

MKTG 456 - Marketing Research

Credits: 3

Focuses on the systematic collection of business and marketing-related data to provide information to decision makers. Emphasis on translating management problems into research questions, developing a research design to address these questions, and analyzing research results with recommendations to management.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): STAT 285, MKTG 310.

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

MKTG 465 - International Marketing

Credits: 3

Marketing problems arising from various degrees of foreign involvement. Includes marketing research, project planning and development, pricing, promotion, distribution, and organization. Emphasis on management of these marketing

functions in a multinational context where the parameters differ from those in domestic marketing.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MKTG 310.

Schedule Type: Lecture

Term Offering: Fall

College Code: SBA

MKTG 500 - Survey of Marketing

Credits: 2

A general survey of the four major marketing areas using the underpinnings of Christian values and ethical principles in a dynamic, highly competitive, global economy. The course assesses marketing concepts, strategies, and tactics that create value for consumers and organizations through integrated production and distribution of goods. Not available for the MBA program.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: SBA

MKTG 540 - Marketing Management in Not-for-Profit

Organizations

Credits: 3

Examines the meaning and role of marketing concepts and tools agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non-profit sector.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SBA

MKTG 680 - Strategic Marketing Management

Credits: 3

Designed to help students think like a marketing strategist to recognize marketing problems, analytically evaluate possible alternatives, and creatively institute strategic solutions. Analysis of contemporary marketing problems, currently corporate marketing strategies and case analysis are used to achieve course objectives.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SBA

School of Distance Education and International Partnerships

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Introduction

Mission Statement

The School of Distance Education and International Partnerships extends access to Adventist education beyond campus, community and national boundaries. We support our faculty and students around the world by promoting best practices in distance education and international partnerships, and by creating a virtual community designed to nurture learning.

The School of Distance Education and International Partnerships serves Andrews University by providing leadership, faculty and student support, and professional resources in the following areas: educational technology, distance education, compliance and off-campus programs. The School of Distance Education and International Partnerships also operates the Consortium of Adventist Colleges and Universities, Griggs University and Griggs International Academy.

Core Values

To accomplish our mission, the School of Distance Education and International Partnerships is committed to these core values:

Excellence: We view each student as a special creation, endowed by God with individual talents and abilities that we encourage them to develop by providing a quality, academically rigorous Seventh-day Adventist Christian education at all levels.

Respect: We believe that it is our responsibility to uplift one another by demonstrating respect and consideration for all parents, students, and educators

through learning that is student-centered and redemptive, and customer service that is helpful and friendly.

Integrity: We recognize that mutual trust rests upon a foundation of honesty and transparency. We are honest and straightforward in our dealings, both business and academic, and expect no less from our parents, students, and faculty.

Community: We believe that a safe learning environment and an accepting community are important to effective learning, especially in distance education. We strive to create a learning community where all participants (parents, students, faculty, and administrators) feel valued and understand that they are part of a team by providing opportunities for constructive interaction, and sharing of experiences.

History

Griggs University/Griggs International Academy began its work in 1909, when the General Conference of Seventh-day Adventists voted to offer correspondence courses to meet the needs of its members and workers who were unable to attend a traditional campus-based school or college. GU/GIA was originally called Fireside Correspondence School and was founded by Frederick Griggs, one of the pioneer educational leaders of the Seventh-day Adventist Church.

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure. The intent of the commission was to conduct an in-depth investigation of current best practices for distance education and make recommendations to the Church on the possibility to using distance education to meet the needs of the worldwide constituency.

In 2010, the Commission brought a recommendation to the General Council and to Niels-Erik Andreasen, president of Andrews University, that ownership of Griggs University be transferred to Andrews University. During the summer of 2010, Andrews University faculty and administration met and deliberated on the impact that ownership of Griggs would make upon the University structure.

At the October 26, 2010, meeting of the Andrews University Board, it was voted to accept the gift of Griggs University and Griggs International Academy. The School of Distance Education and International Partnerships is now located in Griggs Hall, which used to be the Lake Union Office.

Online Campus

The School of Distance Education and International Partnerships provides support and oversight for all online courses, degrees and programs offered by Andrews University.

Online Delivery Modes

Andrews University modes and definitions of distance education are based on the United States federal distance education definitions and the North Central Association Higher Learning Commission definitions of distance education.

Distance Education Programs are defined by the total package delivery of learning experiences included in the degree. Distance education includes any learning experiences that are not located at any Andrews campus, such as online courses, dissertations, independent studies, clinicals, etc. Distance programs have limited learning time on campus.

Distance Education Courses are defined by the NCA-HLC Definition: "Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other."

Distance Degree Students are accepted into Distance programs. Distance guest students are admitted to register for courses for transfer or personal development. Andrews University offers three types of distance education course formats:

Self-paced courses are offered where instructional materials and examinations are provided by mail or electronic transmission to students who are separated from the instructor. Interaction between the instructor and the student is limited and is primarily initiated by the student. Self-paced courses may be delivered via paper; via electronic means such as email or a learning management system, or via DVDs, podcasts, streaming or similar one-way media transmission. Andrews offers two types of self-paced courses. *(This definition aligns with the federal definition for correspondence courses.)*

Self-paced open learning courses are open for registration at any time and must be completed within 180 days of the start date.

Self-paced full term courses follow registration rules for standard semester terms. Students must complete half of the class by the midpoint of the semester, and must complete the

full course by the end of the semester. Self-paced full term courses are eligible for financial aid; while self-paced open learning courses are not.

Interactive online courses use the Internet to deliver instruction to students who are separate from the instructor. Interactive online courses use the Internet to support regular and substantive interaction between the students and the instructor. This regular substantive interaction includes a significant amount of interaction initiated by the instructor. Interactive online courses may use synchronous (real-time) meetings, or an asynchronous paced format. Technologies may include: The Internet, satellite or room-based videoconferencing, web-conferencing, audio-conferencing, or web-based videoconferencing. DVDs, podcasts, streaming and similar one way media may be used only if they are used in conjunction with another technology that facilitates regular and substantive interaction between students and the instructor. *(This aligns with the federal definition for distance education.)*

Blended learning courses include some time where the faculty and students are physically separated from each other and additional time where the faculty and students are in the same location. Blended learning scenarios include a face-to-face class that has reduced face-to-face time replaced with extended online assignments or a short intense face-to-face time supplemented with online learning activities. The blended learning course format uses the online activities to ensure that the course meets the credit hour definition requirements. The online portion of this type of course must meet the description of interactive online courses listed above. *(This aligns with the federal definition for distance education.)* Tours and intensives are also classified at Andrews University as a form of blended learning.

Online Degrees

Andrews University offers two types of online degrees: **interactive online** and **self-paced**. (See Definitions section above.) All online programs must be approved by the School of Distance Education and International Partnerships.

Interactive Online Degrees

These programs are comprised of courses offered via the interactive online format. Courses have specific start and end dates. Some programs include minimal on-campus components, while some programs are entirely online. See the individual degree pages for more details.

College of Arts and Sciences

Ministry Certificate (Spanish)

School of Business

Business Administration MBA (Interactive Online)

School of Education

Teaching, Learning and Curriculum

College and University Teaching Certificate

Curriculum and Instruction MA

Curriculum and Instruction EdS

Curriculum and Instruction EdD

Curriculum and Instruction PhD

Leadership and Educational Administration

Principal Graduate Certificate

Superintendent of Schools Graduate Certificate

Supervisor of Instruction Graduate Certificate

Education, Educational Leadership Concentration

MA

Educational Leadership EdS

Educational Leadership EdD

Educational Leadership PhD

Higher Education Administration MA (Interactive Online)

Higher Education Administration EdS (Interactive Online)

Higher Education Administration EdD (Interactive Online)

Higher Education Administration PhD (Interactive Online)

Leadership MA (Concentration Design)

Leadership MA (Job Embedded Design)

Leadership EdS

Leadership EdD

Leadership PhD

School of Health Professions

Nursing BSN (RN to BSN, Online)
Advanced Practice Registered Nurse DNP (Distance Education)
Public Health, Nutrition and Wellness Concentration MPH
Physical Therapy, Orthopedic Manual Therapy Concentration
DScPT (Distance Education)
Physical Therapy DPT (Transitional, Distance Education)

Seventh-day Adventist Theological Seminary

Religion MA

Self-Paced Online Degrees

These degrees are comprised of courses offered via the self-paced online course format. Self-paced full term courses should be used if financial aid is desired. Self-paced open learning courses are more flexible. See the Definitions section for more information.

College of Arts and Sciences

Christian Discipleship Certificate
Christian Discipleship AA
Business, General Business Concentration AS
General Studies AA
General Studies AS
Communication BS (Adult Degree Completion)
General Studies BA
General Studies BS
Religion BA (Distance Ed)

Online Courses

Andrews Core Experience Requirements and Courses Available via Distance

For information about general education requirements for all Andrews undergraduate degrees, please see the Andrews Core Experience section of this bulletin. The courses that are available via distance to meet these requirements are listed below. To find these courses in the Course Schedule, look for distance campus and 901, 902, 997, 998, and 999 sections.

Religion: RELB 111, RELB 112, RELB 210, RELB 216, RELB 230, RELB 235, RELB 245, RELB 274, RELB 304, RELB 305, RELB 335, RELG 225, RELG 350, RELH 316, RELH 317, RELH 400, RELP 240, RELP 330, RELP 335, RELP 441, RELT 100, RELT 115, RELT 225, RELT 250, RELT 308, RELT 315, RELT 340, RELT 425

Language / Communication: COMM 104, ENGL 115, ENGL 215

History: HIST 117, HIST 118, HIST 204, HIST 205

Fine Arts/Humanities: ENGL 115, ENGL 215, ENGL 270, ENGL 375, ENGL 376
Philosophy courses are available through Consortium Partners
Oakwood University and Washington Adventist University.

Life/Physical Sciences: FDNT 230, PHYS 110, POSSIBLY HORT 150

Mathematics: MATH 165, MATH 165, MATH 191

Service: see Service Learning Requirements, BHSC 300

Social Sciences: ECON 225, PLSC 104, PSYC 101, SOCI 119

Fitness Education: HLED 120, FTES 138

Interactive Online Courses

These courses are offered via the interactive online format and have fixed registration periods with specific start and end dates. To find these courses in the Course Schedule, look for distance campus and 999 sections.

College of Arts and Sciences

Department of Agriculture:
AGRI 270, AGRI 450, HORT 350
Department of Biology MS
BIOL 208
Department of Behavioral Sciences:
BHSC 405, SOCI 119, IDAS 613, IDAS 623, PSYC 101, PSYC 105, SOCI 119, SOCI 408
Department of Visual Art, Communication & Design:
COMM 104, COMM 336, COMM 454, COMM 510, COMM 520, COMM 525, COMM 535, COMM 536, COMM 554, COMM 590, COMM 600, COMM 615, COMM 635
Department of English:
ENGL 115, ENGL 215, ENGL 300, ENGL 460, ENGL 469, ENGL 569
Department of History & Political Science:

HIST 117, HIST 118

Department of Mathematics:

MATH 168, MATH 191

Department of Religion & Biblical Languages:

RELB 210, RELB 230, RELB 235, RELB 274, RELG 350, RELH 400, RELT 100, RELT 225, RELT 250, RELT 440

School of Business Administration

ACCT 121, ACCT 122, ACCT 505, ACCT 610, ACCT 620, ACCT 625, BSAD 210, BSAD 341, BSAD 355, BSAD 475, BSAD 505, BSAD 506, BSAD 515, BSAD 530, BSAD 556, BSAD 615, BSAD 620, BSAD 643, BSAD 689, ECON 225, ECON 226, ECON 508, ECON 525, ECON 530, FNCE 317, FNCE 500, FNCE 526, FNCE 675, FNCE 680, INFS 120, INFS 215, MKTG 310, MKTG 540, MKTG 680

School of Education

Department of Leadership:

EDAL 520, EDAL 560, EDAL 565, EDAL 570, EDAL 635, EDAL 640, EDAL 645, EDAL 655, EDAL 660, EDAL 664, EDAL 665, EDAL 667, EDAL 670, EDAL 674, EDAL 675, EDAL 676, LEAD 525, LEAD 530, LEAD 535, LEAD 615, LEAD 636, LEAD 637, LEAD 638, LEAD 640, LEAD 644, LEAD 645, LEAD 646, LEAD 647, LEAD 696, LEAD 880, LEAD 885, LEAD 889

Department of Graduate Psychology & Counseling:

EDRM 505, EDRM 605, EDRM 611, EDRM 636, EDRM 704, GDPC 623

Department of Teaching, Learning & Curriculum:

EDCI 525, EDCI 545, EDCI 547, EDCI 565, EDCI 605, EDCI 606, EDCI 607, EDCI 610, EDCI 611, EDCI 617, EDCI 620, EDCI 645, EDCI 650, EDCI 665, EDCI 676, EDCI 678, EDCI 684, EDCI 686, EDCI 706, EDCI 725, EDCI 745, EDCI 747, EDCI 750, EDCI 820, EDCI 884, EDCI 889, EDCI 893, EDFN 500, EDFN 688, EDTE 175, EDTE 376, EDTE 424, EDTE 467, EDTE 476, EDTE 487, EDTE 524, EDTE 568, EDTE 576, EDTE 587, EDTE 630, EDTE 630, SPED 525, SPED 645

Speech-Language Pathology & Audiology

SPPA 647

School of Health Professions

Department of Medical Laboratory Science BSMLS

MLSC 110

Department of Nursing:

NRSG 305, NRSG 315, NRSG 320, NRSG 366, NRSG 408, NRSG 414, NRSG 418, NRSG 433, NRSG 438, NRSG 443, NRSG 445, NRSG 450, NRSG 466, NRSG 470, NRSG 480, NRSG 515, NRSG 616, NRSG 644, NRSG 658, NRSG 660, NRSG 665, NRSG 668, NRSG 680, NRSG 685, NRSG 700, NRSG 705, NRSG 710, NRSG 715, NRSG 720, NRSG 726, NRSG 727, NRSG 730, NRSG 741, NRSG 742, NRSG 748, NRSG 751, NRSG 752, NRSG 755, NRSG 760, NRSG 763, NRSG 767, NRSG 768, NRSG 770, NRSG 775, NRSG 780, NRSG 785, NRSG 801

Department of Public Health, Nutrition & Wellness:

FDNT 230, FDNT 520, FDNT 545, FDNT 560, FDNT 565, FDNT 680, FTES 138, FTES 510, HLED 120, PBHL 500, PBHL 511, PBHL 521, PBHL 525, PBHL 531, PBHL 535, PBHL 540, PBHL 545, PBHL 550, PBHL 575, PBHL 646, PBHL 697, PBHL 698

Department of Physical Therapy:

PTH 646, PTH 708, PTH 709, PTH 716, PTH 732, PTH 744, PTH 748, PTH 750, PTH 790, PTH 830, PTH 846, PTH 860

Seventh-day Adventist Theological Seminary. For a list of current offerings, see the Center website: www.andrews.edu/sem/sdlc/.

ANEA 510, CHIS 574, CHIS 600, CHIS 624, CHIS 674, CHMN 505, CHMN 507, CHMN 516, CHMN 517, CHMN 523, CHMN 526, CHMN 543, CHMN 549, CHMN 643, CHMN 644, DSRE 541, DSRE 626, DSRE 636, GSEM 511, GSEM 520, GSEM 530, GSEM 620, MSSN 525, MSSN 546, MSSN 561, NTST 509, NTST 515, NTST 525, NTST 536, NTST 538, NTST 539, NTST 551, NTST 552, NTST 645, OTST 546, OTST 551, OTST 552, OTST 556, OTST 570, OTST 674, THST 510, THST 540, THST 611, THST 616, THST 619, THST 623, THST 635, THST 639

Self-Paced Online Courses

These courses are offered via the self-paced format. Self-paced open learning courses are open for registration at any time and must be completed within 180 days of the start date. **Self-paced full term** courses follow registration rules for standard semester terms, students must complete half of the class by the midpoint of the semester, and must complete the full course by the end of the semester.

Self-paced full term courses are eligible for financial aid; while self-paced open learning courses are not. To find these courses in the Course Schedule, look for distance campus and section 901 for **self-paced open learning** courses and section 902 for **self-paced full term** courses. Note that some courses may be offered only in one of the self-paced formats.

College of Arts and Sciences

Department of Biology MS
BIOL 208

Department of Behavioral Sciences:
ANTH 200, PSYC 101, PSYC 301, SOCI 119, SOCI 160

Department of Visual Art, Communication & Design:
COMM 104, COMM 320, COMM 325, COMM 336, COMM 356, COMM 375, COMM 380, COMM 405, COMM 435, COMM 445, COMM 480, JOUR 140, JOUR 230

Department of English:
ENGL 115, ENGL 215, ENGL 270, ENGL 300, ENGL 375, ENGL 376

Department of Liberal Arts, General Studies & Interdisciplinary Studies:
GNST 499

Department of History & Political Science:
HIST 204, HIST 205, HIST 316, HIST 317, HIST 404, PLSC 104

Department of Mathematics:
MATH 165, MATH 168, STAT 285

Department of Music:
MUHL 214

Department of Physics:
PHYS 110

Department of Religion & Biblical Languages:
BIBL 211, BIBL 212, BIBL 313, RELB 111, RELB 112, RELB 210, RELB 216, RELB 230, RELB 235, RELB 245, RELB 274, RELB 304, RELB 305, RELB 335, RELG 110, RELG 225, RELG 350, RELH 316, RELH 317, RELH 400, RLP 240, RLP 330, RLP 335, RLP 441, RELT 100, RELT 115, RELT 225, RELT 250, RELT 308, RELT 325, RELT 326, RELT 340, RELT 425, RELT 440

Department of Social Work BSW
SOWK 446, SOWK 475, SOWK 675

School of Business (offers self-paced full term only)

ACCT 121, ACCT 122, BSAD 210, BSAD 341, BSAD 355, ECON 225, ECON 226, FNCE 317, INFS 120, INFS 215, MKTG 310

School of Education

Department of Teaching, Learning & Curriculum:
EDTE 175

Office of Distance Learning:
EDCI 631–635, 641–642

School of Health Professions

Department of Medical Laboratory Sciences:

Department of Public Health, Nutrition & Wellness
FDNT 230, FDNT 240, FDNT 310, FTES 130, FTES 138, HLED 120

Online Financial Information

Fees and tuition for distance programs of study are listed in the Financial Information section.

Withdrawals and refunds for interactive and self-paced full term online courses follows on-campus policy. The self-paced open learning calendar includes all details for the alternate withdrawal and refund deadlines for this type of course only. All withdrawals after the last day to drop or add a course require a drop/add form submitted to the Office of Academic Records. Distance undergraduate students can email sderegister@andrews.edu to request assistance with this procedure. Graduate students may email graduate@andrews.edu.

Mixed Course Load

Course load rules are the same for students taking courses on-campus or online. Students taking a mixed load need to be aware of these financial considerations:

If paying without federal financial aid, students may register for any type of course.

Self-paced open learning courses are not eligible for federal financial aid. Financial aid from sources other than Andrews University may be applied toward the costs of self-paced open learning courses.

Andrews Partnership Scholarship/Andrews Gift cannot be used to pay for either self-paced full term or self-paced open learning courses.

Self-paced courses, both full term and open learning, are not included in the package plan. If an undergraduate student is taking 12 regularly priced on-campus credits and wants to add a self-paced course of either type, they will pay the package price for the 12 credits and \$385 per credit for any self-paced classes added.

Federal Financial Aid

Federal financial aid may be available to Andrews University degree-seeking students if the following conditions are met:

A student must be admitted to a program that leads to an associate's, bachelor's or graduate degree. If the program leads to a certificate or credits are taken for transfer to another university degree, the student is not eligible for aid for that course.

The courses are registered by the drop/add date for the on-campus term.

A minimum of 6 credits are registered. Course load determines your Financial Aid eligibility.

The courses are completed within the semester they are registered.

Federal financial aid is not available to guest or non-degree students.

If you use Federal financial aid and need to repeat a course, review the Repeating Classes section of the General Academic Policies, then discuss this with your Student Financial Services advisor before re-registering.

Financial Assistance

See the following sections of the bulletin for further information about tuition discounts and scholarships:

Undergraduate Financial Assistance

Graduate Financial Assistance

Online and Post-Traditional Student Services

Griggs Hall, Room 132

269-471-3432

www.andrews.edu/distance/students/

Glynis Bradfield, *Director, Distance and Student Services*

Steve Fox, *Testing Coordinator*

Jennifer Ruiz, *Academic Advisor*

Scope of Service

The Office of Student Services supports guest and degree students taking Andrews University courses away from main campus. Services include academic advising, online orientation and distance academic support, tutoring arrangements, accommodation monitoring, complaints management, and communicating options for spiritual, physical and social development available at a distance. Credit for prior learning and services for high school students taking Andrews University courses online, on campus, or through concurrent enrollment agreements are also directed through this department.

Admission to Distance Degrees

Degree Students: Transfer and New Applicants

Admission begins with completing the application at www.andrews.edu/apply. Undergraduate and graduate admission requirements are the same for students studying at a distance and on-campus. Please refer to the Academic Policies sections of the bulletin for more information:

Undergraduate Academic Policies: Admissions

Undergraduate Academic Policies: Admission of Transfer Students

Graduate Academic Policies: Admissions

Guest/ Non-Degree Student

Degree admission requirements do not apply to students taking distance courses for personal growth, certification, or to supplement a program of study at another institution. Guest student use the online application form at www.andrews.edu/gueststudent. Please review the Guest Student Policies for Undergraduate and Graduate studies:

Undergraduate Guest Policy

Graduate Guest Policy

Admission Services

Questions about completing an application or admission status are best addressed to the right contacts.

Undergraduate Admissions: email sderegister@andrews.edu or call 269-471-6323.

Graduate Admissions: email graduate@andrews.edu or call 269-471-6013

Registration and Course Information

Online courses are offered in one or more of three formats: interactive, self-paced full term, and self-paced open learning. See the Online Courses listing above for a complete list of Andrews' online courses.

Interactive Online Courses

Interactive online courses have fixed start and end dates, assignment and exam due dates, and are eligible for federal financial aid. Instructors set assignment deadlines and create an interactive learning community. *Interactive online courses* are usually indicated in the course schedule with the section number of **999** (additional sections may end in 998, 997, etc.), with schedule attribute 'interactive online'. To view all courses of this type, filter the course schedule by *Schedule Attribute* **interactive online** in the Term selected. All main campus course registration policies and Academic Calendar [beta] deadlines relating to the term or part of term in which the course is offered apply to interactive online courses.

Self-Paced Full Term Online Courses

Self-paced full term courses have fixed start and end dates, flexible assignment schedules and fixed midterm and final exam due dates, and are eligible for federal financial aid. Students set assignment schedules for each half of the term; but must complete the first half by midterm; and the second half by the final exam. *Self-paced full term* courses are usually indicated in the course schedule with the **902** section number. To view all courses of this type, filter the course schedule by *Schedule Attribute* **self-paced** and *Part of Term* **full term** in the term selected. All main campus course registration policies and Academic Calendar [beta] deadlines relating to term or part of term in which the course is offered apply to self-paced full term online courses.

Self-Paced Open Learning Online Courses

Self-paced open learning courses can be started at any time, are student-paced, and are not eligible for federal financial aid. *Self-paced open learning* courses are usually indicated in the course schedule with the **901** section number. To view all courses of this type, filter the course schedule by *Schedule Attribute* **self-paced** and *Part of Term* **open learning** in the term selected. All main campus course registration policies apply to self-paced open learning courses other than those reflecting specific deadlines. *Students have 180 days from the student-selected start date to complete undergraduate self-paced courses.* Registration for self-paced courses follows the Self-Paced Calendar. Note that the start date selected by the student during the registration process determines the term (spring, summer, fall) in which the self-paced open learning course is recorded for transcript purposes.

Registration Holds

There are several types of holds on the registration process. Information about what to do to remove a hold is available when logged in to your personal iVue page.

Holds for health, insurance, bookstore, and residence halls do not apply to students registering in distance courses only.

Holds for international deposits and visas do not apply to international students who are only taking courses off-campus.

International graduate students coming to campus for one month or less do not pay the international deposit, but will require visas and insurance as listed in this bulletin for on-campus programs.

Student Responsibility and Contacts

It is always the student's responsibility to:

Consult the University bulletin and webpages to follow current policies and procedures

Check with their academic advisor that distance courses will fulfill degree requirements

Check with their financial advisor how the course type will impact their financial plan

Complete the disability accommodations form and provide documentation if study accommodations are desired

Contact information for academic and financial advisors is available on the student's prevue page. Questions about the registration process or holds are best answered by the following enrollment counselors.

Undergraduate distance courses: sderegister@andrews.edu, 269-471-6323

Graduate distance courses: graduate@andrews.edu, 269-471-6013

Questions about Seminary Online Learning Center courses are best answered by emailing solc@andrews.edu or calling 269-471-3962.

Online and Post-Traditional Student Support

Students studying at a distance can access many services using technology:

Learn how to apply, clear financially, register, request exams, and successfully complete studies online at www.andrews.edu/distance/students

The current Andrews University Bulletin at www.bulletin.andrews.edu communicates policies and procedures, and key contact information for all campus services.

The Andrews Agenda at www.andrews.edu/agenda provides weekly news, announcements and updates.

Follow Andrews University's facebook page, twitter feed and other social media for regular postings of life at Andrews.

The Andrews Directory at www.andrews.edu/directory includes contact information for all current faculty, staff and students.

Departmental updates are emailed to students registered in specific programs of study. Check your Andrews email regularly.

Pioneer Memorial Church services are streamed online, and podcasts can be accessed at any time.

Videos of chapels and vespers can be viewed at any time through the Andrews University Youtube Channel

The Student Association Youtube Channel includes many more videos of student events

Listen to Andrews University's classical radio online 24/7 at WAUS

All online students are encouraged to communicate with their assigned academic and financial advisors regularly in order to best utilize student success resources at a distance. Tutoring, career and mental health counseling, and disability accommodation can be arranged through the School of Distance Education and International Partnerships Student Services Director (learn more at www.andrews.edu/distance/students/).

An online grievance form provides students with tools to formally register a complaint about any aspect of the educational service provided by Andrews University. The procedure for lodging a complaint is outlined online.

Library Access

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

Access to the James White Library Catalog (JeWeL)

Access to the Library's Online Databases which include full-text articles from many thousands of periodicals

Online Instruction, Tutorials and Research Guides

Interlibrary Loan and Document Delivery Services

Reference and Consultation Services

Download software, such as Endnote, for research and writing
FAQs and Ask-a-Librarian—

www.andrews.edu/library/RefDesk/services/ask.html

Online access to these services is available through use of the Andrews
University username and password supplied during the admission
process. Off-campus program students, staff and faculty may apply for
Andrews University username and password through the Off-Campus
Library Services Web page or by calling 269-471-3283.

Consortium of Adventist Colleges and Universities

The Andrews University's School of Distance Education and International Partnerships operates the Consortium of Adventist Colleges and Universities, which grew out of the Griggs University Consortium arrangements between Griggs University, Andrews University, Oakwood University, and Washington Adventist University. The Griggs University Consortium began in 1969 with Griggs University and Columbia Union College (now Washington Adventist University). The Consortium serves students around the world: students in partner colleges and universities within the North American Division, students in public universities wishing to take select courses from an Adventist perspective, and students at our partner institutions around the world. Courses are available for transfer credit from Washington Adventist University and Oakwood University. Information about all Consortium partner course offerings, tuition rates, fees, payment information, and procedures is available online at www.andrews.edu/distance/consortium. Printed catalogs can be requested from the School of Distance Education and International Partnerships.

Consortium Degrees

Some Andrews University degrees are offered using primarily Consortium courses:

Christian Discipleship Certificate
Christian Discipleship AA
Communication BS (Adult Degree Completion)
Business, General Business Concentration AS
General Studies AA
General Studies AS
General Studies BA
General Studies BS
Religion BA (Distance Ed)

Consortium Courses

A complete list of Consortium courses can be viewed via this overview table, the Consortium catalog, and the Consortium registration packet.

Consortium Faculty

Business and Information Systems
Bari Courts, Ph.D.
Jimmie Flores, Ph.D.
Matthew Rosenboom M.B.A
Simon Vaz, M.B.A
Behavioral Sciences
Justina Adalikwu-Obisike, Ph.D
Stacey Nicely, M.A.
Penelope Webster, Ph.D.
Biology
Andrew Rice, M.S.
Melinda Villanueva, Ph.D.
Communication
Delyse Steyn, D.Ed.
Joel Thompson, M.A.
Kristine Walker-Fraser, M.A.
Education
Denise Shaver, Ph.D.
Bradley Sheppard, Ph.D.
David Waller, M.Ed.
English
Dannyyette Gadsden-Rouse, M.A.
Bonnie McLean, Ph.D.
Ashley Wynn, M.A.
History and Political Science
Stephanie Carpenter, Ph.D.
Adam Fenner, Ph.D.
Douglas Morgan, Ph.D.
Marcella Myers Ph.D.
Mathematics
Jane Nesbit, M.A.

Cleon White, M.A.
Janisa Henry, M.A.

Music

Karla Rivera, M.Mus.

Public Health, Nutrition and Wellness

Stephanie Goddard, M.S.

Susan Singer, M.P.H

Religion

Guilherme Borda, M.A.

Martha Duah, Ph.D.

Abner Hernandez, M.A.

Ray McAllister, Ph.D.

Ruben Munoz-Larrondo, Ph.D.

Alexej Muran, M.A.

Samuel Pagan, MDiv

Ronald Rojas, Ph.D.

Abelardo Rivas Santine, Ph.D.

Jan Aage Sigvartsen, Ph.D.

Michael Taylor, MDiv

Keith Wakefield, MDiv

Cory Wetterlin, MDiv

Physics

Lonnie Pierce, M.A.

Off-Campus Programs

Griggs Hall
269-471-6586
FAX: 269-471-2804
affiliations@andrews.edu

Carolina Gomez-Jones, *Director of Off-Campus Programs*
Cindy Barlett, *Operations and Financial Billings Manager*
Angelica Munoz, *Assistant Registrar for Off-Campus Programs*
Nancy Penno, *Off Campus Programs Specialist*
Steven Rivers, *Associate Director, K-12*

Introduction

Andrews University has a long history of partnering with Seventh-day Adventist educational and church institutions through off-campus programs. The University delivers these programs in various domestic and international locations.

Partnerships

Many of the Andrews University schools have partnerships with educational institutions in North America and abroad, authorized by the Higher Learning Commission and other controlling organizations. The types of partnerships include academic monitoring of existing institutional programs, extension campuses, and examination centers for graduate and undergraduate education. The programs of study vary from individual courses in a variety of disciplines to full degree programs.

Accreditation

Many of the Andrews University schools have partnerships with educational institutions in North America and abroad, authorized by the North Central Association of Colleges and Schools and other controlling organizations. The types of partnerships include academic monitoring of existing institutional programs, extension campuses, and examination centers for graduate and undergraduate education. The programs of study vary from individual courses in a variety of disciplines to full degree programs.

Details of specific courses, approved curricula and programs are available from the Office of Off-Campus Programs. The Off-Campus Programs Committee authorizes and reviews all University policies related to such affiliations and extensions. Once accepted into an Andrews University program, students may transfer between home and extension campuses.

Off-Campus Program Definitions

Additional Location. A location distinct from the campus of Andrews University, at which students can complete an Andrews University degree, or 50% or more of courses leading to an Andrews University degree or certificate.

Course Location. A location distinct from the campus of Andrews University, at which students can complete credit bearing courses, which total less than 50% of an Andrews University degree or certificate. This does not include Study Abroad

locations unless they provide 25–50% of an Andrews University degree or certificate program.

Other Classifications

In-State—The location is within the state of Michigan

Out-of-State—The location is outside of the state of Michigan

Out of USA—The location is outside of the 50 United States, and includes U.S. territories

Undergraduate Off-Campus Programs

Undergraduate programs are offered on the following Adventist college and university campuses:

Hong Kong Adventist College, Hong Kong

BA Religion; BS Health and Fitness; BS Psychology

Middle East University, Lebanon

BBA Business Administration

Newbold College, England

BA Liberal Arts; BA Religion; BA Theology; License in Theology

Washington Adventist University, Maryland

BSW Social work

Graduate Off-Campus Programs

Graduate programs are offered at the following locations:

College of Arts and Sciences

MA English (Concentration in Teaching English to Speakers of Other Languages): Seoul, Korea, **in teach out**
MIDA - Master International Development Administration, an interdisciplinary degree: Canada, Chile, Ghana, Italy, Kenya and South Africa

School of Business Administration

MBA: Ho Chi Mihn City, Vietnam

School of Education

MA in Education: Spicer Memorial College, India **in teach out**

MA in Leadership: Brazil Adventist University in Sao Paulo, Brazil

PhD Educational Psychology: University of Southern Caribbean, Trinidad

EdS School Psychology: University of Southern Caribbean, Trinidad

The Seventh-day Adventist Theological Seminary

MA in Religion: Romanian Adventist Theological Institute, Romania; Spicer Memorial College, India **in teach-out**; and Zaoski Adventist Seminary, Russia

MA (Religion) International Track: Hong Kong Adventist College

MA (Religion) International Track: Middle East University, Lebanon (starts May 2017)

Doctor of Ministry: Zaoski Adventist Seminary, Russia; Sagunto, Spain; Nairobi, Kenya

MAPM Pastoral Ministry: several locations in North America

Master of Divinity and Doctor of Ministry courses: several locations in North America

Governance

All off-campus programs for Andrews University, Griggs University and Griggs International Academy are administered by the Office of Off-Campus Programs. The director of Off-Campus Programs reports to the dean of the School of Distance Education and International Partnerships. The director of Off-Campus Programs works with other academic deans and department chairs to maintain quality control of specific courses and to ensure that off-campus program requirements are equivalent to on-campus program requirements.

Periodic audits are conducted at each Off-Campus Program site. The length of time between audits is determined by the audit team. Each audit team reviews the programs, facilities, and various academic processes; interviews administrators, faculty, and students; and makes recommendations of improvements needed to enhance the quality of the off-campus programs.

Current Programs

Andrews University offers off-campus programs on five continents: Africa (Ghana, Kenya, Rwanda, South Africa); Asia (India, Japan, Lebanon); Europe (England, Italy, Romania, Russia); North America (Canada, Mexico, and all North American Division Union Conferences); Central America (Trinidad: in teach-out); South America (Brazil, Chile, Trinidad).

Griggs University (GU) & Griggs International Academy (GIA) offer off-campus programs on five continents: Asia (GIA: China, Korea, Taiwan, Vietnam; GU: Hong Kong, India, Korea, Lebanon, Taiwan, Thailand, Vietnam); North America (GIA: APLE schools, Cooperative arrangements with selective North American Division schools, Job Corps Centers; GU: Select independent Seventh-day Adventist institutions); Central America (GIA: Inter-America Division; GU: Inter-America Division); South America (GIA: Brazil).

Other International Educational Opportunities

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

Compliance

Griggs Hall, Room 208

269-471-6515

ethanj@andrews.edu

Ethan Jones, *Director of Compliance*

Brittany Huset, *Assistant to the Director of Compliance*

The Director of Compliance assists the School of Distance Education and International Partnerships to carry out its academic mission with integrity and in accordance with the policies of Andrews University and our accrediting bodies, and in compliance with federal, state and international regulations.

Proctored Examinations

Most online courses include examinations that are to be taken under supervision:

- Students studying at or near another university or college are requested to arrange with the institution's testing department to proctor their Andrews University exam.
- Students in the Armed Forces may take their examinations under the supervision of the education officer.
- Students living within 50 miles of Berrien Springs are required to take their exams in the School of Distance Education and International Partnerships Testing Center, Griggs Hall 124.
- If none of the above apply, students find an acceptable proctor. Proctors must have academic responsibility in a university, college, school, military or workplace continuing education setting, and be available to proctor at their place of work.

Students should make the necessary arrangements with the proctor before filling in the exam request form provided within the course space. Instructions will be communicated to the proctor, once approved, and the student notified via email when the exam has been issued. Email the Testing Coordinator at sdeexams@andrews.edu, call 269-471-6566 or use FAQs and tutorials online if help is needed.

Digital Learning and Instructional Technology (DLiT)

Griggs Hall, Room 123 and 136

269-471-3960

www.andrews.edu/distance/dlit

dlit@andrews.edu

Janine Lim, *Associate Dean, Online Higher Education*

Sven Pauliah, *Assistant to the Associate Dean*

Samuel Villamizar, *Learning Systems Administrator and Helpdesk Coordinator*

Helena Gregor, *Director, Seminary Online Learning Center*

Amy Maydole, *Course Manager and Consortium Manager*

Denise Shaver, *Lead Curriculum and Instructional Design Specialist*

Marsha Beal, *Technology and Instructional Design Specialist*

Mission

The Department of Digital Learning and Instructional Technology provides instructional technology leadership, support and resources to the faculty, staff, and students of Andrews University. DLiT serves main campus, online campus, and off-campus programs. DLiT also oversees the operations of the Consortium of Adventist Colleges and Universities.

Instructional Technology

The Department of Digital Learning and Instructional Technology researches and promotes new instructional technologies. DLiT provides technology support for enterprise level instructional technology tools such as LearningHub, the campus Moodle learning management system; student response systems (clickers); Panopto, our video streaming and recording service; and Zoom, our webinar and videoconferencing software. In addition, we offer workshops, training and one-on-

one consultation for pedagogical use of technology. We work collaboratively with various entities across campus to provide excellent service through processes and procedures to support main campus, online campus, and off-campus students and faculty.

Online Course Production

The Department of Digital Learning and Instructional Technology provides coordination and review for online program and course development, as well as technical support, instructional design advice and training, and materials design and conversion for course development for main campus, online campus, and off-campus courses.

Credit for Prior Learning (CPL)

Students can estimate how previous course work may apply toward an Andrews distance degree by reviewing the requirements listed in this bulletin. Prospective students may request an evaluation of their transcripts using the online application process.

Credit for prior college level learning that is not documented through academic transcript may be earned through advanced placement, standardized and departmental challenge exams, validation and proficiency assessments. Students may apply for academic credit for prior college level learning through personal achievements and professional expertise. Assessment of portfolios are done on a course-by-course basis, either by Andrews University faculty evaluators or through the Council on Adult and Experience Learning.

The Director of Distance Student Services serves as the Prior Learning Coordinator for all Andrews University schools. Contact the Prior Learning Coordinator and your academic advisor to discuss college level prior learning that may meet requirements for a specific program of study. Learn more about the 5 ways to earn credit:

- Undergraduate Credit for Prior Learning policy
- Graduate Credit for Prior Learning policy
- Credit for Prior Learning procedures and resources

Challenge Exams

Permission to take a challenge exam may be requested of the department offering the course by students with prior college level learning. Prior learning through professional or personal experience must be closely aligned to the learning outcomes of an Andrews course. A student may complete the Credit by Departmental Exam & Validation Assessment Form with approval from their advisor and the department offering the course.

With NAD Union certification registrar approval, Adventist teachers may apply to take online challenge exam. The Consortium of Adventist Colleges and Universities currently offers Andrews University challenge exams for Adventist heritage and religion courses, and Washington Adventist University challenge exams for education courses. Taking the full course is advised when a teacher has not attended Adventist schools and/or completed teacher training at a non-Adventist college or university. Review the Teacher Challenge Exam Application for full policy, procedure and course information.

Services to Academy and High School Students

High school students who meet admission criteria can enrich their high school studies by taking Andrews University lower division undergraduate courses. Courses approved for high school registrations are available in three formats: on-campus face-to-face, interactive online, and concurrent enrollment.

Concurrent enrollment, a service available to Adventist Academies, is a two-step process. First, the Academy seeking to offer an Andrews course on their campus submits a school application to the Andrews Off-Campus Department. If this application is approved after review by the Andrews University department offering the requested course, student applications can be submitted to take the Andrews University course on the Academy campus, taught by the approved Academy teacher.

In all formats, it is the prerogative of the high school to decide whether to count the college credit towards high school diploma requirements. Tuition for up to two Andrews University courses per semester is discounted to the special high school rate plus the guest fee per semester for students prior to graduating from high school or taking the GED test. Note that the high school tuition rate does not apply to fees or surcharges on specific courses, individual music or flight lessons, independent study or reading courses, or international language courses which are prerequisites for advanced degrees and courses taken off-campus.

Special consideration is given to Andrews University schools. Up to two Andrews University courses per semester, when approved by Andrews Academy or Griggs International Academy are included in full Academy tuition.

More information for counselors, parents, and students is available through www.andrews.edu/services/precollege/

Griggs International Academy (GIA)

Griggs Hall, Room 124
269-471-6570; FAX 269-471-2804
griggs@andrews.edu
www.griggs.edu

La Ronda Forsey, *Associate Dean K-12/GIA Principal*
Kathy Iwasa, *Associate Principal / GIA Registrar / Testing Coordinator*
Lamar Nangle, *GIA Vice Principal*
Cindy Canel, *K-8 Coordinator*
Rebecca Tedeschi, *GIA Educational Technologist*
Deirdre Wilkens, *GIA Curriculum Specialist*
Gabriela Melgar, *GIA Director of Student Services*
Lonnie Pearce, *GIA Enrollment Counselor*

The School of Distance Education and International Partnerships operates Griggs International Academy (GIA), which offers an accredited K-12 Adventist distance education program that serves students in North America and internationally. There are a variety of delivery styles offered through GIA: online courses, paper-based courses, school sites—adapting to the needs of individuals or supplementing a school program. The mission of GIA is to provide educationally sound, values-based, guided independent study and distance education programs that build a foundation for service to God, church and society. These programs and courses respond to learner needs in the context of a lifetime learning experience.

Accreditation

Griggs International Academy, operated by the School of Distance Education and International Partnerships, is accredited by:

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities

Middle States Association for Colleges and Schools Commissions on Elementary and Secondary Schools

The Southern Association of Colleges and Schools Council on Accreditation and School Improvement / AdvancED

School of Education

Bell Hall, Room #105
269-471-3481; FAX: 269-471-6374
sed@andrews.edu
<https://www.andrews.edu/sed/>
Robson Marinho, *Dean*

History

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for onethird of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a universitytype 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-degreegranting institution in 1979.

In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year the PhD degree was introduced with approval of the North Central Association. In June 1983 the various undergraduate and graduate programs merged into a School of Education.

The School of Education currently consists of three academic departments:

- Graduate Psychology & Counseling (GPC)
- Leadership (LEAD)
- Teaching, Learning & Curriculum (TLC)

Accreditation

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals' programs, and programs to prepare school psychologists, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Graduate Psychology & Counseling at Andrews University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

Faculty

The School of Education has selected a faculty based on diversity of experience and professional expertise. Equipped with advanced degrees, all have extensive experience in the areas in which they teach. They have authored books and

published in professional journals. They are regularly sought as researchers, lecturers and consultants.

Conceptual Framework

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen G. White, presented a compelling vision for education.

"True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one." Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

The Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and mission.

A *conceptual framework* is a way of looking at the world that affects our values, goals and practices. It influences our work and how we think about what we do.

The School of Education, as part of Andrews University, has developed its conceptual framework by considering the University's mission statement—*Seek Knowledge. Affirm Faith. Change the World.*—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

Dispositions

Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

Elements

The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will take with them into the workplace. The elements are incorporated into all our courses and activities.

Element One: Worldview

We appreciate the perspectives of others and value the development of a personal philosophy from which action and service arise.

Our graduates will:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Disposition: We value fairness, service and diversity.

Element Two: Human Growth and Change

We want to see growth, development and learning used to effect positive change.

Our graduates will:

- Describe human development
- Apply current theories of learning

Disposition: We believe that all students can learn.

Element Three: Groups, Leadership and Change

We want to encourage principles of group behavior that effect positive change for individuals and organizations.

Our graduates will:

- Facilitate change in groups and orgnizations
- Relate effectively with various cultural, racial and special interest groups
- Identify political and legal issues
- Manage human, financial and material resources
- Demonstrate servant leadership

Disposition: We recognize personal leadership responsibility.

Element Four: Communication and Technology

We want to use technology to enhance communication, whether oral, written, intrapersonal or interpersonal.

Our graduates will:

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching and research

Disposition: We value respectful communication.

Element Five: Research and Evaluation

We both conduct and value disciplined inquiry for decisionmaking.

Our graduates will:

Read and evaluate research

Conduct research

Report research findings

Disposition: We are committed to inquiry.

Element Six: Personal and Professional Growth

We believe in holistic personal and professional growth.

Our graduates will:

Demonstrate continuing professional development

Demonstrate ethical behavior in all professional activities

Demonstrate balanced physical, mental, spiritual and social development

Disposition: We value personal and professional growth.

Mission Statement

To educate is to redeem

Educar Es Redimir

Philosophy

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.

God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.

God calls students to live by principles of good health as stewards of His gift of life.

God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2018

June

7	Thurs	EdD/PhD comps (8:30 a.m.-2:30 p.m.)
8	Fri	EdD/PhD comps (8:30 a.m.-2:30 p.m.)
8	Fri	MA & MS comps (8:30–11:30 a.m.; 1–3 p.m.)
8	Fri	MA Clinical Mental Health Counseling, MA School Counseling & EdS comps (8:30 a.m.-12:30 p.m.)
11	Mon	MA Clinical Mental Health Counseling, MA School Counseling Comps (8:30 a.m.-11:30 a.m.)
11	Mon	EdS Comps (8:30 a.m.-12:30 p.m.)
11, 12	Mon, Tue	EdD/PhD comps (8:30 a.m.-2:30 p.m.)

July

16-20	Mon-Fri	Leadership Orientation
23	Mon	Leadership Conference
23-25	Mon-Wed	Leadership Roundtable Conference
25-27	Wed-Fri	Creativity & Innovation Workshop

August

6-24		First Days of School Experience (Register for credit summer of 2014 or in the semester of student teaching)
20		RMES & AA begin

October

18	Thurs	EdD/PhD comps (8:30 a.m.-2:30 p.m.)
19	Fri	EdD/PhD comps (8:30 a.m.-2:30 p.m.)
19	Fri	MA & MS comps (8:30–11:30 a.m.; 1–3 p.m.)
19	Fri	MA Clinical Mental Health Counseling, MA School Counseling & EdS comps (8:30 a.m.-12:30 p.m.)
22	Mon	MA Clinical Mental Health Counseling, MA School Counseling comps (8:30 a.m.-11:30 a.m.)
22	Mon	EdS Comps (8:30 a.m.-12:30 p.m.)
22, 23	Mon, Tue	EdD/PhD comps (8:30 a.m.-2:30 p.m.)

Spring Semester—2019

March

21	Thurs	EdD/PhD comps (8:30 a.m.-2:30 p.m.)
22	Fri	EdD/PhD comps (8:30 a.m.-2:30 p.m.)
22	Fri	MA & MS comps (8:30–11:30 a.m.; 1–3 p.m.)
22	Fri	MA Clinical Mental Health Counseling, MA School Counseling & EdS comps (8:30 a.m.-12:30 p.m.)
25	Mon	MA Clinical Mental Health Counseling, MA School Counseling comps (8:30 a.m.-11:30 a.m.)
25	Mon	EdS Comps (8:30 a.m.-12:30 p.m.)
25, 26	Mon, Tues	EdD/PhD comps (8:30 a.m.-2:30 p.m.)

May

5	Fri	Teacher Dedication Ceremony (5 p.m.)
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Undergraduate Programs

The undergraduate programs offered by the School of Education are described under Teaching, Learning & Curriculum.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT: Master of Arts in Teaching. The MAT program is an interdepartmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning & Curriculum.

MA: Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

MS: Master of Science. The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Teaching, Learning & 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:

Domestic and Internationals students are required to complete and submit all the application requirements before the deadlines listed below:

Spring (January - April): **November 15**

Summer (May - July): **June 1**

Fall (August - December): **July 30**

Application Procedure. In addition to meeting the general requirements for graduate admission (see Graduate Academic Policies), 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 by EdS and PhD/EdD students before they are considered for any type of admission. MA, MS and MAT students are no longer required to submit GRE scores unless they want to apply for a graduate scholarship based on their GRE scores. Graduate Financial Assistance

Scholarships/Financial Aid

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education Dean's Office. The deadline for submitting applications is February 1. Application forms for regular grants are also available from the Dean's Office. Applications for graduate assistantships should be submitted to the Dean's Office. Applications for loans must be made through the Student Financial Services Office by April. See the Financial Information section for further information.

General Academic Information

Academic Advisement. A student's initial contact is with the department chair/program coordinator. The acceptance letter informs the student of the assigned advisor for their program. Normally, the assigned advisor is the program coordinator. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 151.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Continuous Registration-Active Status. (Educational Leadership and Leadership students, please see the Leadership section regarding continuous registration). Graduate students are expected to make continuous progress in their graduate program from admission through graduation. Continuous registration (except during the summer session) is required.

Continuous registration will be required beginning the first semester of taking classes following admission to the graduate program. Continuous registration 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 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

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continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration above) or to obtain an approved leave of absence may be removed from active status.

Inactive Status. Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being inactivated, students must make a request for reinstatement to a graduate program through the department. (See Graduate Academic Policies--inactive status)

Reactivation Process. Graduate students who have been removed from active status for failing to meet academic standards may apply for reactivation to a graduate program. When re-applying to the School of Education graduate program, it is the student's responsibility to demonstrate his or her ability to succeed in the graduate program.

Graduate students who have been removed from active status for not making continuous progress (see Continuous Registration above) must re-apply to the department for reactivation into the graduate program and pay a reactivation fee of \$628. Students must follow the bulletin in force upon reactivation. (See General Academic Policies) Students seeking reactivation must register for EDUC 560 - Degree Reactivation course for "0" credits.

Upon approval of department chair, registration, and payment of the reactivation fee, a graduate student is considered active for the current semester. Reactivated graduate students must reapply for candidacy and may or may not be required to meet the program requirements which are in effect at the time of reactivation. Doctoral students may be required to select a new dissertation committee and/or topic.

Standards of Scholarship

To remain in regular standing and to graduate, students must maintain the minimum GPA (on a 4.00 system) required below:

The MA/MAT/MS: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.

The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.

The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.

Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.

No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.

If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus.

Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.

Students may not apply credits earned by examination toward a graduate degree.

Candidates for the MA/MS degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis.

Candidates for EdS degrees must pass comprehensive examinations.

Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress (SAP). See the section on SAP Policy for Graduate Students with Financial Aid, Financial Information.

Transfer Credits. General requirements for transfer credits are found in the Graduate Academic Policies section of the bulletin. 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 and EdS programs in the School of Education. However, 1 Master of Divinity credit will be marked down to .75 School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than ten years from the beginning of the first semester of class work irrespective of admission classification. Leadership students please see Leadership program sections regarding program time limits. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master's Degrees (MA /MAT/MS)

The master's degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin, Graduate Academic Policies.

General Requirements (MA/MAT/MS)

Students are responsible to note the requirements in the Graduate Academic Policies section of this bulletin.

The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. These credits do not apply to the degree program. Students must satisfactorily complete a minimum of 30-60 credits (as determined by the program chosen).

MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program. 20% of the total program credits (32 credits) must be in courses numbered 500 or above.

General Requirements (MA/MS ONLY)

The program must include EDFN 500 and EDRM 505/506.

All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination is scheduled on specific dates each semester (see the School of Education academic calendar). The exam schedule varies according to the student's program. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.

All MA/MS students planning on taking comprehensive exams are registered for the EDUC 670 - Master's Comprehensive Exam course for 0 credits by the Graduate Service Coordinator. Students who fail the master's comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

All MS students—If you want to add this endorsement to your Michigan Teaching Credential, you must successfully complete the Michigan Test for Teacher Certification (MTTC) subject area exam. In addition, you are required to pass a comprehensive examination after advancement to degree candidacy in order to obtain the Master of Science degree. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar above), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral

examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

Students should take the practicum experience toward the end of their program after completing all required prerequisites.

Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.

The director of student teaching makes all arrangements for placement in schools.

Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA/MAT/MS 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. The department assigns an advisor to the student at the time of acceptance. Student is informed about the name of the assigned advisor in the acceptance letter. The assigned advisor most of the time is the program coordinator. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the General Academic Policies section of this bulletin.

Educational Specialist Degree (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the Handbook for Educational Specialist Students.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

Have a master's degree or its equivalent from an accredited university (see Department of Graduate Psychology & Counseling for possible exceptions).

Give evidence of ability to pursue advanced study in graduatelevel 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 (Graduate Academic Policies) sections of this bulletin.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

The program requires a minimum of 64 semester credits of post-baccalaureate study.

At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.

Students entering the EdS School Psychology program are required to complete at least 80% of required credits at Andrews University. Fieldwork experiences are not transferable.

Major requirements for the completion of the program are determined by the individual department offering the degree.

A cognate in an appropriate supportive area may be required.

Two educational foundations courses:

EDFN 500 - Philosophical Foundations for Professionals —2-3
and one of the following:

Historical

EDFN 517 - History of Seventh-day Adventist Education —2

EDCI 686 - Curriculum Past & Present —3

Philosophical

EDFN 610 - History and Philosophy of Education —3

EDCI 547 - Foundations of Curriculum Studies —3

EDCI 747 - Survey of Curriculum Theory —3

Psychological

GDPC 514 - Psychology of Learning —3

GDPC 614 Human Development -3

GDPC 625 - Biopsychology —3

GDPC 626 - Cognitive and Affective Bases of Behavior —3

SPED 525 - Psychology and Education of Exceptional Children —3

Sociological

EDFN 689 - Seminar in Foundations: —2–3

Theological

EDFN 688 - Integration of Faith and Learning —1–2

The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:

Course work in research and/or statistics.

An advanced project featuring the systematic development of a significant educational product.

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 Change of Program Application which is approved by the department chair, school dean and the Graduate Enrollment Management. 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:

By Change of Program Application with all previous doctoral requirements (course plan, time limits, etc.) in effect

By online 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

Remove all deficiencies

Demonstrate English Language proficiency (where required)

Achieve regular admission status

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 EDUC770 - Specialist Comprehensive Exam. Students who fail the specialist comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Preparation and Presentation of a Project. A department may require a project. Students should consult the *Handbook for Educational Specialist Students* for further information regarding the preparation, scheduling, and presentation of a project.

Doctoral Degrees (EdD/PhD)

The doctoral degree prepares personnel for leadership and specialized positions in education beyond the master's or specialist degree. This program requires advanced research course work and the writing of a dissertation. While additional specific departmental requirements are described under the individual departments, some general requirements are indicated below. Students are responsible for reading the Graduate Programs and the Admissions and Academic Information sections of this bulletin Graduate Academic Policies. Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including:

Earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Graduate Psychology & Counseling and the Leadership program for possible exceptions).

Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.

Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. 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. A petition for transfer of credit is considered only after an official transcript for the course is received. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

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

GENERAL REQUIREMENTS:

Students pursuing doctoral programs in Leadership, Higher Education, Educational Leadership see the Leadership Department Section. Students in Counseling Psychology and Educational Psychology see doctoral program requirements in the Graduate Psychology and Counseling section. Students in Curriculum and Instruction see doctoral program requirements in the Teaching, Learning and Curriculum section.

ADDITIONAL GENERAL REQUIREMENTS:

The student must complete a minimum of 60+ post-master semester credits of which 32 credits in approved on-campus doctoral course work (not including the dissertation proposal (2) and dissertation credits (14) must be completed after acceptance into the doctoral program at Andrews University. (A minimum of 24 credits of coursework is required for candidates with an Ed.S. degree from another institution and a minimum of 16 credits for candidates with an AU Ed.S. degree). The courses (excluding dissertation) must include 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).

Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program.

Students must take the following educational foundations courses as recommended by their individual program:
EDFN 500 - Philosophical Foundations for Professionals— 3 and one course from two of the following areas:

Historical

EDFN 517 - History of Seventh-day Adventist Education —2

EDCI 686 - Curriculum Past & Present —3

Philosophical

EDFN 610 - History and Philosophy of Education —3

EDCI 547 - Foundations of Curriculum Studies —3

EDCI 747 - Survey of Curriculum Theory —3

Psychological

GDPC 514 - Psychology of Learning —3

GDPC 614 Human Development -3

GDPC 625 - Biopsychology —3

GDPC 626 - Cognitive and Affective Bases of Behavior —3

SPED 525 - Psychology and Education of Exceptional Children —3

Sociological

EDFN 689 - Seminar in Foundations: —2-3

Theological

EDFN 688 - Integration of Faith and Learning —1-2

The area of research (see *Research Requirements* below) as required by their program.

Students must establish according to their program requirements.

Some programs may use the following requirements

1. **PhD Residency.** A sequence of two out of three consecutive semester at a full-time load. The PhD Counseling Psychology program has other residency requirements which are noted within the program description section.

2. **EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be

met by enrolling for three consecutive summers.

Students must successfully pass the comprehensive examination.

Students are required to take a minimum of 16 dissertation credits a and write and defend a dissertation.

Students who have registered for the minimum of 16 dissertation credits and have not graduated and are still within the program time limit will register for dissertation continuation until graduation.

Students who registered for the total required minimum of 16 dissertation credits but have not graduated within the program time limit must register for one (1) dissertation credit each semester until graduation.

Time Limits

Time limits are determined by the specific program and the time length is counted from the first registration for AU doctoral course work.

Students in the Department of Teaching, Learning & Curriculum must complete all requirements, including dissertation, within 10 years.

Students in the Department of Graduate Psychology & Counseling must complete all requirements, including dissertation, within seven years. Students from the Department of Leadership must complete all requirements, including dissertation, within seven years.

All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.

The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation

Doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year

Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done

For students who have not completed all classes for the degree, full-time status requires one of the following options:

Registering for 8 or more credits of course work and/or dissertation and/or internship

Registering for one or more credits of dissertation or internship; doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.

Registering for LEAD600 allows a student to be considered a full-time student

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes. **Transferring from one doctoral program to another within a department.** Transfers between EdD and PhD degrees within the same department shall by Change of Program petition and can be made at any time during the student's program. Original time limits are maintained.

Transfer of Degree Program

Students who wish to transfer between degree programs must submit a new application to the Graduate Enrollment Office.

Students can complete a Specialist degree en route to a doctoral degree by enrolling in a dual degree program. Also, Specialist students who want to continue their program into a PhD degree must submit a Dual Enrollment Application.

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, coursework is completed and a dissertation proposal approved.

Preparation and Presentation of a Dissertation. Students should consult the Graduate Academic Policies section of this bulletin and the *Handbook for Doctoral Students* for information regarding the preparation, scheduling, and presentation of dissertations.

Distance Education

Office of Distance Learning/School of Education
Bell Hall, Suite 205
1-800-471-6210 option #1
odl@andrews.edu
www.andrews.edu/pdc

Faculty and Staff

Heidi Harris, *Supervisor*

Partnership Courses

Courses have been designed especially for K–12 practicing teachers who are not on campus but who want to take a course for professional development, personal enrichment or continuing education credit. Students must have **prior approval** from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

New courses are added during the year. Please refer to our website for a complete list and partner contact information.

EDCI631 (Partner is Performance Learning)

EDCI632 (Partner is Quality Education)

EDCI633 (Partner is Teacher Online Education)

EDCI634 (Partner is Teachscape)

EDCI635 (Partner is Virtual Education)

EDCI641 (Partner is Learners Edge)

EDCI642 (Partner is Continuing Education for Teachers)

Teaching, Learning & Curriculum

Bell Hall, Room 014
269-471-3465
www.andrews.edu/sed/tlc/

Faculty

Luana Greulich, *Chair*
Michelle Bacchiocchi
Larry D. Burton
Anneris B. Coria-Navia
Charity H. Garcia
Lori K. Imasiku

Adjunct

Daniel E. Bartz
Constance C. Nwosu
Bradley W. Sheppard
David L. Waller
Jina Yoon

Emeriti

R. Lee Davidson
M. Louise Moon
Raymond J. Ostrander
Millie U. Youngberg

Accreditation

Andrews University is accredited by The Higher Learning Commission and a Member of the North Central Association. It is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.

The School of Education, as a unit, is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Michigan Department of Education: Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and Canadian provinces.

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers the following degrees and programs:

Undergraduate Programs leading to BA or BS degrees programs/degrees:

BSLED - Bachelor of Science Elementary Education
BS - Bachelor of Science in Secondary Education
Programs leading to Secondary Certification

Dual Degree Programs:

BSELED/MAT - Bachelor of Science in Elementary Education and Master of Arts in Teaching
BA/BS/MAT - Bachelor of Arts, Bachelor of Science, and MAT leading to Secondary Certification

Graduate Programs:

Master of Arts in Teaching
Elementary Education MAT
Secondary Education MAT
Individualized MAT - (permission of the TLC Department required)
Master of Arts: Education with an emphasis in Curriculum and Instruction
Master of Science: Special Education
Ed.S. - Curriculum & Instruction
Curriculum and Instruction Ed.S.
Curriculum and Instruction Ed.D.
Curriculum and Instruction Ph.D.

Teacher Certification

North American Division of Seventh-day Adventists Teaching Credentials
State of Michigan Teacher Certification

Admission to the Teacher Preparation/Student Teaching Program

An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 Principles of Teaching and Learning is being taken. This must be completed at least a year before a

student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:

Satisfactorily complete EDTE 165/630, EDTE 228/SPED 525, GDPC 302/514, and EDTE 408/508 (preferred order).

Choose appropriate teaching major and/or minor(s).

Satisfactorily complete the MTTC Professional Readiness Examination (PRE), or the ACT, or the SAT exam.

Have a cumulative GPA of at least 2.75.

Obtain a recommendation from three sources: a professor from an education course, and professors from your major and your minor.

Demonstrate police clearance regarding the potential for any felony and/or misdemeanor convictions as an adult.

Submit an acceptable plan for completing all required course work. All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.

Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).

Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:

Maintain good and regular status.

Maintain at least a 2.50 GPA in each of the following areas:

Major(s)*,

Minor(s)*,

Professional education courses*, and

Overall course work.

A course with a grade less than a C in a major, minor, or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

Continue working on their professional teaching portfolio (begun in EDTE 165).

Demonstrate the professional disposition of an educator.

NOTE: Students cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if they fail two classes in their major, minor, courses for Professional Education, or Planned Program minor.

Licensure in Michigan

In addition to the requirements of our program, the State of Michigan has requirements with which you must comply in order to receive teacher certification. These requirements are applicable to all of the teacher certification programs within the state. These requirements include CPR (child and adult) and first aid training; and successful completion of the Michigan Test for Teacher Certification Professional Readiness Exam (PRE), or SAT and relevant subject-area tests.

CPR & First Aid Training

Michigan Public Act 18 of 2003 requires all teaching interns to be certified in CPR (child and adult) and first aid prior to being recommended for teacher certification. The legislation stipulates that this training must be completed through the American Red Cross or American Heart Association.

Michigan Test for Teacher Certification (MTTC)

The basic skills examination is required to demonstrate that a teacher candidate has basic skills in reading, writing, and mathematics. See the new standards listed below:

Professional Readiness Examination (PRE) and its Alternatives

The PRE is the Michigan Department of Education (MDE) teacher certification basic skills examination composed of reading, writing, and mathematics subtests. The PRE must be passed before student teaching in a Michigan K-12 school. The PRE is also required for out-of-state applicants seeking Michigan certification. To pass the PRE, a test-taker must pass each of the three subtests mentioned above.

The PRE provider, Evaluation Services Group of Pearson (ES), offers the PRE in a computer- or paperbased format as part of the Michigan Test for Teacher Certification (MTTC) program. Those seeking Michigan certification can learn about test schedules, locations, and registration by visiting the MTTC Web site.

In April 2014, the MDE accepted ACT and the Michigan Merit Examination (MME) as alternative examinations for the PRE. In February 2017, the updated SAT was added as an alternative. ACT, MME, and SAT minimum passing scores are below:

PRE Subtest	Required ACT Score ¹	Required MME Score ²	Required SAT Score ³
Reading	22	1108	480 ⁵
Writing	22 ⁴	1129	
Mathematics	22	1116	530

¹ ACT scores are valid for tests taken from January 1989 to September 23, 2017
² MME scores are valid for tests taken from January 2007 through January 2015
³ SAT scores are valid for tests taken on or after March 5, 2016
⁴ ACT Writing score is determined from an ACT Combined English/Writing score
⁵ SAT Reading and English test results are reported as a single Evidence-Based Reading and Writing score

SAT test takers are not required to complete the SAT essay test. SAT essay performance is not in the SAT Evidence-Based Reading and Writing score.

The MDE also offers the option of passing the PRE with a passing score in two PRE subtests and a third PRE subtest alternative score, which is a score at or above a Statistical Error of Measurement (called-1 SEM). The-1 SEM target score may change with each test administration. An alternative scores table is published on the MTTC Web site.

Test-takers may combine alternative pass measures until October 1, 2025. For example, a test-taker can receive basic skills examination"passed"status with:
an ACT Mathematics score of 22, an MME Reading score of 1108, and an SAT Evidence-Based Reading and Writing score of 480.
an SAT Mathematics score of 530, an MME Reading score of 1108, and a PRE Writing score of 220.

An important caveat to the combination allowances:
The-1 SEM alternative pass measure is not allowed in any combination using an SAT score.

Thus, in the combination examples above, a test-taker may not use a -1 SEM PRE allowance in place of the ACT or the PRE score. Someone could, however, earn basic skills examination"passed" status with:
an ACT Mathematics score of 22, an MME Reading score of 1108, and a Writing PRE score at or above a -1 SEM score from the alternative score table.

As of September 23, 2017,
the PRE will no longer be offered. PRE score results from on or before September 23, 2017 will still be eligible to establish basic skills examination"passed" status without expiration.
the ACT may no longer be taken as a basic skills examination.
test-takers needing to pass the MDE basic skills examination must use the updated SAT from on or after March 5,2016.
alternative pass measures completed on or before September 23, 2017 may be used until October 1, 2025.Alternative pass measures include ACT, MME, and -1 SEM PRE score values.

State law requires a passing result in all 3 areas prior to student teaching. Andrews University requires a passing result prior to admission to the Teacher Preparation/Student Teaching program.

A passing score on the Michigan Test for Teacher Certification subject area test in major and minor is also required to earn teacher certification through Andrews University and in the state of Michigan.

Official exam results must be sent directly to Andrews University from the testing companies prior to a recommendation for certification.

Undergraduate Programs

Teacher Preparation Mission

The primary aim of Andrews University teacher preparation programs (BA, BS, MAT, & MA) is to prepare teachers who are competent, compassionate and committed to quality education. Upon completion of the professional education program, the preservice teacher demonstrates knowledge and skill in the following areas:

- Worldview
- Human growth and change
- Groups, leadership, and change
- Communication and technology
- Research and evaluation
- Personal and professional growth
- Content knowledge

Undergraduate Academic Programs

Bachelor of Science in Elementary Education (BSELED) - requires a content major or two minors (offered through the School of Education - for additional areas see the chart below in BS Elementary Education)

- Emphasis Areas:
- Integrated Science - 36 cr. major/29 cr. minor
 - Language Arts - 36 cr. major/24 minor
 - Social Studies - 44 cr. major
 - Reading (K-8) - 20 cr. minor

Bachelor of Science Degree in Secondary Education - for students with majors in the College of Arts and Sciences.
Majors:

- Biology
- Chemistry
- French K-12 Education
- History
- Integrated Science (Comprehensive)
- Political Science
- Social Studies (Comprehensive)

Bachelor of Science in Elementary Education (BSELED)

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *).
The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Majors and Minors for Elementary Education Certification

Subject Content Areas		BA	BS	Minors
Group A: Language Arts				
	Language Arts BSLED, Language Arts Minor *		36	24
	Reading Minor			20
Group B: Social Studies				
	Social Studies		44	
Group C: Integrated Science				
	Integrated Science BSLED, Integrated Science Minor		36	29
Group D:	Mathematics			
	Mathematics Education BS, Mathematics minor *		36	20
Group E: Supporting Areas				
	ESL			21
	French Education minor	36#		24
	Spanish (K-12) BA Spanish Education minor	36#		21
Group F: Religion minor				
	Religion Minor (for Seventh-day Adventist certification only)			20
* Indicates a major/minor commonly taught in the Elementary School.				
# K–12 Endorsement in major area only				

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current Andrews University requirements that have been submitted to the State of Michigan as well as all current State of Michigan requirements. This includes requirements for General Education, content major, minor, planned program minor, and Professional Education. These requirements may differ from what is listed in the content department.

Professional Elementary Education Requirements

- GDPC 302 Educational Psychology - 3
- EDTE 165 Introduction to Teaching - 4
- EDTE 408 Principles of Teaching and Learning - 3
- EDTE 425 Multi-grade/Multi-age Education - 1
- EDTE 444 Elementary Language Arts Methods - 2
- EDTE 446 Elementary Science and Health Methods - 3
- EDTE 447 Elementary Social Studies and Character Education Methods - 3
- EDTE 487 Student Teaching Seminar - 1
- EDTE 488 Student Teaching (Level) - 1-15

Planned Program Minor (20) (all courses must be completed - this minor consists of a group of courses related to teaching in the elementary school and is required by

the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.)

EDTE 228 Strategies for Educating Exceptional and Diverse Learners - 3
 EDTE 418 Methods for Teaching Beginning Reading - 3
 EDTE 420 Literacy Intervention Strategies - 3
 EDTE 424 Classroom Testing and Evaluation - 2
 EDTE 448 Methods for Integrating Arts & Movement in Elementary Curriculum - 3
 EDTE 476 Methods for Integrating Instructional Technology - 2
 EDTE 480 First Days of School Experience - 2
 EDTE 484 Developmental Reading Methods - 2
 ENGL 407 Literature for Children - 2,3
 MATH 221 Mathematics for Elementary Teachers I - 3
 MATH 222 Mathematics for Elementary Teachers II - 3
 GEOG 110 Survey of Geography - 3

Andrews Core Experience 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 help free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Elementary Education Core Experience Education Requirements - 53+

Religion - 12

RELT 100, RELT 225, RELH 400

An additional 3-credit Religion class chosen in consultation with your SED advisor.

Language/Communication - 9-13

ENGL 115, ENGL 215, COMM 450

Foreign Language (BA only) Intermediate Language (4)

History - 6

HIST 204, HIST 205

Fine Arts/Humanities - 5

ENGL 407

Plus one course from:

MUHL 214, PHTO 115, PHTO 210 Studio Art (3), Ensemble Music (3)

Life/Physical Sciences - 8

Students must take BIOL 110 and choose one from PHYS 110 or PHYS 115

Mathematics - 6

MATH 221, MATH 222

Service - 4

EDTE 165

Social Sciences - 3

PLSC 104

Fitness Education - 3

HLED 120 plus two Fitness Education courses

Bachelor of Science (BS)—Individualized Program

This degree may be planned for students who have career goals and/or special interests in an area of education not requiring K–12 teaching credentials or for individuals planning on earning certification in a five-year program ending with an MAT degree.

The degree includes two main parts:

an appropriate general education component, and

an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture & Interior Design, and School of Education. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor, and have current certification in First Aid & CPR. Descriptions of the Integrated Science and Social Studies majors are listed in the School of Education. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

CONTENT MAJORS AND MINORS FOR SECONDARY CERTIFICATION

Subject Major	BA	BS	Minor
Biology, Secondary Education Emphasis BS, Biology Minor		42	22
Chemistry BS (Secondary Education), Chemistry Minor (Secondary Education)		40	24
English, English Education Concentration BA, English Minor		42	24
ESL			21
Mathematics BS		39	20
Mathematics Education BS, Mathematics Minor		36	
Music Education, Teacher Certification BMus (includes a minor)+	82		
Physics BS, Physics Minor		40	20
Physics Education BS		30	
Political Science BA/BS, Political Science Minor	42		33
Social Studies for Secondary Education BS (minor included)		56	
Spanish for K-12 Education BA, Spanish for Education Minor	36#		21
Religion, Secondary Education Concentration BA, Religion Minor	33-35		20
Visual Arts Education BS (Secondary Education) (minor included)		53	
+ pending State of Michigan approval			
# K-12 Endorsement is major area only			

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current requirements which have been submitted to the State of Michigan. This includes requirements for General Education, content major, minor, planned program minor, and Professional Education. These requirements may differ from what is listed in the content department.

Secondary Certification ACE Requirements - 55+

Religion - 12

RELT 100, RELT 225, RELH 400

An additional 3-credit Religion class chosen in consultation with your SED advisor.

Language/Communication - 9–13

ENGL 115, ENGL 215, COMM 450

Foreign Language (BA only) Intermediate Language (4)

History - 6

HIST 117, HIST 118

Fine Arts/Humanities - 3

Choose one course from:

MUHL 214, ENGL 255, MUHL 214, PHIL 224, PHTO 210, Studio Art (3), or Ensemble Music (3)

Life/Physical Sciences - 8

Take one course from Life Science and one from Physical Science

Mathematics - 3

MATH 145 or higher-level course

Service - 4

EDTE 165

Social Sciences - 6

GDPC 302 and EDTE 228

Fitness Education - 3

HLED 120 plus two activity courses

Secondary Professional Education Courses

GDPC 302 - Educational Psychology - 3

EDTE 165 - Introduction to Teaching - 4

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners - 3

EDTE 408 - Principles of Teaching and Learning - 3

EDTE 417 - Teaching Reading in the Secondary Content Areas - 3

EDTE 424 - Classroom Testing and Evaluation - 2

EDTE 459 - Methods for Teaching Secondary School (Area) - 3

EDTE 476 - Methods for Integrating Instructional Technology - 2

EDTE 480 - First Days of School Experience - 2

EDTE 487 - Student Teaching Seminar - 1

EDTE 488 - Student Teaching (Level) - 1-15

Special Requirements for School of Education Students

Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester-by-semester basis.

Student Teaching Placement Process

Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools. The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools. Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision, beyond the one-hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University's fall semester. First Days of School Experience is taken in August before Student Teaching. The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually do during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include: Short- and long-range planning Constructing units of instruction Selecting materials and supplies Organizing and managing the classroom Establishing discipline procedures Record keeping (including the daily register)

Student Teaching Semester

The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar. Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures. A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching. The student may not take other courses during the student teaching semester. Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required for graduate students and a minimum of 12 for undergraduate students.

Admission to the Teacher Preparation/Student Teaching Program

An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 - Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:

- Satisfactorily complete EDTE 165, EDTE 228, GDPC 302, and EDTE 408 (preferred order).
- Choose appropriate teaching major and/or minor(s).
- Pass the MTTC Professional Readiness Examination (PRE), formally known as the Basic Skills Test.
- Have a cumulative GPA of at least 2.75.
- Obtain a recommendation from three sources: a professor from an education course, and professors from your major and your minor.
- Demonstrate police clearance regarding the potential for any felony and/or misdemeanor convictions as an adult.
- Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).

Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

Once admitted to the Teacher Education/Student Teaching Program students must:

- Maintain good and regular status.
- Maintain at least a 2.50 GPA in each of the following areas:
 - Major(s)*,
 - Minor(s)*,
 - Professional education courses*, and
 - Overall course work.

*A course with a grade less than a C in a major, minor, or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

Continue working on their professional teaching portfolio (begun in EDTE 165).

Demonstrate the professional disposition of an educator.

NOTE: Students cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if they fail two classes in their major, minor, courses for Professional Education, or Planned Program minor.

Special Requirements for School of Education Students.

Applicants who do not qualify for regular or provisional admission to the School of Education due to low GPA may apply to the School of Education to take classes on a semester-by-semester basis.

Student Teaching Placement Process.

Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. An official pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision, beyond the one-hour distance, will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University's fall semester. First Days of School Experience is taken in August before Student Teaching.

The experience focuses on the critical weeks preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually do during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school. These tasks include:

- Short- and long-range planning
- Constructing units of instruction
- Selecting materials and supplies
- Organizing and managing the classroom
- Establishing discipline procedures
- Record keeping (including the daily register)

Student Teaching Semester. The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching.

The student may not take other courses during the student teaching semester. Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required for graduate students and a minimum of 12 for undergraduate students.

Undergraduate Graduation Requirements

In addition to meeting the general requirements for a baccalaureate degree, students who seek baccalaureate degrees with elementary or secondary certification must do the following:

Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree. (Due to scheduling complexities, students seeking certification may take more than four years to complete a degree.)

Have a minimum GPA of 2.50 overall, and a 2.50 in the following:

major(s)*,
minor(s)*,
area of concentration*, and
professional education courses*

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)

Earn a 2.00 minimum GPA in all other credits at Andrews University
Complete the Senior Exit examination, and major field exam if required, which serves as the senior-level evaluation

Take a minimum of 30 of the final 36 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)

Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)

Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.

Verify that all official transcripts have been received by the Teacher Certification Registrar.

Apply for a MEIS Account with the Michigan Department of Education.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

For further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements check the information below.

The Consortium for Outstanding Achievement in Teaching with Technology

Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current Andrews University requirements that have been submitted to the State of Michigan as well as all current State of Michigan requirements. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Dual Degree Programs

BSELED/MAT - Bachelor of Science in Elementary Education and Master of Arts in Teaching

BA/BS/MAT - Bachelor of Arts, Bachelor of Science, and MAT leading to Secondary Certification

Graduate Programs

Graduate Academic Programs in Teaching, Learning & Curriculum

Master of Arts in Teaching - 32+ credits

Elementary Education MAT

Secondary Education MAT

Individualized MAT - (permission of the TLC Department required)

Master of Science: Special Education - 44 credits

Curriculum and Instruction MA - 32 credits

Curriculum and Instruction EdS - 64 credits

Curriculum and Instruction EdD - 92 credits

Curriculum and Instruction PhD - 92 credits

Non-Degree Graduate-Level Teacher Certification and Endorsements:

(Elem) Adventist and MI Certification - variable

(Sec) Adventist and MI Certification - variable

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as corporations, schools, colleges and universities. Curriculum & Instruction (C&I) degrees at Andrews University are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents. Persons seeking initial teacher certification for K–12 schools at the master's level should pursue the MAT degree for elementary or secondary education (see p. 287). The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary and tertiary levels. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to teach at the university level.

While degrees in Curriculum & Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

Interactive Online Delivery of Graduate Programs

Designed for three–four summers (4–8 weeks) on Andrews University campus and online courses during two–three school years, for working professionals. The interactive online master's, specialist, and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment. Interactive online programs are offered through a combination of summer intensives, regional group sessions, and Internet study.

With two exceptions (see below), all required courses are delivered via the Internet using both synchronous and asynchronous techniques. This allows candidates to advance their education while maintaining their current employment and residence. Learning-while-working also provides candidates with the opportunity to immediately apply new knowledge and skills in their workplace.

Program Characteristics

Online Orientation.

In order to create a vibrant learning community from the beginning, all new C&I students participate in an online orientation session.

Admission Requirements

Admission decisions are based on an overall profile of each applicant. The applicant profile consists of information that indicates personal "fit" with the Curriculum and Instruction program and potential for success in the program. To ensure consideration for acceptance into the current year's summer cohort, completed applications must be on file at the Andrews University Office of Graduate Admissions by March 1.

In addition to application materials required of all graduate school applicants the following items are of particular importance:

- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resume or vita.
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.

MA students are not required to take the GRE, but students are strongly encouraged to take it to be eligible for GRE-based scholarships as listed in the bulletin.

- Ed.S. and Ph.D. students **are** required to take the GRE for acceptance into a doctoral program.
- Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details.
- Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Teacher Certification

Seventh-day Adventist Certification - Information

State of Michigan Certification - Information and Procedures

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply to the Department of Teaching, Learning and Curriculum for a teaching certificate, as well as apply on MOECS for a MEIS Account and their MI Teaching Certificate. The certificate is approved after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the Certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

Michigan Tests for Teacher Certification. All applicants for State of Michigan K–12 teaching credentials must pass the MTTC Subject Area Exams before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC secretary.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and/or endorsement.

Michigan Department of Education Definition of Program Completers

To qualify as a "Program Completer," students seeking their initial Teaching certificate must satisfactorily complete the following:
 Passing score on the MTTC Professional Readiness Examination (PRE) and a bachelor's degree

Elementary:

Professional education courses* Planned program minor* Approved subject content major or two minors* The MTTC Elementary Education Exam (subject area exams are optional)

Secondary

Professional education courses* Approved subject content teaching major* Approved subject content teaching minor* The MTTC Subject Area Exams for both major and minor.

- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * EACH of these areas must have at least at least a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.75. Graduate students must maintain at least a 3.0 GPA at the graduate level.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

Note: It is the responsibility of all students seeking teacher certification to verify that they are meeting the current Andrews University requirements that have been submitted to the State of Michigan as well as all current State requirements. This includes requirements for General Education, content major, minor, planned program minor and Professional Education. These requirements may differ from what is listed in the content department.

Bachelors

Elementary Education, Two Minors BSELED

Students in the Elementary Education program must include The Planned Program Minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements above. For more information regarding approved majors and minors see the Teaching, Learning & Curriculum Department page.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences and School of Health Professions sections of this bulletin.

Subject Content Areas	BA Credits	BS Credits	Minors Credits
Group A: Language Arts Language Arts* Reading (K-8)*	36	36	24 20
Group B: Social Studies Social Studies*		44	
Group C: Science/Health Integrated Science*		36	29
Group D: Mathematics Mathematics*		36	20
Group E: Supporting Areas ESL French (K-21) Spanish (K-12)	36# 36#		21 24 21
Group F: Religion Religion (for Seventh-day Adventist certification only)			20
*Indicates a major/minor commonly taught in the Elementary School.			
# K-12 Endorsement in major area only			

Integrated Science for Elementary Education BSELED

Integrated Science Major (36)

Advising for this major is done by the Department of TLC.

Required courses:

Life Science/Biology - 16 credits

- BIOL 110 - Principles of Biology **Credits:** 4
- BIOL 208 - Environmental Science **Credits:** 4
- BIOL 221 - Anatomy and Physiology I **Credits:** 4
- BIOL 222 - Anatomy and Physiology II **Credits:** 4

Physical Science - 8 credits

- CHEM 110 - Introduction to Inorganic Chemistry **Credits:** 4

Earth/Space Science 8 credits

PHYS 110 - Astronomy **Credits: 4**

BIOL 170 - Rocks, Fossils, and Life **Credits: 4**

Integrated Science - 4 credits

IDSC 456 - Integrated Science **Credits: 4**

Electives may be chosen from BIOL, CHEM and PHYS under advisement

Andrews Core Experience

Religion - 12

RELT 100 - God and Human Life **Credits: 3**

RELT 225 - Doctrines of the Adventist Faith **Credits: 3**

RELH 400 - SDA History and Prophetic Heritage **Credits: 3,4**

An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

ENGL 115 - College Writing I **Credits: 3**

ENGL 215 - College Writing II **Credits: 3**

COMM 450 - Communication in the Classroom **Credits: 3**

History - 6

HIST 204 - American Experience I **Credits: 3**

HIST 205 - American Experience II **Credits: 3**

Fine Arts and Humanities - 5

ENGL 407 - Literature for Children **Credits: 2,3**

Choose one of the following courses:

MUHL 214 - Enjoyment of Music **Credits: 3**

PHTO 115 - Photography I **Credits: 3**

PHTO 210 - History of Photography **Credits: 3**

3 Credits of Studio Art

3 Credits of Ensemble Music

Life and Physical Sciences - 8

BIOL 110 - Principles of Biology **Credits: 4**

Choose one of the following courses:

PHYS 110 - Astronomy **Credits: 4**

PHYS 115 - Mythbusting **Credits: 4**

Social Science - 3

PLSC 104 - American Government **Credits: 3**

Fitness Education - 3

HLED 120 - Fit for Life **Credits: 1**

Plus two Fitness Education courses

Service - 4

EDTE 165 - Introduction to Teaching **Credits: 4**

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits: 3**

EDTE 418 - Methods for Teaching Beginning Reading **Credits: 3**

EDTE 420 - Literacy Intervention Strategies **Credits: 3**

EDTE 424 - Classroom Testing and Evaluation **Credits: 2,3**

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits: 3**

EDTE 476 - Methods for Integrating Instructional Technology **Credits: 2,3**

EDTE 480 - First Days of School Experience **Credits: 2**

EDTE 484 - Developmental Reading Methods **Credits: 2**

ENGL 407 - Literature for Children **Credits: 2,3**

GEOG 110 - Survey of Geography **Credits: 3**

MATH 221 - Mathematics for Elementary Teachers I **Credits: 3**

MATH 222 - Mathematics for Elementary Teachers II **Credits: 3**

Professional Elementary Education

Requirements

GDPC 302 - Educational Psychology **Credits: 3**

EDTE 165 - Introduction to Teaching **Credits: 4**

EDTE 408 - Principles of Teaching and Learning **Credits: 3**

EDTE 425 - Multi-grade/Multi-age Education **Credits: 2**

EDTE 444 - Elementary Language Arts Methods **Credits: 2**

EDTE 446 - Elementary Science and Health Methods **Credits: 3**

EDTE 447 - Elementary Social Studies and Character Education Methods **Credits: 3**

EDTE 487 - Student Teaching Seminar **Credits: 1 ***

EDTE 488 - Student Teaching (Level) **Credits: 1–15 ***

**(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.)*

Integrated Science for Secondary Education BS

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture, Art & Design, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 64

Integrated Science Emphasis

(This major includes a built-in minor in Biology)

Advising for this major is done by the Department of TLC. The Integrated Science major requires 64 semester credits.

Required Courses:

Life Science/Biology—23 credits

BIOL 165 - Foundations of Biology **Credits: 4,5**

BIOL 166 - Foundations of Biology **Credits: 4,5**

BIOL 208 - Environmental Science **Credits: 4**

BIOL 348 - General Ecology **Credits: 3**

BIOL 371 - Genetics **Credits: 3**

BIOL 372 - Cell and Molecular Biology **Credits: 3**

Chemistry—minimum 12 credits

CHEM 131 - General Chemistry I **Credits: 4**

CHEM 132 - General Chemistry II **Credits: 4**

CHEM 231 - Organic Chemistry I **Credits: 3**

CHEM 241 - Organic Chemistry Laboratory I **Credits: 1**

Physics—minimum 8 credits

Choose one of the following sets:

PHYS 141 - General Physics I **Credits: 4**

PHYS 142 - General Physics II **Credits: 4**

or

PHYS 241 - Physics for Scientists and Engineers I **Credits: 4**

PHYS 242 - Physics for Scientists and Engineers II **Credits: 4**

Earth/Space Science—minimum 15 credits

GEOG 240 - Physical Geography **Credits: 3**

IDSC 456 - Integrated Science **Credits: 4**

PHYS 110 - Astronomy **Credits: 4**

Required Cognates—6 credits

MATH 191 - Calculus I **Credits:** 4
EDTE 456 - Secondary Science Methods **Credits:** 2

Electives
Electives chosen by advisement from the above areas to complete the requirements.

Note:
The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

Secondary Certification General Education

Requirements—63–66
See professional program requirements and note the following **specific** requirements:

Religion—12
REL1 100 - God and Human Life **Credits:** 3
REL1 225 - Doctrines of the Adventist Faith **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13
ENGL 115 - College Writing I **Credits:** 3
ENGL 215 - College Writing II **Credits:** 3
Foreign Language (BA only)
Intermediate Language Credits: 4

History—6
HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts/Humanities—3

Choose one course from:
ARTH 220 - Language of Art **Credits:** 3
PHOT 210 - History of Photography **Credits:** 3
Studio Art Credits: 3
ENGL 255 - Studies in Literature **Credits:** 3
PHIL 224 - Introduction to Philosophy **Credits:** 3
MUHL 214 - Enjoyment of Music **Credits:** 3
Ensemble Music Credits: 3

Life/Physical Sciences—8
Take one course from Life Science and one from Physical Science

Mathematics—3
MATH 145 - Mathematics for the (Mis)information Age **Credits:** 3 or higher-level course

Service—4
EDTE 165 - Introduction to Teaching **Credits:** 4

Social Sciences—6
GDPC 302 - Educational Psychology **Credits:** 3
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

Fitness Education—3
HLED 120 plus two activity courses

Secondary Professional Education Courses
GDPC 302 - Educational Psychology **Credits:** 3
EDTE 165 - Introduction to Teaching **Credits:** 4
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3
EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
EDTE 459 - Methods for Teaching Secondary School (Area) **Credits:** 3
EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
EDTE 480 - First Days of School Experience **Credits:** 2
EDTE 487 - Student Teaching Seminar **Credits:** 1
EDTE 488 - Student Teaching (Level) **Credits:** 1–15 *

Note:
* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Language Arts for Elementary Education BSELED

Total Credits: 36

Major: Core Requirements — 36

Advising for this major is done by the Department of TLC.

Core Requirements
COMM 280 - Voice and Diction **Credits:** 3
COMM 450 - Communication in the Classroom **Credits:** 3
EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
EDTE 420 - Literacy Intervention Strategies **Credits:** 3
EDTE 436 - Writing K–8 **Credits:** 2
EDTE 484 - Developmental Reading Methods **Credits:** 2
ENGL 300 - Modern English Grammar **Credits:** 3,4
ENGL 407 - Literature for Children **Credits:** 2,3
SPPA 435 - Communication Development and Disorders for Classroom Teachers **Credits:** 3

Literature
Choose two of the following courses:
ENGL 273 - American Literature to 1865 **Credits:** 3
ENGL 274 - American Literature 1865 **Credits:** 3
ENGL 371 - English Literature to 1600 **Credits:** 3
ENGL 372 - English Literature 1600–1800 **Credits:** 3
ENGL 373 - English Literature 1800–1914 **Credits:** 3
ENGL 403 - 20th-century English and American Literature **Credits:** 3

Writing
Choose one of the following courses:
ENGL 430 - Topics in _____ **Credits:** 1–4
ENGL 437 - Teaching and Tutoring Writing **Credits:** 3
ENGL 438 - Advanced Composition **Credits:** 3
ENGL 454 - The Writing Life **Credits:** 3
ENGL 467 - Creative Writing **Credits:** 3

Electives
Select remaining courses from the following:
COMM 320 - Interpersonal Communication **Credits:** 3
ENGL 404 - New Global Literature **Credits:** 3
ENGL 460 - Linguistics **Credits:** 3
SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3
SPPA 321 - Normal Language Development **Credits:** 3

Andrews Core Experience

Religion - 12
REL1 100 - God and Human Life **Credits:** 3
REL1 225 - Doctrines of the Adventist Faith **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9
ENGL 115 - College Writing I **Credits:** 3
ENGL 215 - College Writing II **Credits:** 3
COMM 450 - Communication in the Classroom **Credits:** 3

History - 6
HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3

Fine Arts and Humanities - 5
ENGL 407 - Literature for Children **Credits:** 2,3

Choose one of the following courses:

MUHL 214 - Enjoyment of Music **Credits:** 3
PHTO 115 - Photography I **Credits:** 3
PHTO 210 - History of Photography **Credits:** 3
3 Credits of Studio Art
3 Credits of Ensemble Music

Life and Physical Sciences - 8

BIOL 110 - Principles of Biology **Credits:** 4

Choose one of the following courses:

PHYS 110 - Astronomy **Credits:** 4
PHYS 115 - Mythbusting **Credits:** 4

Social Science - 3

PLSC 104 - American Government **Credits:** 3

Fitness Education - 3

HLED 120 - Fit for Life **Credits:** 2
Plus two Fitness Education courses

Service - 4

EDTE 165 - Introduction to Teaching **Credits:** 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
EDTE 420 - Literacy Intervention Strategies **Credits:** 3
EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3

EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
EDTE 480 - First Days of School Experience **Credits:** 2
EDTE 484 - Developmental Reading Methods **Credits:** 2
ENGL 407 - Literature for Children **Credits:** 2,3
GEOG 110 - Survey of Geography **Credits:** 3
MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3
MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3

Professional Elementary Education Requirements

GDPC 302 - Educational Psychology **Credits:** 3
EDTE 165 - Introduction to Teaching **Credits:** 4
EDTE 408 - Principles of Teaching and Learning **Credits:** 3
EDTE 425 - Multi-grade/Multi-age Education **Credits:** 2
EDTE 444 - Elementary Language Arts Methods **Credits:** 2
EDTE 446 - Elementary Science and Health Methods **Credits:** 3
EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3
EDTE 487 - Student Teaching Seminar **Credits:** 1 *
EDTE 488 - Student Teaching (Level) **Credits:** 1–15 *

**(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)*

Secondary Education BA/BS

This major is available only as a second major. It is designed to be taken in conjunction with a content major and a minor, or with two content majors. This qualifies graduates to teach in the subject areas in grades 6-12; or in grades K-12 for the foreign languages, Music Education, and Visual Arts Education.

Major - 38+

EDTE 165 - Introduction to Teaching **Credits:** 4
EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

EDTE 408 - Principles of Teaching and Learning **Credits:** 3
EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
EDTE 459 - Methods for Teaching Secondary School (Area) **Credits:** 3
EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
EDTE 480 - First Days of School Experience **Credits:** 2
GDPC 302 - Educational Psychology **Credits:** 3

Student Teaching - 12-16

Complete only after the completion of all coursework.

EDTE 487 - Student Teaching Seminar **Credits:** 1
11-15 credits of EDTE 488 - Student Teaching (Level) **Credits:** 1–15

Required Major & Minor - 56+

The State of Michigan requires that all teacher certification candidates have either a content major and minor, or two content majors. We have outlined general education requirements and designed content teaching majors and minors that meet the State of Michigan requirements for standard certification. Undergraduate students may choose from the following content majors and minors:

Content Majors - 36+

(See SED advisor for specific degree requirements for each second major)

Biology
Chemistry
French
History
Political Science
Social Studies

Content Minors - 20-24

Biology
Chemistry
English Education
ESL
French
History
Mathematics
Physics
Political Science
Religion - (SDA Certification only)
Spanish

Secondary Certification Andrews Core Experience Requirements - 44-48

Religion—12

RELT 100, RELT 225, RELH 400

An additional 3-credit Religion class chosen in consultation with your **SED advisor**.

Language/Communication—9

ENGL 115, ENGL 215, COMM 450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST 117, HIST 118

Fine Arts/Humanities—3

Choose one course from: MUHL 214, ENGL 255, MUHL 214, PHIL 224, PHTO 210, Studio Art (3), or Ensemble Music (3)

Life/Physical Sciences—8

Take one course from Life Science and one from Physical Science

Mathematics—3

MATH 145 or higher-level course

Fitness Education—3

HLED 120 plus two activity courses

Admission Requirements

An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE 408 Principles of Teaching and Learning is being taken. This must be completed at least a year before a student plans to do Student Teaching. Applications will be considered at the end of each semester once all requirements have been completed.

To be admitted to the teacher education program, students must meet the criteria listed below:

Satisfactorily complete EDTE 165/630, EDTE 228/SPED 525, GDPC 302/514, and EDTE 408/508 (preferred order).

Choose appropriate teaching major and/or minor(s).

- Satisfactorily complete the MTTC Professional Readiness Examination (PRE), or the ACT, or the SAT exam.
- Have a cumulative GPA of at least 2.75.
- Obtain a recommendation from three sources: a professor from an education course, and professors from your major and your minor.
- Demonstrate police clearance regarding the potential for any felony and/or misdemeanor convictions as an adult.
- Submit an acceptable plan for completing all required course work. All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).
- Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in for the application to be processed in a timely manner.

- Once admitted to the Teacher Education/Student Teaching Program students must:
- Maintain good and regular status.
 - Maintain at least a 2.50 GPA in each of the following areas:
 - Major(s)*,
 - Minor(s)*,
 - Professional education courses*, and
 - Overall course work.
 - A course with a grade less than a C in a major, minor, or professional education class must be repeated. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.
 - Continue working on their professional teaching portfolio (begun in EDTE 165).
 - Demonstrate the professional disposition of an educator.
- NOTE:** Students cannot be admitted to the Teacher Preparation/Student Teaching Program, or remain in the program once admitted, if they fail two classes in their major, minor, courses for Professional Education, or Planned Program minor.

Professional Readiness Examination (PRE) and its Alternatives
 (Taken from the Michigan Department of Education Website)
 The PRE is the Michigan Department of Education (MDE) teacher certification basic skills examination composed of reading, writing, and mathematics subtests. The PRE must be passed before student teaching in a Michigan K-12 school. The PRE is also required for out-of-state applicants seeking Michigan certification. To pass the PRE, a test-taker must pass each of the three subtests mentioned above.

The PRE provider, Evaluation Services Group of Pearson (ES), offers the PRE in a computer- or paper-based format as part of the Michigan Test for Teacher Certification (MTTC) program. Those seeking Michigan certification can learn about test schedules, locations, and registration by visiting the [MTTC Web site](#).

In April 2014, the MDE accepted ACT and the Michigan Merit Examination (MME) as alternative examinations for the PRE. In February 2017, the updated SAT was added as an alternative. ACT, MME, and SAT minimum passing scores are below:

PRE Subtest	Required ACT Score ¹	Required MME Score ²	Required SAT Score ³
Reading	22	1108	480 ⁵
Writing	22 ⁴	1129	
Mathematics	22	1116	530

- ACT scores are valid for tests taken from January 1989 to September 23, 2017
- MME scores are valid for tests taken from January 2007 through January 2015
- SAT scores are valid for tests taken on or after March 5, 2016
- ACT Writing score is determined from an ACT Combined English/Writing score
- SAT Reading and English test results are reported as a single Evidence-Based Reading and Writing score
- SAT test takers are not required to complete the SAT essay test. SAT essay performance is not in the SAT Evidence-Based Reading and Writing score.

The MDE also offers the option of passing the PRE with a passing score in two PRE subtests and a third PRE subtest alternative score, which is a score at or above a

Statistical Error of Measurement (called -1 SEM). The -1 SEM target score may change with each test administration. An [alternative scores table](#) is published on the MTTC Web site.

- Test-takers may combine alternative pass measures until October 1, 2025. For example, a test-taker can receive basic skills examination"passed"status with:
- an ACT Mathematics score of 22, an MME Reading score of 1108, and an SAT Evidence-Based Reading and Writing score of 480.
 - an SAT Mathematics score of 530, an MME Reading score of 1108, and a PRE Writing score of 220.

An important caveat to the combination allowances:

The -1 SEM alternative pass measure is not allowed in any combination using an SAT score.

- Thus, in the combination examples above, a test-taker may not use a -1 SEM PRE allowance in place of the ACT or the PRE score. Someone could, however, earn basic skills examination"passed" status with:
- an ACT Mathematics score of22, an MME Reading score of 1108, and a Writing PRE score at or above a -1 SEM score from the [alternative score table](#).
- As of September 23, 2017,
- the PRE will no longer be offered. PRE score results from on or before September 23, 2017 will still be eligible to establish basic skills examination"passed" status without expiration.
 - the ACT may no longer be taken as a basic skills examination.
 - test-takers needing to pass the MDE basic skills examination must use the updated SAT from on or after March 5,2016.
 - alternative pass measures completed on or before September 23, 2017 may be used until October 1, 2025. Alternative pass measures include ACT, MME, and -1 SEM PRE score values.

State law requires a passing result in all 3 areas prior to student teaching. Andrews University requires a passing result prior to admission to the Teacher Preparation/Student Teaching program.

Graduation & Certification Requirements

In order to graduate with a BA or BS in the content area with a secondary major in Secondary Education, students will need to complete additional requirements for Michigan teacher certification. Students who do not fulfill the additional requirements will only receive the content area degree and major.

- CPR & First Aid Training
 Michigan Public Act 18 of 2003 requires all teaching interns to be certified in CPR (child and adult) and first aid prior to being recommended for teacher certification. The legislation stipulates that this training must be completed through the American Red Cross or American Heart Association.

- Michigan Test for Teacher Certification (MTTC) Subject Area Tests
 A passing score on the Michigan Test for Teacher Certification [subject area test](#) in major and minor is also required to earn teacher certification through Andrews University and in the state of Michigan.

Official exam results must be sent directly to Andrews University from the testing companies prior to a recommendation for certification.

The subject area tests should not be taken before your final year in the program. We recommend that you wait until you have completed most or all of your major and minor university-based coursework before attempting the subject area tests.

Secondary and K-12 candidates: Before being recommended to the state for teacher certification, you must take and pass the subject area tests in your teaching major(s) and minor(s). As a secondary Teaching major you can expect to take at least two MTTC tests while in our program.

Social Studies for Elementary Education BSELED

This degree is only open to students taking Elementary Education Certification.

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

Total Credits: 44

Degree Requirements

ECON 225 - Principles of Macroeconomics **Credits:** 3
ECON 226 - Principles of Microeconomics **Credits:** 3
FNCE 206 - Personal Finance **Credits:** 2,3
GEOG 110 - Survey of Geography **Credits:** 3
GEOG 260 - Cultural Geography **Credits:** 3
HIST 117 - Civilizations and Ideas I **Credits:** 3
HIST 118 - Civilizations and Ideas II **Credits:** 3
HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3
PLSC 104 - American Government **Credits:** 3
PLSC 237 - The Individual, State, and Marketplace **Credits:** 3
PLSC 435 - Public Policy **Credits:** 3

PLSC 225 - Comparative Politics **Credits:** 3 or
PLSC 230 - International Relations **Credits:** 3

Andrews Core Experience

Religion - 12

RELT 100 - God and Human Life **Credits:** 3
RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
An additional 3-credit class chosen in consultation with your SED advisor.

Language and Communication - 9

ENGL 115 - College Writing I **Credits:** 3
ENGL 215 - College Writing II **Credits:** 3
COMM 450 - Communication in the Classroom **Credits:** 3

History - 6

HIST 204 - American Experience I **Credits:** 3
HIST 205 - American Experience II **Credits:** 3

Fine Arts and Humanities - 5

ENGL 407 - Literature for Children **Credits:** 2,3

Choose one of the following courses:
MUHL 214 - Enjoyment of Music **Credits:** 3
PHTO 115 - Photography I **Credits:** 3
PHTO 210 - History of Photography **Credits:** 3
3 Credits of Studio Art
3 Credits of Ensemble Music

Life and Physical Sciences - 8

BIOL 110 - Principles of Biology **Credits:** 4

Choose one of the following courses:

PHYS 110 - Astronomy **Credits:** 4
PHYS 115 - Mythbusting **Credits:** 4

Social Science - 3

PLSC 104 - American Government **Credits:** 3

Fitness Education - 3

HLED 120 - Fit for Life **Credits:** 1
Plus two Fitness Education courses

Service - 4

EDTE 165 - Introduction to Teaching **Credits:** 4

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
EDTE 420 - Literacy Intervention Strategies **Credits:** 3
EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3

EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3

EDTE 480 - First Days of School Experience **Credits:** 2

EDTE 484 - Developmental Reading Methods **Credits:** 2

ENGL 407 - Literature for Children **Credits:** 2,3

GEOG 110 - Survey of Geography **Credits:** 3

MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3

MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3

Professional Elementary Education Requirements

EDTE 165 - Introduction to Teaching **Credits:** 4

EDTE 408 - Principles of Teaching and Learning **Credits:** 3

EDTE 425 - Multi-grade/Multi-age Education **Credits:** 2

EDTE 444 - Elementary Language Arts Methods **Credits:** 2

EDTE 446 - Elementary Science and Health Methods **Credits:** 3

EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3

EDTE 487 - Student Teaching Seminar **Credits:** 1

EDTE 488 - Student Teaching (Level) **Credits:** 1–15

GDPC 302 - Educational Psychology **Credits:** 3

Social Studies for Secondary Education BS

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Education and School of Health Professions. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor.

Total Credits: 56

Social Studies Emphasis

(This major contains a built-in minor in History)

BHSC 235 - Culture, Place and Interdependence **Credits:** 3

ECON 225 - Principles of Macroeconomics **Credits:** 3

ECON 226 - Principles of Microeconomics **Credits:** 3

FNCE 206 - Personal Finance **Credits:** 2,3

GEOG 110 - Survey of Geography **Credits:** 3

GEOG 260 - Cultural Geography **Credits:** 3

HIST 117 - Civilizations and Ideas I **Credits:** 3

HIST 118 - Civilizations and Ideas II **Credits:** 3

HIST 204 - American Experience I **Credits:** 3

HIST 205 - American Experience II **Credits:** 3

HIST 277 - History Colloquium **Credits:** 0

HIST 404 - Adventist Heritage **Credits:** 3

HIST 459 - Special Methods in Teaching History and Social Studies **Credits:** 3

PLSC 104 - American Government **Credits:** 3

PLSC 225 - Comparative Politics **Credits:** 3

PLSC 230 - International Relations **Credits:** 3

PLSC 237 - The Individual, State, and Marketplace **Credits:** 3

PLSC 435 - Public Policy **Credits:** 3

Note:

All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details. The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Secondary Certification General Education

Requirements—63–66

See professional program requirements and note the following **specific** requirements:

Religion—12

- RELT 100 - God and Human Life **Credits:** 3
- RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
- RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
- Plus one additional 3 credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

- ENGL 115 - College Writing I **Credits:** 3
- ENGL 215 - College Writing II **Credits:** 3
- Foreign Language (BA only)*
- Intermediate Language Credits: 4

History—6

- HIST 117 - Civilizations and Ideas I **Credits:** 3
- HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts/Humanities—3

Choose one course from:

- ARTH 220 - Language of Art **Credits:** 3
- PHTO 210 - History of Photography **Credits:** 3
- Studio Art Credits: 3
- ENGL 255 - Studies in Literature **Credits:** 3
- PHIL 224 - Introduction to Philosophy **Credits:** 3
- MUHL 214 - Enjoyment of Music **Credits:** 3
- Ensemble Music Credits: 3

Life/Physical Sciences—8

- Take one course from Life Science and one from Physical Science

Mathematics—3

- MATH 145 - Mathematics for the (Mis)Information Age **Credits:** 3 or higher-level course

Service—4

- EDTE 165 - Introduction to Teaching **Credits:** 4

Social Sciences—6

- GDPC 302 - Educational Psychology **Credits:** 3
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

Fitness Education—3

- HLED 120 plus two activity courses

Secondary Professional Education Courses

- GDPC 302 - Educational Psychology **Credits:** 3
- EDTE 165 - Introduction to Teaching **Credits:** 4
- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3
- EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
- EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
- EDTE 459 - Methods for Teaching Secondary School (Area) **Credits:** 3
- EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
- EDTE 480 - First Days of School Experience **Credits:** 2
- EDTE 487 - Student Teaching Seminar **Credits:** 1
- EDTE 488 - Student Teaching (Level) **Credits:** 1–15 *

Note:

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Undergraduate Minors

Integrated Science Minor

All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of TLC.

Required courses:

Life Science/Biology—8 credits

- BIOL 110 - Principles of Biology **Credits:** 4
- BIOL 208 - Environmental Science **Credits:** 4

Physical Science—8 credits

- CHEM 110 - Introduction to Inorganic Chemistry **Credits:** 4
- PHYS 115 - Mythbusting **Credits:** 4

Earth/Space Science—8 credits

- BIOL 170 - Rocks, Fossils, and Life **Credits:** 4
- PHYS 110 - Astronomy **Credits:** 4

Integrated Science—4 credits

- IDSC 456 - Integrated Science **Credits:** 4

Language Arts Minor

Advising for this minor is done by the Department of TLC.

Total Credits: 24

Minor: Core Requirements

- COMM 450 - Communication in the Classroom **Credits:** 3
- EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
- EDTE 420 - Literacy Intervention Strategies **Credits:** 3
- EDTE 436 - Writing K–8 **Credits:** 2
- EDTE 484 - Developmental Reading Methods **Credits:** 2
- ENGL 300 - Modern English Grammar **Credits:** 3,4
- ENGL 407 - Literature for Children **Credits:** 2,3

Choose one of the following courses:

- ENGL 273 - American Literature to 1865 **Credits:** 3
- ENGL 274 - American Literature 1865 **Credits:** 3
- ENGL 403 - 20th-century English and American Literature **Credits:** 3

Select remaining courses from the following:

- COMM 280 - Voice and Diction **Credits:** 3
- ENGL 404 - New Global Literature **Credits:** 3
- ENGL 460 - Linguistics **Credits:** 3
- SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3
- SPPA 321 - Normal Language Development **Credits:** 3
- SPPA 435 - Communication Development and Disorders for Classroom Teachers **Credits:** 3

Admission Requirements

English Language Requirements

Students whose first language is not English must provide evidence of English-language proficiency before they are accepted into any program in the Department of English. To qualify for admission, students must obtain at least a minimum composite score on one of the following exams, with component score(s) at or above those indicated:

- Paper-based TOEFL (ITP) composite score of 600 with no component score lower than 55. An additional written essay exam is required with a minimum score of 80, and an additional speaking evaluation with a score of not less than 3.

- Internet-based TOEFL (iBT) composite score of 100, with Reading and Listening component scores of at least 15, Writing component score of at least 17, and Speaking component score of at least 18.

- MELAB composite score of 84 with no component score lower than 80.

- IELTS composite score of 7, with Reading, Listening, and Speaking component scores of at least 6, and a Writing component score of at least 5.

The exam must be taken within two years prior to enrollment. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus. Students with a score on the TOEFL ITP of 575-599 (or the equivalent on any of the four other exams) may be eligible for the Language Bridge Program which allows students to take a limited number of degree program courses while completing language proficiency requirements in Intensive English Program courses. Students in the Language Bridge Program must demonstrate language proficiency within two semesters in order to continue in the degree program. Exceptions to these requirements may be granted by the Department of Communications on an individual basis.

Reading Minor

Advising for this minor is done by the Department of TLC.

Required courses:

EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
 EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
 EDTE 420 - Literacy Intervention Strategies **Credits:** 3
 EDTE 460 - Reading Practicum **Credits:** 1-4
 EDTE 484 - Developmental Reading Methods **Credits:** 2
 EDTE 485 - Advanced Methods for Elementary Classroom Literacy **Credits:** 3

Choose electives from:

COMM 280 - Voice and Diction **Credits:** 3
 EDTE 160 - College Reading Efficiency **Credits:** 2
 EDTE 164 - Speed Reading Strategies **Credits:** 2
 ENGL 407 - Literature for Children **Credits:** 2
 ENGL 408 - Literature for Young Adults **Credits:** 2,3
 ENGL 460 - Linguistics **Credits:** 3
 SPPA 321 - Normal Language Development **Credits:** 3
 SPPA 435 - Communication Development and Disorders for Classroom Teachers **Credits:** 3

The Planned Program Minor

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

(all courses must be completed)

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3
 EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
 EDTE 420 - Literacy Intervention Strategies **Credits:** 3
 EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
 EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3
 EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
 EDTE 480 - First Days of School Experience **Credits:** 2
 EDTE 484 - Developmental Reading Methods **Credits:** 2
 ENGL 407 - Literature for Children **Credits:** 2,3
 GEOG 110 - Survey of Geography **Credits:** 3 or
 MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3
 MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3

Total Credits: 20

Teacher Education Bachelors/Masters Dual Degrees

The dual degree programs are designed to give students knowledge and skills in content areas and education. The programs prepare educators who have a clear understanding of their content area and educational skills and strategies that will be implemented in their classrooms. Educators will also gain understanding of diversity, classroom management, and assessment. Graduates of the programs

are currently working in a wide variety of positions in education such as classroom teachers, administrators and consultants.

The dual degree program usually takes five years to complete, earning a Bachelors and Masters in Elementary Education or Secondary Education. Students will be required to meet the criteria of the dual degree. Students must complete all requirements for certification prior to graduation.

Dual Degree BA/BS - MAT Secondary Education

General Education/Core Experience - 58

Religion - 12

RELT 100 - God and Human Life **Credits:** 3
 RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
 3 Credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
 An additional 3 credit class chosen in consultation with your SED advisor.

Language and Communication - 9

ENGL 115 - College Writing I **Credits:** 3
 ENGL 215 - College Writing II **Credits:** 3
 COMM 450 - Communication in the Classroom **Credits:** 3

Foreign Language (BA only) Intermediate Language - 4
 (Plus 6 for elem. language)

History - 6

HIST 117 - Civilizations and Ideas I **Credits:** 3
 HIST 118 - Civilizations and Ideas II **Credits:** 3

Fine Arts - 3

Choose one of the following Courses:

Visual Arts:

ARTH 220 - Language of Art **Credits:** 3
 PHTO 210 - History of Photography **Credits:** 3
 3 Credits of Studio Art

Humanities:

ENGL 255 - Studies in Literature **Credits:** 3
 PHIL 224 - Introduction to Philosophy **Credits:** 3

Music:

MUHL 214 - Enjoyment of Music **Credits:** 3
 3 Credits of Ensemble Music, Applied Music

Natural Science - 8

Choose one from each area:

Life Science - 4

BIOL 100 - Human Biology **Credits:** 4
 BIOL 110 - Principles of Biology **Credits:** 4
 BIOL 208 - Environmental Science **Credits:** 4

FDNT 230 - Nutrition **Credits:** 3

And FDNT 240 - Nutrition Laboratory **Credits:** 1

Physical Science - 4

CHEM 100 - Consumer Chemistry **Credits:** 4
 PHYS 110 - Astronomy **Credits:** 4
 PHYS 115 - Mythbusting **Credits:** 4
 PHYS 225 - Sound and Waves **Credits:** 4

Mathematics - 3

MATH 145 - Mathematics for the (Mis)Information Age **Credits:** 3 (Requirement may be fulfilled by a higher level Math course)

Fitness Education - 3

HLED 120 - Fit for Life **Credits:** 1
 1 Credit of Fitness Education
 1 Credit of Fitness Education

Service - 4

- EDTE 165 - Introduction to Teaching **Credits:** 4
- Social Science - 6
 - GDPG 302 - Educational Psychology **Credits:** 3
 - EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

Professional Education Courses - 17

- Undergraduate Foundation Courses - 15
 - EDTE 165 - Introduction to Teaching **Credits:** 4
 - EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3
 - EDTE 408 - Principles of Teaching and Learning **Credits:** 3
 - (Apply for Admission to Teacher Prep/Student Teaching & MAT Program)
 - EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
 - 2 Credits of EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
- First Days of School Experience - 2
 - EDTE 480 - First Days of School Experience **Credits:** 2

MAT Requirements - 32+

- Educational Foundations:**
 - 3 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- Professional Education Requirements:**
 - EDTE 524 - Classroom Testing and Evaluation **Credits:** 2
 - EDTE 559 - Methods for Teaching Secondary School: (Area) **Credits:** 3
 - GDPG 514 - Psychology of Learning **Credits:** 3
 - SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3
 - 2 Credits of EDCI 565 - Improving Instruction **Credits:** 2,3
 - 1 Credit of EDCI 696 - Project Implementation **Credits:** 1–3
 - EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading **Credits:** 3
 - 2+ Credits of EDTE/EDCI/SPED Elective (500 or above)
- Student Teaching Experience:**
 - EDTE 587 - Student Teaching Seminar **Credits:** 1
 - 9+ Credits of EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

MTTC Professional Readiness Exam

Dual Degree BSELED - MAT Secondary Education

General Education/Core Experience - 52

- Religion - 12
 - RELT 100 - God and Human Life **Credits:** 3
 - RELT 225 - Doctrines of the Adventist Faith **Credits:** 3
 - 3 Credits of RELH 400 - SDA History and Prophetic Heritage **Credits:** 3,4
 - An additional 3 credit class chosen in consultation with your SED advisor.
- Language and Communication - 9
 - ENGL 115 - College Writing I **Credits:** 3
 - ENGL 215 - College Writing II **Credits:** 3
 - COMM 450 - Communication in the Classroom **Credits:** 3
- Foreign Language (BA only) Intermediate Language - 4
- History - 6
 - HIST 204 - American Experience I **Credits:** 3
 - HIST 205 - American Experience II **Credits:** 3

- Fine Arts & Humanities - 3
 - Choose one of the following Courses:**
 - 3 Credits of Studio Art
 - MUHL 214 - Enjoyment of Music **Credits:** 3
 - 3 Credits of Ensemble Music

- PHOTO 115 - Photography I **Credits:** 3
- PHOTO 210 - History of Photography **Credits:** 3

- Natural Science - 8
 - Life Science:**
 - BIOL 110 - Principles of Biology **Credits:** 4
 - Physical Science (choose one):**
 - PHYS 110 - Astronomy **Credits:** 4
 - PHYS 115 - Mythbusting **Credits:** 4

- Mathematics
- See Planned Program minor

- Service - 4
 - EDTE 165 - Introduction to Teaching **Credits:** 4

- Social Science - 3
 - PLSC 104 - American Government **Credits:** 3

- Fitness Education - 3
 - HLED 120 - Fit for Life **Credits:** 1
 - 1 Credit of Fitness Education
 - 1 Credit of Fitness Education

Professional Education Courses - 16

- Foundation Courses - 7
 - EDTE 165 - Introduction to Teaching **Credits:** 4
 - EDTE 408 - Principles of Teaching and Learning **Credits:** 3
- Elementary Methods - 5
 - EDTE 444 - Elementary Language Arts Methods **Credits:** 2
 - EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3
- Student Teaching Experience - 4
 - EDTE 425 - Multi-grade/Multi-age Education **Credits:** 2
 - EDTE 480 - First Days of School Experience **Credits:** 2

Planned Program Minor - 27

- EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3
- EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
- EDTE 420 - Literacy Intervention Strategies **Credits:** 3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3
- 2 Credits of EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
- EDTE 484 - Developmental Reading Methods **Credits:** 2
- 2 Credits of ENGL 407 - Literature for Children **Credits:** 2,3
- MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3
- MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3
- GEOG 110 - Survey of Geography **Credits:** 3

MAT - 32+

- Educational Foundations:**
 - 3 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- Professional Education Requirements:**
 - EDTE 524 - Classroom Testing and Evaluation **Credits:** 2
 - EDTE 546 - Elementary Science and Health Methods **Credits:** 3
 - GDPG 514 - Psychology of Learning **Credits:** 3
 - SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3
 - 2 Credits of EDCI 565 - Improving Instruction **Credits:** 2,3
 - 1 Credit of EDCI 696 - Project Implementation **Credits:** 1–3
 - EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading **Credits:** 3
 - 2+ Credits of EDTE/EDCI/SPED Elective (500 or above)
- Student Teaching Experience:**
 - EDTE 587 - Student Teaching Seminar **Credits:** 1
 - 9+ Credits of EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

Majors and Minors

Majors and Minors for Elementary Education Certification

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *).

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Click to view the Majors and Minors for Elementary Education Certification

Majors and Minors for Secondary Education Certification

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & Sciences, School of Architecture & Interior Design, and School of Education. Students must have a subject major and a subject minor, which Andrews University has approved with the State of Michigan for certification purposes, in addition to their Professional Education courses. In order for Andrews University to recommend a student for certification the Michigan Test for Teacher Certification (MTTC) subject area exams must be passed in both the major and minor, and have current certification in First Aid & CPR.

Descriptions of the Integrated Science and Social Studies majors are listed in the School of Education. All other approved majors and minors are described under their respective departments in other sections of this bulletin.

Click to view the Majors and Minors for Secondary Education Certification

Admission Requirements

Admission Requirements: Elementary Education

Have an approved major or two minor, plus your Planned Program minor.
GPA of 3.0 in all areas.

Successfully complete or meet the requirements for one of the following:

MTTC PRE - passed all three areas
ACT

Reading -22
English + Writing - 22
Mathematics - 22

SAT Scores if taken after March 5, 2016

Evidence Based Reading & Writing - 480
Mathematics - 530

Apply for admission to the Teacher Preparation/Student Teaching Program and apply for your MAT during EDTE408.

No grades of a C- or lower in your major, minor, Planned Program or Professional Education courses.

Take the Subject Area section(s) of the MTTC during the last semester of undergraduate classes. (3rd year.)

Continue working on established course plan.

Students should apply for graduation with your BSELED and complete your "Advancement to Candidacy" (MAT) applications at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Apply for teaching certificate during Student Teaching Seminar.

MAT Program Procedures - Same Academic Standards apply to this Program as to a regular graduate program - See the Graduate Programs section of the School of Education bulletin for specific requirements.

Admission Requirements: Secondary Education

Have an approved major and minor.
GPA of 3.0 in all areas.

Successfully complete or meet the requirements for one of the following:

MTTC PRE - passed all three areas
ACT

Mathematics - 22
English + Writing - 22
Reading -22

SAT Scores if taken after March 5, 2016

Evidence Based Reading & Writing - 480

Mathematics - 530

Apply for admission to the Teacher Preparation/Student Teaching Program and apply for your MAT during EDTE408.

No grades of a C- or lower in your major, minor or Professional Education courses.

Take the Subject Area section(s) of the MTTC during the last semester of undergraduate classes. (3rd year)

Continue working on established course plan.

Students should apply for graduation with your BA/BS and complete your "Advancement to Candidacy" (MAT) applications at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Take the senior exit exam - (undergraduate requirement)

First Aid & CPR

Apply for teaching certificate during Student Teaching Seminar.

MAT Program Procedures - Same Academic Standards apply to this Program as to a regular graduate program - See the Graduate Programs section of the School of Education bulletin for specific requirements.

Graduation Requirements

MAT Requirements

An undergraduate major and/or a minor(s) in teaching area(s).

MAT students are required to meet the same requirements for a content major/minor as undergraduate students. All requirements the MAT must be met by graduation.

MAT Program Procedures

Apply for admission to the MAT program by junior year.

Develop a course plan in collaboration with advisor

Maintain a 3.0 GPA

Take the SAT exam prior to acceptance into the Teacher Training/Student Teaching program by the end of EDTE 408.

Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*

Continue course work

Take the Subject Area section(s) of the MTTC

Complete course work, including EDTE 588 & EDCI 696.

Apply for teaching certificate.

Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Masters

Curriculum and Instruction MA

Program Description

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as schools, colleges, universities, and corporations. Curriculum & Instruction (C&I) degrees at Andrews University are offered in traditional classrooms, completely online, or in a combination of the two. However, you must select one program and apply for admission to it. The programs are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and university presidents. [Note: Persons seeking master's level initial teacher certification for K–12 schools should pursue the MAT degree for elementary or secondary education.

Specialized study in the form of concentrations is offered in several areas. Students in all graduate C&I programs may choose to include a concentration to help reach their personal goals for advanced study. The chart below lists currently approved concentrations for MA, EdS, EdD, and PhD degrees

in Curriculum & Instruction. Please note that all concentrations are available on-campus and several of the concentrations also are available online. If you are interested in one of the online concentrations, please check the chart below carefully to be sure that concentration is currently available online. While graduate 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.

Two Program Delivery Options – You Choose Which Meets Your Needs

We offer both a synchronous, online degree pathway and a traditional, face-to-face (f2f) residential path to degree completion. Some students combine the two options, taking some courses f2f and others online. The Higher Learning Commission (HLC) and NCATE have accredited both program delivery options. We have a rolling admissions policy and it is possible to begin your program during any semester. Courses are offered year-round in three semesters: Fall, Spring, and Summer. Courses offered during the Summer Semester may be subdivided into shorter more intensive sessions of 2, 3, 4, or 8 weeks.

Traditional Face-to-Face, Residential Program

We have students from all over the United States and the world who come to southwestern Michigan to complete their graduate degrees in a classroom setting. The residential program is appropriate for international students who want a degree from a United States university, but whose national governments do not recognize online degrees. Some countries such as Brazil, for example, require their citizens to complete degrees on a residential campus. Additionally, international students living in the United States are limited in the number of online courses they can take each semester.

Synchronous, Interactive Online Program.

For those learners pursuing their degree online, we offer every EDCI class and many others online. From your program orientation to presentation of your capstone project and portfolio, you will be immersed in a richly interactive online environment. The interactive online C&I program allows 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. Our interactive online program is offered through synchronous online or blended learning courses. All online courses are delivered via the Internet. Online learners interact with their peers in the traditional classroom during synchronous class sessions. This allows the ongoing construction of a learning community and supports learners as they advance their understanding and develop expertise in their selected area. Please note: Not all concentrations are available via online delivery. Online doctoral students are required to travel to the Berrien Springs campus for their dissertation defense.

Potential students interested in one of our online degree programs should first check with the School of Distance Education's Compliance Officer to see if Andrews University is approved to deliver online education in your state or area. As this list changes from time to time, it is important to check when you are first considering Andrews University as an option for your graduate work and then check again before you submit your application. Some states allow delivery of online courses but not completion of practicums, internships, and field placements. These regulations are important to review with your advisor when a degree candidate is working on their project class – EDCI 696, 799, or 899

Master of Arts

The Master of Arts (M.A.) degree is designed for individuals seeking to further develop and deepen their skills as educators, as well as for those future leaders in education who plan to go on to do further work and research in education. The M.A. is the starting point for those who may wish to later pursue an Educational Specialist (EdS) degree, a Doctor of Education (EdD) degree, or a Doctor of Philosophy (PhD) degree. This program requires 32 semester hours of post-Bachelor's work, preparation of a Master's Portfolio, a project or thesis, and a written comprehensive examination. Students who are choosing one of the four special Master's concentrations must focus their project or thesis on a topic in the concentration area.

Program Delivery

This program is offered on campus and as a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions). The online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are encouraged to come to campus for graduation.

Admission Requirements

Admission decisions are based on the 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. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application

materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Concentrations

Concentration	Masters	Specialist	EdD	PhD	Availability	
					On-campus	Online
Curriculum Theory		x	x	x	Yes	Yes
Evaluation and Research				x	Yes	Yes
General Emphasis	x	x	x	x	Yes	Yes
Higher Education Teaching			x	x	Yes	Yes
International Education	x	x	x	x	Yes	Yes
K-12 Curriculum Specialist	x	x	x		Yes	No
Multi-grade Teacher-Leader	x				Yes	Yes
Social Justice	x	x	x	x	Yes	No
Teacher Education				x	Yes	Yes

Curriculum and Instruction MA Degree Requirements

Prerequisites:
Prerequisites
Nine (9) semester credits of education courses, including an undergraduate (or graduate equivalent) in educational psychology. GDPS 514 Psychology of Learning (3 credits) will be required for those who do not meet the above prerequisite. Persons who seek admission to the MA without the prerequisites may be required to include additional courses, such as EDTE 408 Principles of Teaching and Learning, in their course plan. These prerequisites add to the total number of credits needed to complete the degree

MA Curriculum and Instruction - General Emphasis

Available On-campus or Online

- MA Core: 19 credits
- EDCI 525 - Master's Orientation Seminar **Credits:** 0,1
 - EDCI 545 - Assessment of Learning: **Credits:** 3
 - EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
 - EDCI 565 - Improving Instruction **Credits:** 2,3
 - EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3

 - EDCI 650 - Curriculum Design: _____ **Credits:** 3
 - EDCI 684 - International Perspectives on Curriculum **Credits:** 3
 - EDCI 695 - Master's Portfolio **Credits:** 0,1

MA Electives: 5+ credits
Elective courses chosen by advisement.

MA Foundations: 2+
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

MA Research: 4+ credits

EDRM 505 - Research Methods **Credits:** 3

One of the following:

EDCI 696 - Project Implementation **Credits:** 1–3

EDCI 699 - Thesis **Credits:** 1–3

Total MA degree Credits: 32

MA International Education Concentration

Available On-campus

MA Core: 7 credits

EDCI 525 - Master's Orientation Seminar **Credits:** 0,1

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3

EDCI 695 - Master's Portfolio **Credits:** 0,1

MA International Education Concentration: 19+ credits

EDCI 545 - Assessment of Learning: **Credits:** 3

EDCI 565 - Improving Instruction **Credits:** 2,3

EDCI 650 - Curriculum Design: _____ **Credits:** 3

EDCI 684 - International Perspectives on Curriculum **Credits:** 3

***One of the following:**

EDCI 696 - Project Implementation **Credits:** 1–3

EDCI 699 - Thesis **Credits:** 1–3

Electives chosen by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2

CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2

CIDS 538 - Needs Assessment, Project Design and Evaluation **Credits:** 3

CIDS 550 - Education for Sustainable Development **Credits:** 3

CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3

COMM 536 - Issues in Intercultural Communication **Credits:** 2,3

EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3

SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3

SOCI 515 - Racial and Ethnic Relations **Credits:** 3

MA Foundations: 2+ credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

MA Research: 3 credits

EDRM 505 - Research Methods **Credits:** 3

Total MA Degree Credits: 32

*Project or thesis must focus on a topic in the concentration area.

MA K-12 Curriculum Specialist Concentration

Available on-campus or Online

MA Core: 7 credits

EDCI 525 - Master's Orientation Seminar **Credits:** 0,1

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

EDCI 684 - International Perspectives on Curriculum **Credits:** 3

EDCI 695 - Master's Portfolio **Credits:** 0,1

MA K-12 Curriculum Specialist Concentration: 19+ credits

EDAL 570 - Principles of Educational Supervision **Credits:** 2,3

Choose one from EDAL664 or EDAL665:

EDAL 664 - Elementary School Leadership **Credits:** 2,3

EDAL 665 - Secondary School Leadership **Credits:** 2,3

EDCI 545 - Assessment of Learning: **Credits:** 3

EDCI 565 - Improving Instruction **Credits:** 2,3

EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3

EDCI 650 - Curriculum Design: _____ **Credits:** 3

***One of the following:**

EDCI 696 - Project Implementation **Credits:** 1–3

EDCI 699 - Thesis **Credits:** 1–3

Elective chosen by advisement from such courses as:

COMM 590 - Graduate Seminar in _____ **Credits:** 2,3

EDAL 560 - K–12 Law **Credits:** 3

EDCI 607 - Curriculum: _____ **Credits:** 1–3

EDCI 617 - Instruction: _____ **Credits:** 3

EDCI 665 - Advanced Instructional Models: _____ **Credits:** 1-3

MA Foundations: 2+ credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

MA Research: 3 credits

EDRM 505 - Research Methods **Credits:** 3

Total MA Degree Credits: 32

*Project or thesis must focus on a topic in the concentration area.

MA Multi-grade Teacher-Leader Concentration

Available On-campus or Online

MA Core: 10 credits

EDCI 525 - Master's Orientation Seminar **Credits:** 0,1

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3

EDCI 684 - International Perspectives on Curriculum **Credits:** 3

EDCI 695 - Master's Portfolio **Credits:** 0,1

MA Multi-grade Teacher-Leader Concentration : 16+ credits

EDAL 664 - Elementary School Leadership **Credits:** 2,3

EDAL 570 - Principles of Educational Supervision **Credits:** 2,3

EDCI 545 - Assessment of Learning: **Credits:** 3 (Multi-grade)

EDCI 565 - Improving Instruction **Credits:** 2,3 (Multi-grade)

EDCI 650 - Curriculum Design: _____ **Credits:** 3 (Multi-grade)

***Choose one from EDCI696 or EDCI699:**

EDCI 696 - Project Implementation **Credits:** 1–3

EDCI 699 - Thesis **Credits:** 1–3

Electives chosen by advisement from such courses as:

COMM 590 - Graduate Seminar in _____ **Credits:** 2,3

EDAL 560 - K–12 Law **Credits:** 3

EDCI 607 - Curriculum: _____ **Credits:** 1–3

EDCI 617 - Instruction: _____ **Credits:** 3 (Differentiation and/or Multigrade)

EDCI 680 - Field Work: _____ **Credits:** 1–3

EDCI 690 - Independent Study: _____ **Credits:** 1-3

SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

GDPG 540 - Behavioral and Emotional Problems of Children **Credits:** 3

MA Foundations: 2-3 credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

MA Research: 3 credits

EDRM 505 - Research Methods **Credits:** 3

Total MA Degree Credits: 32

MA Social Justice Concentration

Available On-campus

MA Core: 7 credits

EDCI 525 - Master's Orientation Seminar **Credits:** 0,1

EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3

EDCI 684 - International Perspectives on Curriculum **Credits:** 3

EDCI 695 - Master's Portfolio **Credits:** 0,1

MA Social Justice Concentration: 19+ credits

EDCI 545 - Assessment of Learning: **Credits:** 3 (Ensuring Equity)

EDCI 547 - Foundations of Curriculum Studies **Credits:** 3

EDCI 565 - Improving Instruction **Credits:** 2,3

EDCI 650 - Curriculum Design: _____ **Credits:** 3 (Designing Justice)

***One of the following:**

EDCI 696 - Project Implementation **Credits:** 1–3

EDCI 699 - Thesis **Credits:** 1–3

Electives chosen by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2

CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2

CIDS 550 - Education for Sustainable Development **Credits:** 3

CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
 COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
 COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 (Communication in the Classroom)
 SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
 SOCI 515 - Racial and Ethnic Relations **Credits:** 3

MA Foundations: 2-3 credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

MA Research: 3 credits

EDRM 505 - Research Methods **Credits:** 3

Total MA Degree Credits: 32

*Project or thesis must focus on a topic in this concentration area

Elementary Education MAT

Professional Education Courses - Elementary Education Core:

* Content major or two minor required - see Majors and Minors for Elementary Education Certification chart.

Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken. If a student has taken the undergraduate-level course, he/she does not need to repeat the graduate-level course (the undergraduate course meets the requirement for certification but does not count towards a master's degree) Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDTE 408 - Principles of Teaching and Learning **Credits:** 3
 EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
 EDTE 444 - Elementary Language Arts Methods **Credits:** 2
 EDTE 446 - Elementary Science and Health Methods **Credits:** 3
 EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3
 EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3
 EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
 EDTE 487 - Student Teaching Seminar **Credits:** 1
 EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10
 EDTE 630 - Seminar: Philosophical and Social Foundations of Education **Credits:** 2
 GDPC 514 - Psychology of Learning **Credits:** 3
 GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
 EDTE 508 - Principles of Teaching and Learning **Credits:** 3

MAT Foundations: 2+ credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

MAT Research: 1 credit

EDCI 696 - Project Implementation **Credits:** 1-3

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

The Planned Program Minor — 20

The planned program minor consists of a group of courses related to teaching in the elementary school and is required by the State of Michigan. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program minor must be at least 20.

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners **Credits:** 3

 EDTE 418 - Methods for Teaching Beginning Reading **Credits:** 3
 EDTE 420 - Literacy Intervention Strategies **Credits:** 3
 EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
 EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3

EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
 EDTE 480 - First Days of School Experience **Credits:** 2
 EDTE 484 - Developmental Reading Methods **Credits:** 2
 ENGL 407 - Literature for Children **Credits:** 2,3
 GEOG 110 - Survey of Geography **Credits:** 3
 MATH 221 - Mathematics for Elementary Teachers I **Credits:** 3
 MATH 222 - Mathematics for Elementary Teachers II **Credits:** 3

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.

Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

An elementary education emphasis

A secondary education emphasis

A specific content area emphasis - (permission of the TLC department required)

MAT Prerequisites

An undergraduate degree with a major and/or a minor(s) in teaching area(s).

MAT students are required to meet the same requirements for a content major/minor as

undergraduate students. If these requirements have not been met,

they will need to be

completed as soon as possible. Graduate level education courses may be taken

concurrently; however any undergraduate requirements will need to be met before student

teaching can be done.

MAT Program Procedures

Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.

Apply for admission to the Andrews University School of Education

Request evaluation of transcripts by the Certification Registrar

Develop a course plan in collaboration with advisor

Take initial classes during the first semester

Maintain a 3.0 GPA

Take the Professional Readiness Examination (PRE) section of the MTTC during first semester

Students transferring in a major and/or minor must pass the relevant MTTC

Subject Exams during their first semester of enrollment

Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*

Continue course work

Take the Subject Area section(s) of the MTTC

Complete course work, including EDTE 588 & EDCI 696.

Apply for teaching certificate.

Students should apply for Advancement to Candidacy at the time they begin

First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

***On the graduate level GDPC 525 replaces EDTE 228.

Individualized MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations - 3 Credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Professional Education Core - 9-12 Credits

GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3

3 credits of instructional methods by advisement

EDCI 696 - Project Implementation **Credits:** 1-3

EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3

Specialization and Electives — 17-20

Content Area Specialization

Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.

Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

An elementary education emphasis

A secondary education emphasis

A specific content area emphasis - (permission of the TLC department required)

MAT Prerequisites

An undergraduate degree with a major and/or a minor(s) in teaching area(s).

MAT students are required to meet the same requirements for a content major/minor as

undergraduate students. If these requirements have not been met, they will need to be

completed as soon as possible. Graduate level education courses may be taken

concurrently; however any undergraduate requirements will need to

be met before student

teaching can be done.

MAT Program Procedures

Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.

Apply for admission to the Andrews University School of Education

Request evaluation of transcripts by the Certification Registrar

Develop a course plan in collaboration with advisor

Take initial classes during the first semester

Maintain a 3.0 GPA

Take the Professional Readiness Examination (PRE) section of the MTTC during first semester

Students transferring in a major and/or minor must pass the relevant MTTC

Subject Exams during their first semester of enrollment

Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*

Continue course work

Take the Subject Area section(s) of the MTTC

Complete course work, including EDTE 588 & EDCI 696.

Apply for teaching certificate.

Students should apply for Advancement to Candidacy at the time they begin

First Days of School Experience or the summer prior to Student

Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

***On the graduate level GDPC 525 replaces EDTE 228.

Secondary Education MAT

Total Credits: 32**

* Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree.

Required Courses

Educational Foundations - 3 Credits

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Professional Education Core - 9-12 Credits

GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3

3 credits of instructional methods by advisement

EDCI 696 - Project Implementation **Credits:** 1-3

EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3

Secondary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan secondary certification:

Professional education courses,

a content major, and

minor in a qualifying area of instruction.

Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification

Professional Education Courses

Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- EDTE 508 - Principles of Teaching and Learning **Credits:** 3
- EDTE 517 - Teaching Reading in the Secondary Content Areas **Credits:** 3
- EDTE 524 - Classroom Testing and Evaluation **Credits:** 2
- EDTE 559 - Methods for Teaching Secondary School: (Area) **Credits:** 3
- EDTE 576 - Methods for Integrating Instructional Technology **Credits:** 2,3
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education **Credits:** 2
- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3

First Days of School Experience

- EDTE 580 - First Days of School Experience **Credits:** 2

Student Teaching*

- EDTE 587 - Student Teaching Seminar **Credits:** 1
- EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

*For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level

Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.

Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis - (permission of the TLC department required)

MAT Prerequisites

An undergraduate degree with a major and/or a minor(s) in teaching area(s).

MAT students are required to meet the same requirements for a content major/minor as undergraduate students. If these requirements have not been met, they will need to be completed as soon as possible. Graduate level education courses may be taken concurrently; however any undergraduate requirements will need to be met before student teaching can be done.

MAT Program Procedures

Graduate Record Examination (GRE) general exam scores. Note: MAT students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.

- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor

Take initial classes during the first semester

Maintain a 3.0 GPA

Take the Professional Readiness Examination (PRE) section of the MTTC during first semester

Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment

Apply for admission to the teacher preparation program and student teaching candidacy during EDTE 408 (see here)*

Continue course work

Take the Subject Area section(s) of the MTTC

Complete course work, including EDTE 588 & EDCI 696.

Apply for teaching certificate.

Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor.

Notes:

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

**A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

***On the graduate level GDPC 525 replaces EDTE 228.

Special Education, Adventist Specialty Endorsement

Special Education (Adventist Specialty Endorsement)

This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education and/or inclusive education (special needs in the regular classroom). Program courses may include fieldwork. At the completion of these 12 credit hours the candidate will receive a Special Education Specialty certificate from Andrews University.

Total Credits: 12

- SPED 618 - Legal and Ethical Issues in Schools **Credits:** 3
- SPED 645 - Reading and Writing Assessment & Intervention **Credits:** 3
- SPED 630 - Education of Students with Math Disabilities **Credits:** 3
- SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3

Note:

Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist specialty endorsement in special education.

Special Education, Learning Disabilities K-12 Endorsement MS

Special Education (Learning Disabilities K-12 Endorsement) Completion of required course work leads to a Michigan State Teaching Endorsement in Special Education in the area of Learning Disabilities and a Master of Science in Special Education. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program.

The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement.

Completion of the portfolio requirements and a "pass" grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

This program is also available online. Teachers from outside of the state of Michigan are not eligible for a Michigan State Teaching Endorsement in Special Education, and will need to check with their own state requirements.

MS Degree Requirements

Prerequisites

Must have Teacher Certification or be accepted into the MAT program.

General Requirements-14

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2**
EDRM 505 - Research Methods **Credits: 3**
GDPC 514 - Psychology of Learning **Credits: 3**
GDPC 644 - Psychological Testing **Credits: 3**

Core-19

GDPC 540 - Behavioral and Emotional Problems of Children **Credits: 3**
SPED 525 - Psychology and Education of Exceptional Children **Credits: 3**
SPED 588 - Graduate Student Teaching: K-5 **Credits: 2**
SPED 588 - Graduate Student Teaching: 6-12 **Credits: 2**
SPED 618 - Legal and Ethical Issues in Schools **Credits: 3**
SPED 651 - Behavioral and Educational Assessment **Credits: 3**
SPED 672 - Psychoeducational Consultation **Credits: 3**

Specialty-11

SPED 554 - Supervisory Skills of Special Education Support Staff **Credits: 1**
SPED 610 - Instructional Design for Special Education **Credits: 3**
SPED 630 - Education of Students with Math Disabilities **Credits: 3**
SPED 645 - Reading and Writing Assessment & Intervention **Credits: 3**
GDPC 649 - Crisis Intervention **Credits: 1**

Total MS Degree Credits: 44

Program Outcomes

Special Education - Student Learning Outcomes

SLO 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

SLO 2: Learning Environments

Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

SLO 3: Curricular Content Knowledge

Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

SLO 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

SLO 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

SLO 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

SLO 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

Special Education, Research Emphasis (Certification Eligible)

Program Description

The research emphasis with certification, which includes a thesis, is commonly required for international students, or those who want to pursue a doctoral degree and certification. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program. The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a "pass" grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

MS Degree Requirements - Certification Eligible

Prerequisites

Must have current Teacher Certification or be accepted into the Masters of Arts in Teaching program.

General Requirements-11

2 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
GDPC 514 - Psychology of Learning **Credits: 3**
GDPC 644 - Psychological Testing **Credits: 3**

Core-15

GDPC 540 - Behavioral and Emotional Problems of Children **Credits: 3**
SPED 525 - Psychology and Education of Exceptional Children **Credits: 3**
GDPC 618 - Legal and Ethical Issues in Schools **Credits: 3**
SPED 651 - Behavioral and Educational Assessment **Credits: 3**
SPED 672 - Psychoeducational Consultation **Credits: 3**

Specialty-24

SPED 554 - Supervisory Skills of Special Education Support Staff **Credits: 1**
4 Credits of SPED 588 - Graduate Student Teaching: **Credits: 2** (2 credits grades 6-12 and 2 credits K-5)
SPED 610 - Instructional Design for Special Education **Credits: 3**
SPED 630 - Education of Students with Math Disabilities **Credits: 3**
SPED 645 - Reading and Writing Assessment & Intervention **Credits: 3**
GDPC 649 - Crisis Intervention **Credits: 1**
EDRM 505 - Research Methods **Credits: 3**
EDRM 611 - Applied Statistical Methods I **Credits: 3**
3 Credits of GDPC 699 - Thesis **Credits: 1-3**

Total MS Degree Credits: 50

Program Outcomes

Special Education - Student Learning Outcomes

SLO 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

SLO 2: Learning Environments

Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

SLO 3: Curricular Content Knowledge

Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

SLO 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

SLO 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

SLO 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

SLO 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

Special Education, Research Emphasis (Without Certification)

Program Description

The research emphasis, which includes a thesis, is commonly required for international students, or those who want to pursue a doctoral degree. Completion of required coursework leads to a Master of Science in Education with an emphasis on research within the special education field. Completion of the portfolio requirements and a "pass" grade on the thesis and comprehensive exam is required. All students seeking this degree will be expected to meet the requirements at the time of graduation.

MS Degree Requirements (No Certification)

General Requirements-11

- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3

Core-12

- GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
- SPED 525 - Psychology and Education of Exceptional Children **Credits:** 3
- SPED 651 - Behavioral and Educational Assessment **Credits:** 3
- SPED 672 - Psychoeducational Consultation **Credits:** 3

Speciality-20

- SPED 554 - Supervisory Skills of Special Education Support Staff **Credits:** 1
- SPED 610 - Instructional Design for Special Education **Credits:** 3
- SPED 630 - Education of Students with Math Disabilities **Credits:** 3
- SPED 645 - Reading and Writing Assessment & Intervention **Credits:** 3
- GDPC 649 - Crisis Intervention **Credits:** 1
- EDRM 505 - Research Methods **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- GDPC 699 - Thesis **Credits:** 1–3

Total MS Degree Credits: 43

Program Outcomes

Special Education - Student Learning Outcomes

SLO 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals.

SLO 2: Learning Environments

Beginning special education professionals create safe, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.

SLO 3: Curricular Content Knowledge

Beginning special education professionals use their knowledge of the general and specialized curricula to personalize learning for individuals with exceptionalities.

SLO 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

SLO 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of instructional strategies to advance learning of individuals with exceptionalities in general and specialized curricula.

SLO 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the profession's ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.

SLO 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

Post-Masters

Curriculum and Instruction EdD

Doctor of Education (EdD)

As the more professionally-oriented degree, the Doctor of Education (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. Dissertation research for the EdD is typically practitioner-focused and addresses a topic of practical concern within the concentration area. The program requires 61 post-MA semester credits.

Program Delivery

The Doctor of Education in Curriculum and Instruction is offered in a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions) and a face-to-face on-campus program. Online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are required to come to campus for defense of their dissertations. Online students are encouraged to come to campus for graduation

EdD General Emphasis

Available On-campus or Online

EdD Prerequisites: 5-6 credits

Master's Degree in an appropriate area

- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDRM 505 - Research Methods **Credits:** 3

EdD Core: 23 credits

- EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
- EDCI 706 - Teaching in Higher Education **Credits:** 3
- EDCI 745 - Effective Assessment of Learning **Credits:** 3
- EDCI 747 - Survey of Curriculum Theory **Credits:** 3
- EDCI 750 - Course Design: _____ **Credits:** 3
- EDCI 820 - Educational Improvement & Change **Credits:** 3
- EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
- EDCI 889 - Doctoral Seminar **Credits:** 1–3
- EDCI 893 - Theorizing Curriculum **Credits:** 3
- EDCI 895 - Doctoral Portfolio **Credits:** 0,1

EdD Elective(s): 3+ credits

Elective courses chosen by advisement.

EdD Foundations: 3+ credits

Select two of the following:

- EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
- EDFN 610 - History and Philosophy of Education **Credits:** 3
- EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
- EDFN 689 - Seminar in Foundations: **Credits:** 2,3
- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 614 - Human Development **Credits:** 3
- GDPC 625 - Biopsychology **Credits:** 3
- GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

EdD Research: 9+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**
EDRM 611 - Applied Statistical Methods I **Credits: 3**
EDRM 712 - Applied Statistical Methods II **Credits: 3**

EdD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits: 1**

EDRM 880 - Dissertation Proposal Development **Credits: 2**

Or LEAD 880 - Dissertation Proposal Development **Credits: 2**

EDCI 899 - Doctoral Dissertation **Credits: 1–14**

*After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

Total EdD Degree Credits: 61

EdD Curriculum Theory Concentration

Available On-campus or Online

EdD Prerequisites: 5-6 credits

Master's Degree in an appropriate area

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

EDRM 505 - Research Methods **Credits: 3**

EdD Core: 10 credits

EDCI 725 - Doctoral Orientation Seminar **Credits: 0,1**

EDCI 745 - Effective Assessment of Learning **Credits: 3**

EDCI 750 - Course Design: _____ **Credits: 3**

EDCI 820 - Educational Improvement & Change **Credits: 3**

EDCI 895 - Doctoral Portfolio **Credits: 0,1**

EdD Curriculum Theory Concentration: 21+ credits

EDCI 686 - Curriculum Past and Present **Credits: 3**

EDCI 706 - Teaching in Higher Education **Credits: 3**

EDCI 747 - Survey of Curriculum Theory **Credits: 3**

EDCI 884 - Internationalizing Curriculum Studies **Credits: 3**

EDCI 893 - Theorizing Curriculum **Credits: 3**

EDCI 889 - Doctoral Seminar **Credits: 1–3**

EDFN 610 - History and Philosophy of Education **Credits: 3**

EDFN 689 - Seminar in Foundations: **Credits: 2,3**

Electives chosen by advisement from such courses as:

EDCI 605 - Design & Development of Online Courses **Credits: 3**

EDCI 678 - Curriculum Studies Tour: _____ **Credits: 0–3**

EDCI 756 - Advanced Studies: _____ **Credits: 1–3**

EdD Foundations: 0 credits

Foundations requirement are included in the concentration.

EdD Research: 9+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

EDRM 611 - Applied Statistical Methods I **Credits: 3**

EDRM 712 - Applied Statistical Methods II **Credits: 3**

EdD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits: 1**

EDRM 880 - Dissertation Proposal Development **Credits: 2**

Or

LEAD 880 - Dissertation Proposal Development **Credits: 2**

EDCI 899 - Doctoral Dissertation **Credits: 1–14**

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

Total EdD Degree Credits: 61

EdD Higher Education Teaching Concentration

Available On-Campus or Online

EdD Prerequisites: 5-6 credits

Master's Degree or higher in a field typically taught in colleges or universities

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

EDRM 505 - Research Methods **Credits: 3**

EdD Core: 13 credits

EDCI 725 - Doctoral Orientation Seminar **Credits: 0,1**

EDCI 747 - Survey of Curriculum Theory **Credits: 3**

EDCI 820 - Educational Improvement & Change **Credits: 3**

EDCI 884 - Internationalizing Curriculum Studies **Credits: 3**

EDCI 893 - Theorizing Curriculum **Credits: 3**

EDCI 895 - Doctoral Portfolio **Credits: 0,1**

EdD Higher Education Teaching Concentration: 16+ credits

EDCI 745 - Effective Assessment of Learning **Credits: 3**

EDCI 605 - Design & Development of Online Courses **Credits: 3**

EDCI 706 - Teaching in Higher Education **Credits: 3**

EDCI 750 - Course Design: _____ **Credits: 3**

EDCI 889 - Doctoral Seminar **Credits: 1–3**

Electives chosen by advisement from such courses as:

EDAL 640 - Higher Education Law **Credits: 3**

EDAL 667 - Leadership in Higher Education **Credits: 2,3**

EDCI 665 - Advanced Instructional Models: _____ **Credits: 1-3**

EDCI 886 - Internship: _____ **Credits: 1–8** Higher Education

EDRM 636 - Program Evaluation **Credits: 3**

LEAD 678 - Global Education Study Tour **Credits: 6**

EdD Foundations: 4+ credits

Select two of the following:

EDFN 688 - Integration of Faith and Learning **Credits: 1,2**

GDPC 514 - Psychology of Learning **Credits: 3**

GDPC 614 - Human Development **Credits: 3**

GDPC 626 - Cognitive and Affective Bases of Behavior **Credits: 3**

EdD Research: 9+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

EDRM 611 - Applied Statistical Methods I **Credits: 3**

EDRM 712 - Applied Statistical Methods II **Credits: 3**

EdD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits: 1**

EDRM 880 - Dissertation Proposal Development **Credits: 2**

Or LEAD 880 - Dissertation Proposal Development **Credits: 2**

EDCI 899 - Doctoral Dissertation **Credits: 1–14**

Total EdD Degree Credits: 61

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

EdD International Education Concentration

Available On-Campus

EdD Prerequisites: 5-6 credits

Master's Degree in an appropriate area

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

EDRM 505 - Research Methods **Credits: 3**

EdD Core: 13 credits

EDCI 725 - Doctoral Orientation Seminar **Credits: 0,1**

EDCI 745 - Effective Assessment of Learning **Credits: 3**

EDCI 747 - Survey of Curriculum Theory **Credits: 3**

EDCI 750 - Course Design: _____ **Credits: 3**

EDCI 820 - Educational Improvement & Change **Credits: 3**

EDCI 895 - Doctoral Portfolio **Credits: 0,1**

EdD International Education Concentration: 16+ credits

EDCI 706 - Teaching in Higher Education **Credits: 3**

EDCI 884 - Internationalizing Curriculum Studies **Credits: 3**

EDCI 893 - Theorizing Curriculum **Credits: 3**

EDCI 889 - Doctoral Seminar **Credits: 1–3**

Electives chosen by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology **Credits: 2**

CIDS 515 - Organization and Human Resources **Credits: 3**

- CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
- CIDS 550 - Education for Sustainable Development **Credits:** 3
- CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
- COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
- EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3
- GDPC 725 - Cross-Cultural Ethics and Research **Credits:** 3
- GDPC 730 - International Psychology **Credits:** 3
- LEAD 678 - Global Education Study Tour **Credits:** 6
- SOCI 510 - Gender Roles in Contemporary Society **Credits:** 3
- SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
- SOCI 515 - Racial and Ethnic Relations **Credits:** 3

Edd Foundations: 3+ credits

- Select two of the following:*
- EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
 - EDFN 610 - History and Philosophy of Education **Credits:** 3
 - EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
 - EDFN 689 - Seminar in Foundations: **Credits:** 2,3
 - GDPC 514 - Psychology of Learning **Credits:** 3
 - GDPC 614 - Human Development **Credits:** 3
 - GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

Edd Research: 9 credits

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3

Edd Dissertation: 17 credits

- EDRM 710 - Seminar in Research Methodology **Credits:** 1
- EDRM 880 - Dissertation Proposal Development **Credits:** 2
- Or** LEAD 880 - Dissertation Proposal Development **Credits:** 2
- EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total Edd Degree Credits: 61

**Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.*

Edd K-12 Curriculum Specialist Concentration

Available On-campus or Online

Edd Prerequisites: 5-6 credits

- Master's Degree in an appropriate area*
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 - EDRM 505 - Research Methods **Credits:** 3

Edd Core: 10 credits

- EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
- EDCI 747 - Survey of Curriculum Theory **Credits:** 3
- EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
- EDCI 893 - Theorizing Curriculum **Credits:** 3
- EDCI 895 - Doctoral Portfolio **Credits:** 0,1

Edd K-12 Curriculum Specialist Concentration: 20+ credits

- EDAL 570 - Principles of Educational Supervision **Credits:** 2,3
- Select one of the following:*
- EDAL 664 - Elementary School Leadership **Credits:** 2,3
- EDAL 665 - Secondary School Leadership **Credits:** 2,3

- EDCI 565 - Improving Instruction **Credits:** 2,3 K-12
- EDCI 745 - Effective Assessment of Learning **Credits:** 3
- EDCI 650 - Curriculum Design: _____ **Credits:** 3 K-12
- EDCI 686 - Curriculum Past and Present **Credits:** 3
- EDCI 820 - Educational Improvement & Change **Credits:** 3
- EDCI 889 - Doctoral Seminar **Credits:** 1–3

- Electives chosen by advisement form such courses as:*
- COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 Communication in the Classroom
- EDAL 560 - K–12 Law **Credits:** 3
- EDCI 706 - Teaching in Higher Education **Credits:** 3
- EDCI 665 - Advanced Instructional Models: _____ **Credits:** 1-3

EDRM 636 - Program Evaluation **Credits:** 3

Edd Foundations: 3+ credits

- GDPC 514 - Psychology of Learning **Credits:** 3
- Select one of the following:*
- EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
- EDFN 610 - History and Philosophy of Education **Credits:** 3
- EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
- EDFN 689 - Seminar in Foundations: **Credits:** 2,3
- GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

Edd Research: 9+ credits

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3

Edd Dissertation: 17 credits

- EDRM 710 - Seminar in Research Methodology **Credits:** 1
- EDRM 880 - Dissertation Proposal Development **Credits:** 2
- Or** LEAD 880 - Dissertation Proposal Development **Credits:** 2
- EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total Edd Degree Credits: 61+

**Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.*

Edd Social Justice Concentration

Available On-campus

Edd Prerequisites: 5+ credits

- Master's Degree in an appropriate area*
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 - EDRM 505 - Research Methods **Credits:** 3

Edd Core: 10 credits

- EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
- EDCI 747 - Survey of Curriculum Theory **Credits:** 3
- EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
- EDCI 895 - Doctoral Portfolio **Credits:** 0,1
- EDCI 893 - Theorizing Curriculum **Credits:** 3

Edd Social Justice Concentration: 17+ credits

- EDCI 745 - Effective Assessment of Learning **Credits:** 3
- EDCI 747 - Survey of Curriculum Theory **Credits:** 3
- EDCI 750 - Course Design: _____ **Credits:** 3
- EDCI 889 - Doctoral Seminar **Credits:** 1–3
- EDCI 893 - Theorizing Curriculum **Credits:** 3
- GDPC 640 - Multicultural Issues for Counselors and Psychologists **Credits:** 3

- Electives by advisement from such courses as:*
- ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
- CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
- CIDS 538 - Needs Assessment, Project Design and Evaluation **Credits:** 3
- CIDS 550 - Education for Sustainable Development **Credits:** 3
- CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
- COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
- COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 Communication in the Classroom
- EDCI 565 - Improving Instruction **Credits:** 2,3 Teaching for Social Justice
- SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
- SOCI 515 - Racial and Ethnic Relations **Credits:** 3

Edd Foundations: 3+ credits

- Select two of the following:*
- EDFN 610 - History and Philosophy of Education **Credits:** 3
- EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
- EDFN 689 - Seminar in Foundations: **Credits:** 2,3

Edd Research: 9+ credits

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3

EdD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology Credits: 1

EDRM 880 - Dissertation Proposal Development Credits: 2

Or LEAD 880 - Dissertation Proposal Development Credits: 2

EDCI 899 - Doctoral Dissertation Credits: 1–14

Total EdD Degree Credits: 61

**Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.*

Curriculum and Instruction EdS

Educational Specialist

The Educational Specialist (EdS) degree is designed for individuals seeking advanced positions in K-12 schools and other learning organizations. The EdS is a field-focused degree that equips educators as expert practitioners to lead the field by developing curricula, supervising instruction, and leading out in instructional improvement and educational change. This program requires a research-based empirical project (EDCI 799) and requires 32 semester hours post-MA. Students may choose to complete the EdS en route to a doctoral degree.

Program Description

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as schools, colleges, universities, and corporations. Curriculum & Instruction (C&I) degrees at Andrews University are offered in traditional classrooms, completely online, or in a combination of the two. However, you must select one program and apply for admission to it. The programs are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and university presidents. [Note: Persons seeking master's level initial teacher certification for K–12 schools should pursue the MAT degree for elementary or secondary education.

Specialized study in the form of concentrations is offered in several areas. Students in all graduate C&I programs may choose to include a concentration to help reach their personal goals for advanced study. The chart below lists currently approved concentrations for MA, EdS, EdD, and PhD degrees in Curriculum & Instruction. Please note that all concentrations are available on-campus and several of the concentrations also are available online. If you are interested in one of the online concentrations, please check the chart below carefully to be sure that concentration is currently available online. While graduate 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.

Two Program Delivery Options – You Choose Which Meets Your Needs

We offer both a synchronous, online degree pathway and a traditional, face-to-face (f2f) residential path to degree completion. Some students combine the two options, taking some courses f2f and others online. The Higher Learning Commission (HLC) and NCATE have accredited both program delivery options. We have a rolling admissions policy and it is possible to begin your program during any semester. Courses are offered year-round in three semesters: Fall, Spring, and Summer. Courses offered during the Summer Semester may be subdivided into shorter more intensive sessions of 2, 3, 4, or 8 weeks.

Traditional Face-to-Face, Residential Program

We have students from all over the United States and the world who come to southwestern Michigan to complete their graduate degrees in a classroom setting. The residential program is appropriate for international students who want a degree from a United States university, but whose national governments do not recognize online degrees. Some countries such as Brazil, for example, require their citizens to complete degrees on a residential campus. Additionally, international students living in the United States are limited in the number of online courses they can take each semester.

Synchronous, Interactive Online Program.

For those learners pursuing their degree online, we offer every EDCI class and many others online. From your program orientation to presentation of your capstone project and portfolio, you will be immersed in a richly interactive online environment. The interactive online C&I program allows 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. Our interactive online program is offered through synchronous online or blended learning courses. All online courses are delivered via the Internet. Online learners interact with their peers in the traditional classroom during synchronous class sessions. This allows the ongoing construction of a learning community and supports learners as they advance their understanding and develop expertise in their selected area. Please note: Not all concentrations are available via online delivery. Online doctoral students are required to travel to the Berrien Springs campus for their dissertation defense.

Potential students interested in one of our online degree programs should first check with the School of Distance Education's Compliance Officer to see if Andrews University is approved to deliver online education in your state or area. As this list changes from time to time, it is important to check when you are first considering Andrews University as an option for your graduate work and then check again before you submit your application. Some states allow delivery of online courses but not completion of practicums, internships, and field placements. These regulations are important to review with your advisor when a degree candidate is working on their project class – EDCI 696, 799, or 899

Master of Arts

The Master of Arts (M.A.) degree is designed for individuals seeking to further develop and deepen their skills as educators, as well as for those future leaders in education who plan to go on to do further work and research in education. The M.A. is the starting point for those who may wish to later pursue an Educational Specialist (EdS) degree, a Doctor of Education (EdD) degree, or a Doctor of Philosophy (PhD) degree. This program requires 32 semester hours of post-Bachelor's work, preparation of a Master's Portfolio, a project or thesis, and a written comprehensive examination. Students who are choosing one of the four special Master's concentrations must focus their project or thesis on a topic in the concentration area.

Program Delivery

This program is offered on campus and as a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions). The online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are encouraged to come to campus for graduation.

Admission Requirements

Admission decisions are based on the 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. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Concentrations

Concentration	Masters Specialist EdD PhD	Availability On-campus Online
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Curriculum Theory	x	x	x	Yes	Yes
Evaluation and Research			x	Yes	Yes
General Emphasis	x	x	x	x	Yes
Higher Education Teaching			x	x	Yes
International Education	x	x	x	x	Yes
K-12 Curriculum Specialist	x	x	x		Yes
Multi-grade Teacher-Leader	x				Yes
Social Justice	x	x	x	x	Yes
Teacher Education			x	Yes	Yes

EdS General Concentration

Available on-campus or Online

EdS Prerequisites: 5-6 credits

Master's Degree in an appropriate area
 EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 EDRM 505 - Research Methods **Credits:** 3

EdS Core: 19 credits

EDCI 565 - Improving Instruction **Credits:** 2,3
 EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
 EDCI 745 - Effective Assessment of Learning **Credits:** 3
 EDCI 747 - Survey of Curriculum Theory **Credits:** 3
 EDCI 750 - Course Design: _____ **Credits:** 3
 EDCI 820 - Educational Improvement & Change **Credits:** 3
 EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
 EDCI 795 - Specialist Portfolio **Credits:** 0,1

EdS Electives: 5+ credits

Elective courses chosen by advisement

EdS Foundations: 1+ credits

Select one of the following:
 EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
 EDFN 610 - History and Philosophy of Education **Credits:** 3
 EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
 EDFN 689 - Seminar in Foundations: **Credits:** 2,3
 GDPC 514 - Psychology of Learning **Credits:** 3
 GDPC 614 - Human Development **Credits:** 3
 GDPC 625 - Biopsychology **Credits:** 3
 GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

EdS Research: 5+ credits

EDRM 611 - Applied Statistical Methods I **Credits:** 3
 EDCI 799 - Advanced Project: _____ **Credits:** 1-6

Total EdS degree Credits: 32

EdS Curriculum Theory Concentration

Available On-campus or Online

EdS Prerequisites: 5-6 credits

Master's Degree in appropriate area
 EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 EDRM 505 - Research Methods **Credits:** 3

EdS Core: 14+ credits

EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
 EDCI 565 - Improving Instruction **Credits:** 2,3
 EDCI 745 - Effective Assessment of Learning **Credits:** 3
 EDCI 750 - Course Design: _____ **Credits:** 3
 EDCI 820 - Educational Improvement & Change **Credits:** 3
 EDCI 795 - Specialist Portfolio **Credits:** 0,1

EdS Curriculum Theory Concentration: 12+ credits

EDCI 686 - Curriculum Past and Present **Credits:** 3
 EDCI 747 - Survey of Curriculum Theory **Credits:** 3
 EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
 EDFN 610 - History and Philosophy of Education **Credits:** 3
 EDFN 689 - Seminar in Foundations: **Credits:** 2,3

Electives chosen by advisement from such courses as:

EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3

EDCI 893 - Theorizing Curriculum **Credits:** 3

EdS Foundations: 0 credits

Foundations requirement is included in the concentration

EdS Research: 5+ credits

EDRM 611 - Applied Statistical Methods I **Credits:** 3
 EDCI 799 - Advanced Project: _____ **Credits:** 1-6
**Project must focus on a topic in the concentration area.*

Total EdS Degree Credits: 32

EdS International Education Concentration

Available On-Campus

EdS Prerequisites: 5-6 credits

Master's Degree in an appropriate area
 EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 EDRM 505 - Research Methods **Credits:** 3

EdS Core: 7 credits

EDCI 620 - Facilitating Change in Learning Organizations **Credits:** 3
 EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
 EDCI 747 - Survey of Curriculum Theory **Credits:** 3
 EDCI 795 - Specialist Portfolio **Credits:** 0,1

EdS International Education Concentration: 14+ credits

EDCI 565 - Improving Instruction **Credits:** 2,3
 EDCI 745 - Effective Assessment of Learning **Credits:** 3
 EDCI 650 - Curriculum Design: _____ **Credits:** 3
 EDCI 750 - Course Design: _____ **Credits:** 3
 EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3

Electives chosen by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
 CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
 CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
 CIDS 550 - Education for Sustainable Development **Credits:** 3
 CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
 COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
 EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3
 EDCI 893 - Theorizing Curriculum **Credits:** 3
 GDPC 725 - Cross-Cultural Ethics and Research **Credits:** 3
 GDPC 730 - International Psychology **Credits:** 3
 SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
 SOCI 515 - Racial and Ethnic Relations **Credits:** 3

EdS Foundations: 1+ credits

Select one of the following:

EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
 EDFN 610 - History and Philosophy of Education **Credits:** 3
 EDFN 689 - Seminar in Foundations: **Credits:** 2,3
 GDPC 514 - Psychology of Learning **Credits:** 3
 GDPC 614 - Human Development **Credits:** 3
 GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

EdS Research: 5+ credits

EDRM 611 - Applied Statistical Methods I **Credits:** 3
 EDCI 799 - Advanced Project: _____ **Credits:** 1-6
**Project must focus on a topic in the concentration ara.*

Total EdS Degree Credits; 32

EdS K-12 Curriculum Specialist Concentration

Available On-campus or Online

EdS Prerequisites: 5-6 credits

Master's Degree in an appropriate area.
 EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 EDRM 505 - Research Methods **Credits:** 3

EdS Core: 7 credits

EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
 EDCI 745 - Effective Assessment of Learning **Credits:** 3
 EDCI 747 - Survey of Curriculum Theory **Credits:** 3

EdS K-12 Curriculum Specialist Concentration: 15+ credits

EDAL 570 - Principles of Educational Supervision **Credits:** 2,3
 EDCI 565 - Improving Instruction **Credits:** 2,3
 EDCI 650 - Curriculum Design: _____ **Credits:** 3
 EDCI 686 - Curriculum Past and Present **Credits:** 3
 EDCI 820 - Educational Improvement & Change **Credits:** 3

Electives chosen by advisement from such courses as:

COMM 590 - Graduate Seminar in _____ **Credits:** 2,3
 EDAL 560 - K-12 Law **Credits:** 3
 EDAL 664 - Elementary School Leadership **Credits:** 2,3
 EDAL 665 - Secondary School Leadership **Credits:** 2,3
 EDCI 665 - Advanced Instructional Models: _____ **Credits:** 1-3
 EDRM 636 - Program Evaluation **Credits:** 3

EdS Foundations: 1+ credits**Select one of the following:**

EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
 EDFN 610 - History and Philosophy of Education **Credits:** 3
 EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
 GDPC 514 - Psychology of Learning **Credits:** 3

EdS Research: 5+ credits

EDRM 611 - Applied Statistical Methods I **Credits:** 3
 EDCI 799 - Advanced Project: _____ **Credits:** 1-6
**Project must focus on a topic in the concentration area.*

Total EdS Degree Credits: 32

EdS Social Justice Concentration

Available On-campus

EdS Prerequisites: 5+ credits**Master's Degree in an appropriate area**

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
 EDRM 505 - Research Methods **Credits:** 3

EdS Core: 7 credits

EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
 EDCI 747 - Survey of Curriculum Theory **Credits:** 3
 EDCI 795 - Specialist Portfolio **Credits:** 0,1
 EDCI 893 - Theorizing Curriculum **Credits:** 3

EdS Social Justice Concentration: 15+ credits

EDCI 565 - Improving Instruction **Credits:** 2,3 (Teaching for Social Justice)
 EDCI 745 - Effective Assessment of Learning **Credits:** 3 (Ensuring Equity)
 EDCI 750 - Course Design: _____ **Credits:** 3 (Designing Justice)
 GDPC 640 - Multicultural Issues for Counselors and Psychologists **Credits:** 3

Electives chosen by advisement from such courses as:

ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
 CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
 CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
 CIDS 538 - Needs Assessment, Project Design and Evaluation **Credits:** 3
 CIDS 550 - Education for Sustainable Development **Credits:** 3
 CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
 COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 the Classroom
 COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
 SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
 SOCI 515 - Racial and Ethnic Relations **Credits:** 3

EdS Foundations: 1+ credits**Select one of the following:**

EDFN 610 - History and Philosophy of Education **Credits:** 3
 EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
 EDFN 689 - Seminar in Foundations: **Credits:** 2,3
 GDPC 514 - Psychology of Learning **Credits:** 3
 GDPC 614 - Human Development **Credits:** 3

EdS Research: 5+ credits

EDRM 611 - Applied Statistical Methods I **Credits:** 3
 EDCI 799 - Advanced Project: _____ **Credits:** 1-6
**Project must focus on a topic in the concentration area.*

Curriculum and Instruction PhD

Program Description

Mission

As companions in learning, faculty and students are committed to global Christian service through excellence in teaching, learning, and research.

Program Description

The Curriculum & Instruction program is concerned with creating superior learning environments within learning organizations such as schools, colleges, universities, and corporations. Curriculum & Instruction (C&I) degrees at Andrews University are offered in traditional classrooms, completely online, or in a combination of the two. However, you must select one program and apply for admission to it. The programs are interdisciplinary, involving a broad spectrum of content areas and educational levels. Graduates of the Andrews University Curriculum & Instruction program serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and university presidents. [Note: Persons seeking master's level initial teacher certification for K-12 schools should pursue the MAT degree for elementary or secondary education.

Specialized study in the form of concentrations is offered in several areas. Students in all graduate C&I programs may choose to include a concentration to help reach their personal goals for advanced study. The chart below lists currently approved concentrations for MA, EdS, EdD, and PhD degrees in Curriculum & Instruction. Please note that all concentrations are available on-campus and several of the concentrations also are available online. If you are interested in one of the online concentrations, please check the chart below carefully to be sure that concentration is currently available online. While graduate 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.

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Traditional Face-to-Face, Residential Program

We have students from all over the United States and the world who come to southwestern Michigan to complete their graduate degrees in a classroom setting. The residential program is appropriate for international students who want a degree from a United States university, but whose national governments do not recognize online degrees. Some countries such as Brazil, for example, require their citizens to complete degrees on a residential campus. Additionally, international students living in the United States are limited in the number of online courses they can take each semester.

Synchronous, Interactive Online Program.

For those learners pursuing their degree online, we offer every EDCI class and many others online. From your program orientation to presentation of your capstone project and portfolio, you will be immersed in a richly interactive online environment. The interactive online C&I program allows 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. Our interactive online program is offered through synchronous online or blended learning courses. All online courses are delivered via the Internet. Online learners interact with their peers in the traditional classroom during synchronous class sessions. This allows the ongoing construction of a learning community and supports learners as they advance their understanding and develop expertise in their selected area. Please note: Not all concentrations are available via online delivery. Online doctoral students are required to travel to the Berrien Springs campus for their dissertation defense.

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regulations are important to review with your advisor when a degree candidate is working on their project class – EDCI 696, 799, or 899

Master of Arts

The Master of Arts (M.A.) degree is designed for individuals seeking to further develop and deepen their skills as educators, as well as for those future leaders in education who plan to go on to do further work and research in education. The M.A. is the starting point for those who may wish to later pursue an Educational Specialist (EdS) degree, a Doctor of Education (EdD) degree, or a Doctor of Philosophy (PhD) degree. This program requires 32 semester hours of post-Bachelor’s work, preparation of a Master’s Portfolio, a project or thesis, and a written comprehensive examination. Students who are choosing one of the four special Master’s concentrations must focus their project or thesis on a topic in the concentration area.

Program Delivery

This program is offered on campus and as a synchronous, interactive online program (see School of Distance Education and International Partnerships definitions). The online courses are not self-paced, but have regular semester start and end dates. Participants interact with each other, their traditional classroom peers, and the instructor throughout all courses. Online students are encouraged to come to campus for graduation.

Concentrations

Concentration		Masters	Specialist	EdD	PhD	Availability	
						On-campus	Online
Curriculum Theory		x		x	x	Yes	Yes
Evaluation and Research					x	Yes	Yes
General Emphasis	x	x		x	x	Yes	Yes
Higher Education Teaching				x	x	Yes	Yes
International Education	x	x		x	x	Yes	Yes
K-12 Curriculum Specialist	x	x		x		Yes	No
Multi-grade Teacher-Leader	x					Yes	Yes
Social Justice	x	x		x	x	Yes	No
Teacher Education					x	Yes	Yes

Admission Requirements

Admission decisions are based on the 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. The C&I Program accepts applications on a rolling basis, with students being able to begin their course of study during any semester. In addition to application materials required of all graduate school applicants, the following items are of particular importance:

- Indicate whether you are applying for the on-campus or the online interactive program
- A 500-word statement of purpose explaining how your professional goals fit with the mission of the Curriculum and Instruction program. Identify the concentration you plan to complete.
- Recommendation forms and letters from professionals. Do not submit recommendations from relatives or current students.
- A completed Professional Experience form.
- A current resumé or curriculum vita (CV).
- Official transcripts from all schools where undergraduate or graduate courses were taken.
- Graduate Record Examination (GRE) general exam scores.
- Documentation of English proficiency (see University Graduate Programs General Admission Requirements for details).

Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Doctor of Philosophy (PhD)

As the research-oriented degree, the PhD is designed for individuals who wish to be educational leaders. Our learners are transformed through in-dept exploration of the field and original, theoretical, and conceptual research. Individuals taking this degree typically enter higher educaiton, government, and/or advanced positions in K-12 education. Program requirements for this degree include an additional research course. The program requires 61 post-MA semester credits.

PhD General Emphasis

Available On-campus or Online

Master’s Degree in an appropriate area.

- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDRM 505 - Research Methods **Credits:** 3

PhD Prerequisites: 5-6 credits

Master’s Degree in an appropriate area

- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDRM 505 - Research Methods **Credits:** 3

PhD Core: 23 credits

- EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
- EDCI 706 - Teaching in Higher Education **Credits:** 3
- EDCI 745 - Effective Assessment of Learning **Credits:** 3
- EDCI 747 - Survey of Curriculum Theory **Credits:** 3
- EDCI 750 - Course Design: _____ **Credits:** 3
- EDCI 820 - Educational Improvement & Change **Credits:** 3
- EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
- EDCI 889 - Doctoral Seminar **Credits:** 1–3
- EDCI 893 - Theorizing Curriculum **Credits:** 3
- EDCI 895 - Doctoral Portfolio **Credits:** 0,1

PhD Electives: 0+ credits

Electives chosen by advisement, if desired

PhD Foundations: 3+ credits

Select two of the following:

- EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
- EDFN 610 - History and Philosophy of Education **Credits:** 3
- EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
- EDFN 689 - Seminar in Foundations: **Credits:** 2,3
- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 614 - Human Development **Credits:** 3
- GDPC 625 - Biopsychology **Credits:** 3
- GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

PhD Research: 12+ credits

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3

Select one of the following:

- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3
- EDCI 885 - Applied Research: _____ **Credits:** 1–8

PhD Dissertation: 17 credits

- EDRM 710 - Seminar in Research Methodology **Credits:** 1

- EDRM 880 - Dissertation Proposal Development **Credits:** 2
- OR**
- LEAD 880 - Dissertation Proposal Development **Credits:** 2

- EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total PhD Degree Credits: 61+

*After registering for EDRM880/LEAD880, canidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Curriculum Theory Concentration

Available On-campus or Online

PhD Prerequisites: 5-6 credits

Master’s Degree in an appropriate area

- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDRM 505 - Research Methods **Credits:** 3

PhD Core: 10 credits

- EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
- EDCI 745 - Effective Assessment of Learning **Credits:** 3
- EDCI 750 - Course Design: _____ **Credits:** 3
- EDCI 820 - Educational Improvement & Change **Credits:** 3
- EDCI 895 - Doctoral Portfolio **Credits:** 0,1

PhD Curriculum Theory Concentration: 21 credits

EDCI 686 - Curriculum Past and Present **Credits:** 3
EDCI 706 - Teaching in Higher Education **Credits:** 3
EDCI 747 - Survey of Curriculum Theory **Credits:** 3
EDCI 893 - Theorizing Curriculum **Credits:** 3
EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
EDCI 889 - Doctoral Seminar **Credits:** 1–3
EDFN 610 - History and Philosophy of Education **Credits:** 3
EDFN 689 - Seminar in Foundations: **Credits:** 2,3

Electives chosen by advisement from such courses as:

EDCI 605 - Design & Development of Online Courses **Credits:** 3
EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3
EDCI 756 - Advanced Studies: _____ **Credits:** 1-3 (Theorist's Name)

PhD Foundations: 0 credits

Foundations requirements are included in the concentration.

PhD Research: 12+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 712 - Applied Statistical Methods II **Credits:** 3

Select one of the following:

EDRM 636 - Program Evaluation **Credits:** 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
EDRM 713 - Applied Statistical Methods III **Credits:** 3
EDCI 885 - Applied Research: _____ **Credits:** 1–8

PHD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 880 - Dissertation Proposal Development **Credits:** 2

OR

LEAD 880 - Dissertation Proposal Development **Credits:** 2

EDCI 885 - Applied Research: _____ **Credits:** 1–8

Total PhD Degree Credits: 61+

*Dissertation must focus on a topic in the concentration area. After registering for EDM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Evaluation and Research Concentration

Available On-campus or Online

PhD Prerequisites: 5+ credits

Master's Degree in an appropriate area

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
EDRM 505 - Research Methods **Credits:** 3

PhD Core: 13 credits

EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
EDCI 747 - Survey of Curriculum Theory **Credits:** 3
EDCI 750 - Course Design: _____ **Credits:** 3
EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
EDCI 893 - Theorizing Curriculum **Credits:** 3
EDCI 895 - Doctoral Portfolio **Credits:** 0,1

PhD Evaluation and Research Concentration: 27+ credits

EDCI 745 - Effective Assessment of Learning **Credits:** 3
EDCI 706 - Teaching in Higher Education **Credits:** 3
EDCI 756 - Advanced Studies: _____ **Credits:** 1-3 (Evaluation) *
EDCI 820 - Educational Improvement & Change **Credits:** 3
EDCI 889 - Doctoral Seminar **Credits:** 1–3
EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 636 - Program Evaluation **Credits:** 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 712 - Applied Statistical Methods II **Credits:** 3

Electives chosen by advisement from such courses as:

EDCI 885 - Applied Research: _____ **Credits:** 1–8
EDRM 713 - Applied Statistical Methods III **Credits:** 3

*Two credits are required for the evaluation and research concentration however this course may be repeatable for additional elective credits.

PhD Foundations: 3+ credits

Select two of the following:

EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
EDFN 610 - History and Philosophy of Education **Credits:** 3
EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
EDFN 689 - Seminar in Foundations: **Credits:** 2,3
GDPC 514 - Psychology of Learning **Credits:** 3
GDPC 614 - Human Development **Credits:** 3
GDPC 625 - Biopsychology **Credits:** 3
GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

PhD Research: 0 credits

Research requirements are included in the Concentration

PhD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 880 - Dissertation Proposal Development **Credits:** 2

OR

LEAD 880 - Dissertation Proposal Development **Credits:** 2

EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total PhD Degree Credits: 61+

*Dissertation must focus on a topic in the concentration area. After registering for EDM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Higher Education Teaching Concentration

Available On-campus or Online

PhD Prerequisites: 5-6 credits

Master's Degree or higher in a field typically taught in college or universities

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
EDRM 505 - Research Methods **Credits:** 3

PhD Core: 13 credits

EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
EDCI 747 - Survey of Curriculum Theory **Credits:** 3
EDCI 820 - Educational Improvement & Change **Credits:** 3
EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
EDCI 893 - Theorizing Curriculum **Credits:** 3
EDCI 895 - Doctoral Portfolio **Credits:** 0,1

PhD Higher Education Teaching Concentration: 15+ credits

EDCI 745 - Effective Assessment of Learning **Credits:** 3
EDCI 605 - Design & Development of Online Courses **Credits:** 3
EDCI 706 - Teaching in Higher Education **Credits:** 3
EDCI 750 - Course Design: _____ **Credits:** 3
EDCI 889 - Doctoral Seminar **Credits:** 1–3

Electives chosen by advisement from such courses as:

EDAL 640 - Higher Education Law **Credits:** 3
EDAL 667 - Leadership in Higher Education **Credits:** 2,3
EDCI 665 - Advanced Instructional Models: _____ **Credits:** 1-3
EDCI 886 - Internship: _____ **Credits:** 1–8
EDRM 636 - Program Evaluation **Credits:** 3
LEAD 678 - Global Education Study Tour **Credits:** 6

PhD Foundations: 4-6 credits

Select two of the following:

EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
GDPC 514 - Psychology of Learning **Credits:** 3
GDPC 614 - Human Development **Credits:** 3
GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

PhD Research: 12+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 712 - Applied Statistical Methods II **Credits:** 3

Select one of the following:

EDRM 636 - Program Evaluation **Credits:** 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
EDRM 713 - Applied Statistical Methods III **Credits:** 3
EDCI 885 - Applied Research: _____ **Credits:** 1–8

PhD Dissertation: 17 credits
EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 880 - Dissertation Proposal Development **Credits:** 2
OR
LEAD 880 - Dissertation Proposal Development **Credits:** 2

EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total PhD Degree Credits: 61+
*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, anidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD International Education Concentration

Available on-campus

PhD Prerequisites: 5-6 credits
Master's Degree in the appropriate area
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
EDRM 505 - Research Methods **Credits:** 3

PhD Core: 13 credits
EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
EDCI 745 - Effective Assessment of Learning **Credits:** 3
EDCI 747 - Survey of Curriculum Theory **Credits:** 3
EDCI 750 - Course Design: _____ **Credits:** 3
EDCI 820 - Educational Improvement & Change **Credits:** 3
EDCI 895 - Doctoral Portfolio **Credits:** 0,1

PhD International Education Concentration: 16+ credits
EDCI 706 - Teaching in Higher Education **Credits:** 3
EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
EDCI 893 - Theorizing Curriculum **Credits:** 3
EDCI 889 - Doctoral Seminar **Credits:** 1–3

Electives chosen by advisement from such courses as:
ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
CIDS 515 - Organization and Human Resources **Credits:** 3
CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
CIDS 550 - Education for Sustainable Development **Credits:** 3
CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
COMM 535 - Crisis Communications **Credits:** 2
EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3
GDPC 725 - Cross-Cultural Ethics and Research **Credits:** 3
GDPC 730 - International Psychology **Credits:** 3
LEAD 678 - Global Education Study Tour **Credits:** 6
SOCI 510 - Gender Roles in Contemporary Society **Credits:** 3
SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
SOCI 515 - Racial and Ethnic Relations **Credits:** 3

PhD Foundations: 3+ credits
Select two of the following:
EDFN 517 - History of Seventh-day Adventist Education **Credits:** 2
EDFN 610 - History and Philosophy of Education **Credits:** 3
EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
EDFN 689 - Seminar in Foundations: **Credits:** 2,3
GDPC 514 - Psychology of Learning **Credits:** 3
GDPC 614 - Human Development **Credits:** 3
GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

PhD Research: 12+ credits
EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 712 - Applied Statistical Methods II **Credits:** 3

Select one of the following:
EDRM 636 - Program Evaluation **Credits:** 3

EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
EDRM 713 - Applied Statistical Methods III **Credits:** 3
EDCI 885 - Applied Research: _____ **Credits:** 1–8

PhD Dissertation: 17 credits
EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 880 - Dissertation Proposal Development **Credits:** 2
OR
LEAD 880 - Dissertation Proposal Development **Credits:** 2

EDCI 899 - Doctoral Dissertation **Credits:** 1–14

Total PhD Degree Credits: 61+
*Dissertation must focus on a topic in the conentration area. After registering for EDRM880/LEAD880, canidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Social Justice Concentration

Available On-campus

PhD Prerequisites: 5+ credits
Master's Degree in an appropriate area
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
EDRM 505 - Research Methods **Credits:** 3

PhD Core: 10 credits
EDCI 725 - Doctoral Orientation Seminar **Credits:** 0,1
EDCI 706 - Teaching in Higher Education **Credits:** 3
EDCI 820 - Educational Improvement & Change **Credits:** 3
EDCI 884 - Internationalizing Curriculum Studies **Credits:** 3
EDCI 895 - Doctoral Portfolio **Credits:** 0,1

PhD Social Justice Concentration: 17+ credits
EDCI 745 - Effective Assessment of Learning **Credits:** 3
EDCI 747 - Survey of Curriculum Theory **Credits:** 3
EDCI 750 - Course Design: _____ **Credits:** 3
EDCI 889 - Doctoral Seminar **Credits:** 1–3
EDCI 893 - Theorizing Curriculum **Credits:** 3
GDPC 640 - Multicultural Issues for Counselors and Psychologists **Credits:** 3

Electives by advisement from such courses as:
ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2
CIDS 524 - Humanitarian Studies: Theory and Practice **Credits:** 3
CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
CIDS 538 - Needs Assessment, Project Design and Evaluation **Credits:** 3
CIDS 550 - Education for Sustainable Development **Credits:** 3
CIDS 585 - Gender, Economic Development, and Poverty Reduction **Credits:** 3
COMM 536 - Issues in Intercultural Communication **Credits:** 2,3
COMM 590 - Graduate Seminar in _____ **Credits:** 2,3 Communication in the Classroom
EDCI 565 - Improving Instruction **Credits:** 2,3 Teaching for Social Justice
EDCI 678 - Curriculum Studies Tour: _____ **Credits:** 0–3
SOCI 514 - Migrant & Refugee Issues **Credits:** 2,3
SOCI 515 - Racial and Ethnic Relations **Credits:** 3

PhD Foundations: 3+ credits
Select two of the following:
EDFN 610 - History and Philosophy of Education **Credits:** 3
EDFN 688 - Integration of Faith and Learning **Credits:** 1,2
EDFN 689 - Seminar in Foundations: **Credits:** 2,3

PhD Research: 12+ credits
EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 712 - Applied Statistical Methods II **Credits:** 3

Select one of the following:
EDRM 636 - Program Evaluation **Credits:** 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
EDRM 713 - Applied Statistical Methods III **Credits:** 3
EDCI 885 - Applied Research: _____ **Credits:** 1–8

PhD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits: 1**

EDRM 880 - Dissertation Proposal Development **Credits: 2**

OR

LEAD 880 - Dissertation Proposal Development **Credits: 2**

EDCI 899 - Doctoral Dissertation **Credits: 1–14**

Total PhD Degree Credits: 61+

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

PhD Teacher Education Concentration

PhD Prerequisites: 5-6 credits

Master's Degree in an appropriate area

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

EDRM 505 - Research Methods **Credits: 3**

PhD Core: 13 credits

EDCI 725 - Doctoral Orientation Seminar **Credits: 0,1**

EDCI 884 - Internationalizing Curriculum Studies **Credits: 3**

EDCI 747 - Survey of Curriculum Theory **Credits: 3**

EDCI 820 - Educational Improvement & Change **Credits: 3**

EDCI 893 - Theorizing Curriculum **Credits: 3**

EDCI 895 - Doctoral Portfolio **Credits: 0,1**

PhD Teacher Education Concentration: 16+ credits

EDCI 745 - Effective Assessment of Learning **Credits: 3**

EDCI 565 - Improving Instruction **Credits: 2,3** Teacher Education

EDCI 706 - Teaching in Higher Education **Credits: 3**

EDCI 750 - Course Design: _____ **Credits: 3**

EDCI 686 - Curriculum Past and Present **Credits: 3**

EDCI 889 - Doctoral Seminar **Credits: 1–3**

Electives chosen by advisement from such courses as:

EDCI 605 - Design & Development of Online Courses **Credits: 3**

EDCI 645 - Advanced Diagnosis & Educational Therapy in Reading **Credits: 3**

EDCI 665 - Advanced Instructional Models: _____ **Credits: 1-3**

EDRM 636 - Program Evaluation **Credits: 3**

PhD Foundations: 3-6 credits

Select two of the following:

EDFN 517 - History of Seventh-day Adventist Education **Credits: 2**

EDFN 610 - History and Philosophy of Education **Credits: 3**

EDFN 688 - Integration of Faith and Learning **Credits: 1,2**

EDFN 689 - Seminar in Foundations: **Credits: 2,3**

GDPC 514 - Psychology of Learning **Credits: 3**

GDPC 626 - Cognitive and Affective Bases of Behavior **Credits: 3**

PhD Research: 12+ credits

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

EDRM 611 - Applied Statistical Methods I **Credits: 3**

EDRM 712 - Applied Statistical Methods II **Credits: 3**

Select one of the following:

EDRM 636 - Program Evaluation **Credits: 3**

EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits: 3**

EDRM 713 - Applied Statistical Methods III **Credits: 3**

EDCI 885 - Applied Research: _____ **Credits: 1–8**

PhD Dissertation: 17 credits

EDRM 710 - Seminar in Research Methodology **Credits: 1**

EDRM 880 - Dissertation Proposal Development **Credits: 2**

OR

LEAD 880 - Dissertation Proposal Development **Credits: 2**

EDCI 899 - Doctoral Dissertation **Credits: 1–14**

Total PHD Degree Credits: 61+

*Dissertation must focus on a topic in the concentration area. After registering for EDRM880/LEAD880, candidates must register for at least one (1) dissertation credit each semester until they successfully defend their dissertation.

Certificates

College and University Teaching Certificate

The certificate will provide professional development for college teachers who have no specific training in the craft of teaching. It will also provide students in graduate programs the opportunity to be trained in teaching at the university level if they desire to seek a position as a faculty member in institutions of higher education.

A student taking one course per semester will take two years to complete the program.

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses via Zoom video conferencing technology.

Total Credits - 12

Certificate: Core - 9

EDCI 750 - Course Design: _____ **Credits: 3**

Choose one of the following Courses:

EDCI 545 - Assessment of Learning: **Credits: 3**

EDCI 745 - Effective Assessment of Learning **Credits: 3**

Choose one of the following Courses:

EDCI 606 - Teaching in Higher Education **Credits: 3**

EDCI 706 - Teaching in Higher Education **Credits: 3**

Certificate: Electives - 3

Electives (3 credits) chosen by advising from courses such as:

COMM 536 Issues in Intercultural Communication

EDAL 640 Higher Education Law

EDAL 667 Leadership in Higher Education

EDAL 675 College Student Development Theory

EDCI 605 Design and Development of Online Courses

EDCI 607 Curriculum: Higher Education (1-3 credits)

EDCI 671 Instruction: Higher Education (1-3 credits)

EDCI 620: Facilitating Change in Learning Organizations

EDCI 665 Advanced Instructional Models _____ (1-3 credits)

Certification

Post-Baccalaureate/Master's-Level Teacher Certification, Elementary Certification

Certification Requirements for Post-Baccalaureate/ Master's-Level Students

Elementary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

Professional Education Courses

Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- GDPC 514 - Psychology of Learning **Credits:** 3
- EDTE 408 - Principles of Teaching and Learning **Credits:** 3
- EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
- EDTE 444 - Elementary Language Arts Methods **Credits:** 2
- EDTE 446 - Elementary Science and Health Methods **Credits:** 3
- EDTE 447 - Elementary Social Studies and Character Education Methods **Credits:** 3
- EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum **Credits:** 3
- EDTE 480 - First Days of School Experience **Credits:** 2
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education **Credits:** 2

Student Teaching*

- EDTE 487 - Student Teaching Seminar **Credits:** 1
- EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

Note(s):

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching.

- All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Approved Majors and Minors for Elementary Certification

Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to The Planned Program Minor . See the list of approved majors and minors for elementary education.

Planned Program Minor

For requirements, see the undergraduate teacher education section. Courses at the 400-level must be taken for graduate credit to count for MAT requirements.

Post-Baccalaureate/Master's-Level Teacher Certification, Secondary Certification

Certification Requirements for Post-Baccalaureate/ Master's-Level Students

Secondary Certification Requirements
Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, and (3) minor in a qualifying area of instruction.

Professional Education Courses.

Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
- EDTE 408 - Principles of Teaching and Learning **Credits:** 3
- EDTE 417 - Teaching Reading in the Secondary Content Areas **Credits:** 3
- EDTE 424 - Classroom Testing and Evaluation **Credits:** 2,3
- EDTE 459 - Methods for Teaching Secondary School (Area) **Credits:** 3
- EDTE 476 - Methods for Integrating Instructional Technology **Credits:** 2,3
- EDTE 630 - Seminar: Philosophical and Social Foundations of Education **Credits:** 2

First Days of School Experience

EDTE 480 - First Days of School Experience **Credits:** 2

Student Teaching*

- EDTE 487 - Student Teaching Seminar **Credits:** 1
- EDTE 588 - Graduate Student Teaching: (Level) **Credits:** 1-10

Note:

* For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multigrade Adventist school.

First Aid & CPR Certified

Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Approved Majors and Minors for Secondary Certification

Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See content majors and minors for secondary education.

Teacher Certification

Teacher Certification

(SDA Certification & State of Michigan Certification)

Teacher Certification Information

All courses needed for Adventist certification or State of Michigan certification require a grade of C or above.

Seventh-day Adventist Teaching Credential Levels and Requirements

Seventh-day Adventist K–12 teacher credentialing is organized into three levels of certificates: Basic, Standard and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

Adventist Basic Certificate. The Basic Teaching Certificate may be issued to the candidates presenting a "Verification of Eligibility" form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements. A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Consortium of Adventist Colleges and Universities, to include the following areas:

Doctrines of the Seventh-day Adventist Church

- RELT225 - Doctrines of Adventist Faith
- Biblical Studies.** Courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel
- Spirit of Prophecy.** A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.
- RELH 400 - SDA History and Prophetic HeritageSeventh day Adventist Church History.
- (RELH 400 covers both Gift of Prophecy and Seventh-day Adventist Church History)
- Seventh-day Adventist Church History.**
- RELH 400 - SDA History and Prophetic Heritage
- Health Principles.** A course in health based on the Bible and the writings of Ellen G. White.
- HLED 120 - Fit for Life

Adventist School Experience. All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

Full-semester student teaching in an approved Seventh-day Adventist school. A lab experience for EDTE 165 in a recognized Seventh-day Adventist school. Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school. Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the

Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age Teaching Experience (Elementary only).

For the Elementary Teaching endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE 425 - Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

Renewal of Adventist Basic Certificate.

The Basic Teaching Certificate is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See Manual for SDA Certification Requirements K-12 for specifics.

Adventist Standard Certificate

The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements. Meets the requirements for a Basic Teaching Certificate, Completes a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirement of the Basic Teaching Credential.

Renewal of Adventist Standard Certificate.

The Standard Teaching Certificate is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See Manual for SDA Certification Requirements K-12 for specifics.

Adventist Professional Certificate. Seventh-day Adventist teachers desiring Professional Certification must meet the following criteria:

Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate Meet one of the following: Hold a master's degree. Complete a prescribed fifth-year program for teachers. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below: Curriculum Improvement of instruction Learning theory/style Education of the exceptional child Trends and issues in education Multi-cultural education

Renewal of Adventist Professional Certificate.

The Professional Teaching Certificate is valid for five years. Renewal of the certificate requires 6 additional semester credits. See Manual for SDA Certification Requirements for specific details.

State of Michigan Certification

ATTENTION Beginning September 1, 2013, the administrative rules for teacher certification will be changing. This will affect all levels of certification. The Michigan Department of Education (MDE) plans to have the changes solidified by March 2012. Please be aware that the reading diagnostic course will still be required to go from a Provisional Certificate to a Professional Certificate. At Andrews University the course required is EDCI645 Advanced Diagnosis & Educational Therapy in Reading. If your certificate is expiring BEFORE September 1, 2013, you will be renewing or applying for your certificate under the current rules (prior to 9/1/13).

Michigan currently issues the following certificates:

Provisional Certificate, Two-Year Extended Provisional Certificate, Professional Education Certificate, Interim Occupational Certificate, Occupational Education Certificate, Preliminary School Psychologist, Certificate School Psychologist Certificate, Temporary Teacher Employment Authorization, Interim Teaching Certificate, School Guidance Counselor License, Temporary School Counselor Authorization, Preliminary School Counselor Authorization, Administrator Certificate

Michigan no longer issues the following certificates; however, they are still valid for those who hold them:

18-Hour and 30-Hour Continuing Certificate Permanent Certificate Full Vocational Authorization

For further information regarding the certificates mentioned above please check the Michigan Department of Education website at:

http://www.michigan.gov/mde/0,4615,7-140-6530_5683_14795---,00.html and choose "Certification Frequently Asked Questions".

Provisional Certificate

(Initial teaching license/credential; valid for up to six years)

The initial teaching certificate (Provisional Certificate) is issued upon successful completion of a state approved teacher preparation program and a passing score on the appropriate Michigan Test for Teacher Certification (MTTC) exams, including the Professional Readiness Exam (PRE).

Note: After January 1, 2013, the BST became known as the Professional Readiness Examination (PRE) and this terminology will be phased in within the year.

The following link provides information on Michigan approved EPO and programs: <http://www.mttc.nesinc.com/>

Programs completed through colleges/universities outside of Michigan must be approved for the certification of teachers by another state. Contact that state's education department for information. Upon completion of the out-of-state program, candidates must apply for a Michigan teacher certification, and their credentials must be evaluated by the OPPTS.

Alternate routes to certification completed in another state will require the completion of three years of teaching experience within the validity of the out-of-state regular standard teaching certificate.

Administrative Rule Changes Effective after September 1, 2013)

Provisional Certificate Renewal (after September 1, 2013) (Each renewal is valid for up to three years)

First renewal requires completion of ONE OF THE FOLLOWING:

- 6 semester hours in a planned course of study* since the issue date of the initial Provisional Certificate at an approved EPI AND within the three years preceding application;
- 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the initial Provisional Certificate AND within the three years preceding application;
- Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the initial Provisional Certificate AND within the three years preceding application;

Second renewal requires completion of ONE OF THE FOLLOWING:

- 6 semester hours in a planned course of study* since the issue date of the FIRST Provisional Certificate renewal at an approved EPI AND within the three years preceding application;
- 180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application; or
- Combination of semester credit hours and SCECHs (30 SCECHs equate to 1 semester credit hour) since the issue date of the FIRST Provisional Certificate renewal AND within the three years preceding application or

Third renewal requires sponsorship by the local school district or private school, completion of all academic requirements for the Professional Education Certificate, and approval of the MDE. This renewal will not be issued to individuals who meet all the requirements for the Professional Education Certificate.

An individual who holds an expired Provisional, Temporary Vocational Authorization, or Interim Occupational Certificate, and who has not met the credit requirements for a first or second renewal may qualify for a three-year renewal of the certificate if he/she:

Holds a valid certificate from another state; **AND**

Has taught in that state within the grade level and subject area endorsement or endorsements to the validity of the certificate for least one year in the preceding five year period.

Two-Year Extended Provisional Certificate (after September 1, 2013)

Individuals with expired Provisional Certificates who do not meet the requirement for a provisional renewal may be eligible for a Two-Year Extended Provisional Certificate if the following conditions are met:

The individual's initial Provisional Certificate expired less than ten years ago;
 The individual has at least one year of satisfactory teaching experience within the validity of his/her teaching certificate;
 The individual is currently enrolled* in a planned program at an approved college/university;
 A Michigan public or private school is employing and sponsoring the individual for the Two-Year Extended Provisional Certificate.
 The sponsoring school agrees to monitor the teacher's progress towards the completion of the Professional Education Certificate requirements.

The Two-Year Extended Provisional Certificate is valid for two calendar years and is nonrenewable. **Individuals who fail to complete all requirements for the professional education certificate during the two-year validity period of the Two-Year Extended Provisional Certificate will not be granted additional renewals or extensions of their Provisional Certificates.**

Professional Education Certificate (after September 1, 2013)
 (Initial advanced teaching license/credential; valid for up to five years)

Requirements:

Three years of successful teaching experience* since the issue date, and within the validity and grade level, of the Provisional Certificate;
 The appropriate reading credit as described in the "Additional Requirements" below;

And one or the combination of the following:

(Within the five year period preceeding the date of application and since the issue date of the Provisional Certificate or Provisional Renewal)

6 semester hours in a planned program** at an approved EPI or 6 semester credit hours of academic credit appropriate to the grade level and content endorsement(s) of the certificate at any approved college or university.

180 State Continuing Education Clock Hours (SCECHs) appropriate to the grade level and content endorsement(s) of the certificate held.

150 annual District Provided Professional Development (DPPD) hours in accordance with Michigan School Code Sections 380.1527 completed through professional development programs that are appropriate to the grade level and content endorsement(s) of the certificate.

NOTE: The DPPD forms if available in the Michigan Online Educator Certification System www.michigan.gov/moecs. You are required to complete the DPPD form (one per school year) and have them signed by the Principal or Designee of the school district. Once signed by the Principal or Designee of the school district, you may then enter the DPPD hours into MOECS. Make sure you retain the signed DPPD form(s) for auditing purposes by the OPPS, and DPPD form(s) would be requested to be submitted to us at that time

Note: SECHs (30 SCECHs equate to 1 semester credit hour), and/or DPPD hours (30 clock hours of DPPD equates to 1 semester credit hour or 30 SCECHs) since the issue date of the Provisional Certificate.

Additional Requirements:

In-state applicant

(Program completed through a Michigan University)

Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary or 3 semester hours for secondary); **AND**

Beginning July 1, 2009, all teachers advancing to the Professional Education Certificate must have completed 3 semester credits in reading diagnostics and remediation, which includes a field experience in accordance with Michigan Revised School Code MCL380.1531(4)***; The following link provides a list of approved Michigan courses that meet the requirement under the Specialty Programs heading at the bottom of the page: <http://www.michigan.gov/teachercert>.

Out-of-state applicant (Initial Michigan Certification)

(Program completed through a state other than Michigan)

Must also meet the basic reading requirements (6 semester hours of teaching of reading or reading methods for elementary and 3 semester hours for secondary);

Candidates from other states who hold a regular, valid teaching certificate from another state and meet all of the requirements of the Professional Education Certificate at the time of application are not required to take the Michigan Test for Teacher Certification (MTTC) for initial Michigan Certification.

* Teaching experience acquired in a licensed, private, "Child Care Center" may apply towards the experience requirements for an elementary Professional Education Certificate. The Michigan institution which plans a person's 18-semester hour planned program shall determine that the experience is under appropriate supervision and is successful for in-state candidates based on the report of the employing district(s)

** Credit completed outside the State of Michigan must be in an approved master's Degree program (minimum 20 semester credit hours to obtain endorsement) at a state approved EPI.

*** Applicants who complete the reading diagnosis course **out-of-state** must have the Reading Diagnosis Course Certification form completed and signed by the out-of-state university.

How to Apply for a Michigan Educator Certificate

All Michigan educator certificates and renewals must be applied for through the Michigan Online Educator Certification System (MOECS). The following steps need to be taken to obtain access to MOECS and apply for your certificate, renewal or additional endorsement:

Go to www.michigan.gov/moecs

Click on "Click Here to go to the MOECS Login Page" Logo

Click on the "Create new Login Name/Password" link (if you are NEW to the system)

Follow the instructions and provide the required information to create your login name and password.

Print the confirmation page that contains your login name, password, and Michigan Education Information Systems (MEIS) account number.

Click on the link to return to MOECS.

Log into MOECS using the login name and password that you created.

After logging in, select "Educator" from the dropdown list.

Click on "Continue."

Follow the instructions and provide the required information to selfregister in MOECS.

Once you have successfully self-registered in MOECS, you will be sent an e-mail that contains a link to activate your account.

Click on that link and the MOECS login screen will appear.

Log into MOECS again, using the login name and password that you previously created.

Update and save your demographic information.

After you update and save your demographic information, the left navigation menus will appear on the screen.

Select "Apply for Educator Certificate or Renewal" from the left navigation menus.

Select the type of educator certificate that you are applying for or renewing from the dropdown list.*

Follow the instructions and answer all the questions.

Once you have completed the application process, a summary of your application will appear on the screen.

Review the summary and make sure that all the information and answers that you provided are correct.

After you have determined that the information on the application is correct, click on "continue."

Read the advisory and check the boxes to verify that you have read and understood the advisory and that the information on the application is correct and true.

Enter your electronic signature and submit the application.

Once your application has been successfully submitted, you will receive a confirmation message.

If you completed your program or renewal credits through a college or university outside the State of Michigan, the confirmation message will list the documents that you need to submit to the Michigan Department of Education and provide an address where the documents must be sent. Evaluation of your credits or program for the purpose of Provisional certification, Provisional renewal or advancement to the Professional certificate will not occur until payment is made.

If you completed your program or renewal credits through a Michigan college/university, that college/university will contact you if they need you to provide additional documentation.

Adding Endorsements to Adventist and Michigan Credentials.

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available. **Procedures for Adding Another Level of Certification— Elementary or Secondary**

Develop a program for securing the additional level of certification in counsel with the Certification Registrar. Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented. Apply for admission to the program and student teaching on the new level. Pass the MTTC Subject Area Exams(s) for any new endorsements. Apply to the Certification Registrar for a teaching certificate one semester of completing the program.

Adding an Elementary Endorsement to a Secondary Certificate**To add an elementary-level teaching endorsement to a secondary certificate, one must:**

Have a valid secondary-teaching certificate Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, see here.) Pass the MTTC Subject Area Exam(s) for any new endorsement area(s) and the Elementary Professional Exam Complete professional education courses and the planned program minor (See here for specific requirements.) Apply for new endorsement

Adding a Secondary Endorsement to an Elementary Certificate**To add a secondary-level teaching endorsement to an elementary certificate, one must:**

Have a valid elementary teaching certificate Complete a major and a minor appropriate to the secondary level (See list of approved majors and minors under secondary certification at post-baccalaureate level, see here.) Pass the MTTC Subject Area Exams for any new endorsements. Take EDTE 417 - Teaching Reading in the Secondary Content Areas Take EDTE 459 - Methods for Teaching Secondary School: Area Complete 6 credits of student teaching at the secondary level Apply for new endorsement

For additional information on adding endorsements in the State of Michigan please go to the following link:

<https://mdoe.state.mi.us/proprep/Index.asp>

Teacher, Administrator, School Counseling, and School Psychologist Certification

MICHIGAN CERTIFICATION RESOURCES

Michigan's administrative rules change frequently. Certificate holders are responsible for understanding the effects of any changes. Please access the certification resources listed to keep current with changes.

Michigan Guidance Documents

Educator Certificate Types
Standard Certificate Renewal
Professional Certificate Renewal
Progressing to Professional Certificate
Advanced Professional Education Certificate
Out of State Applicants
Out of Country Applicants
Alternate Routes to Certification and Endorsements
School Counselor License
School Counselor Renewal
Out of State Temporary School Counselor Authorization
Preliminary School Counselor
School Psychologist Certification
Career and Technical Education Authorizations
Standard CTE Certificate Requirements
Standard CTE Certificate Renewal
Progress to Professional CTE Certificate before July 1, 2018
Professional CTE Certificate Renewal
Administrator Certificate Requirements
Administrator Certificate Renewal Requirements
Initial MOECS instructions
Logging DPPD
Criteria for Accurate Teacher Application Documentation
Checking For Application Status
Reading Course Requirements
Locating Your PIC
Adding An Endorsement to a Valid Certificate

• Educator Certificate Types

Michigan Currently Issues the Following Certificates:

- Standard Teaching Certificate
- Two-Year Extended Standard Teaching and Standard CTE Certificates
- Professional Teaching Certificate
- Advanced Professional Teaching Certificate
- Standard CTE Certificate
- Professional CTE Certificate
- Preliminary School Psychologist Certificate
- School Psychologist Certificate
- Temporary Teacher Employment Authorization
- Interim Teaching Certificate
- School Guidance Counselor License
- Temporary School Counselor Authorization
- Preliminary Employment Authorization to work as a School Counselor
- School Administrator Certificate

Michigan no longer issues the following certificates; however, they are still valid for those who hold them and *no additional* professional learning requirements apply:

- 18-Hour and 30-Hour Continuing Certificate
- Permanent Certificate
- Full Vocational Authorization

Current Validity Levels (Teaching Certificates)

Elementary: An elementary certificate issued after September 1, 1988, is valid for teaching all disciplines grades K-5, all disciplines grades K-8 in a self-contained classroom, and the discipline area endorsement(s) as listed on the certificate, in grades K-8.

Secondary: A secondary certificate issued after September 1, 1988, is valid for teaching discipline area endorsements, as listed on the certificate, in grades 6-12.

Note: Prior to 1988, validity levels included "K-8 All Subjects" and "7-8 All Subjects" designations. These are still valid designations for individuals who hold these certificates.

Additional information regarding appropriate placement of teachers can be found in the Quick Reference: Courses That Can Be Taught and the Proper Placement Considerations documents.

• Standard Certificate Renewal

Standard Teaching Certificate Renewal

The Standard Teaching Certificate* is a five-year teaching certificate with unlimited renewals. Each renewal adds five years to the certificate's validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)

- 150 hours of education-related professional learning.
- An education-related masters or higher degree earned at any time from a regionally accredited college or university (may be used one time to renew the Standard Teaching Certificate).
- A valid out-of-state teaching certificate (may be used one time to renew the Standard Teaching Certificate).

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent Standard Teaching Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

- 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
- 6 semester hours in a planned course of study** from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or
- 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement.
- Any combination of the above.

Education-Related Professional Learning Hour Conversion:

- College credit: 1 semester credit = 25 professional learning hours
- SCECH Hours: 1 SCECH hour = 1 professional learning hour
- DPPD Hours: 1 DPPD hour = 1 professional learning hour

*The Standard Teaching Certificate replaces the Provisional Teaching Certificate pursuant to Administrative Rule 390.1101.

***Credits in a planned course of study may include credits taken as part of an education-related master's or higher degree or credits in a program that leads to an endorsement.*

• Professional Certificate Renewal

Professional Teaching Certificate Renewal

The Professional Teaching Certificate* is a five-year teaching certificate with unlimited renewals. Each renewal adds five years to the certificate's validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)

- Education-related professional learning totaling 150 hours.
- A valid out-of-state certificate, appropriate for K-12 education may be used one time.

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent Professional Teaching Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

- 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
- 6 semester hours in a planned course of study** from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or
- 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement.
- Any combination of the above.

Education-Related Professional Learning Hour Conversion:

- College credit: 1 semester credit = 25 professional learning hours
- SCECH Hours: 1 SCECH hour = 1 professional learning hour
- DPPD Hours: 1 DPPD hour = 1 professional learning hour

**The Professional Teaching Certificate replaces the Professional Education Certificate pursuant to Administrative Rule 390.1101.*

***Credits in a planned course of study may include credits taken as part of an education-related master's or higher degree or credits in a program that leads to an endorsement.*

• Progressing to Professional Certificate

Progressing to the Professional Teaching Certificate before July 1, 2018

The Professional Teaching Certificate* is valid for up to 5 years and may be applied for any time requirements are met.

Requirements:

1. 3 years of successful teaching since the issue date of the initial Standard Teaching Certificate, within the content areas and grade level of the Standard Teaching Certificate; and
2. 6 semester credit hours of reading methods course work for elementary teachers and 3 semester credit hours for secondary certified teachers. If you completed your teacher preparation program in Michigan since 1985, you have met this requirement; and
3. 3 semester credit hours of reading diagnostics and remediation, which includes a field experience. This credit can be applied toward the professional learning requirement listed below assuming the credit was earned after the issue date of the most recent certificate or renewal; and
4. Education-related professional learning totaling 150 hours; or An education-related master's or higher degree earned at any time (even if previously utilized to renew the Standard Teaching Certificate) from a regionally accredited college or university.

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent Standard Teaching Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

- 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
- 6 semester hours in a planned course of study** from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or

• Advanced Professional Education Certificate

Advanced Professional Teaching Certificate

Facts-At-A-Glance:

- The Advanced Professional Teaching Certificate became available starting January 1, 2017
- Valid for up to 5 years and recognizes completion of an approved Teacher Leader program or achieving National Board certification through the National Board for Professional Teaching Standards
- Recognizes highly effective annual evaluation ratings*
- Intended to be an indication of an educator's advanced skills and training in master teaching and/or teacher leadership
- Can be applied for at any time after receiving the Professional Teaching Certificate (or even after the Professional Certificate's expiration), as long as the requirements have been met
- Educated-related professional learning is not required for the initial Advanced Professional Teaching Certificate, but are required for all subsequent renewals
- School districts approach assignments and benefits associated with the certificate differently; therefore, we encourage you to talk with your school and district leaders about your district's approach

Requirements:

1. A Professional Teaching Certificate
2. Completion of an approved Michigan Teacher Leader program or certification through the National Board for Professional Teaching Standards
3. Teacher Leader or National Board designation must be noted on the certificate prior to submitting application for an Advanced Professional Teaching Certificate
4. Highly effective ratings for 3 out of the 5 most recent end-of-school-year annual evaluations under MCL 380.1249*
5. No ineffective ratings within the 5 most recent end-of-school-year annual evaluations under MCL 380.1249*

*For additional information on **educator evaluations and ratings**, please visit the educator evaluations website or email questions to MDE-EdEvals@michigan.gov.

Application for Advanced Professional Certificate

- It is also important to verify that the appropriate effectiveness ratings were imported from the Registry of Education Personnel, database the schools use to report educator effectiveness ratings
- Questions regarding the ratings that are viewable (or not viewable) in an individual's Michigan Online Educator Certification System (MOECS) account should be directed to the employing school or school district
- Once the requirements for the Advanced Professional Teaching Certificate have been met, application is made through the MOECS.

Additional Information

Costs associated with obtaining an Advanced Professional Teaching Certificate

The National Board Teaching Certificate Programs and Teacher Leader programs are fee-based programs. Additionally, the certificate has a state-issued application fee and five-year renewal fees of \$210.

Permanent, Life or Continuing Certificate Holders

Holders of these certificates types may select to obtain the Advanced Professional Teaching Certificate. However, unlike the Permanent, Life or Continuing certificates, this certificate requires criteria for renewal every five years. Obtaining this certificate will put the holder on the renewal track requiring professional learning hours every five years.

Preschool or Nonpublic School Teacher Evaluations

The Michigan Department of Education, in coordination with nonpublic and early childhood stakeholders, are working out the details of how this affects Professional certificate holders who are not working in K-12 public schools and wish to progress to an Advanced Professional Teaching Certificate. We hope to provide additional information soon.

Multiple Ratings in a Single Year

The legal language for progressing to an Advanced Professional Certificate states that (in addition to other criteria) an individual must be "...ated as highly effective ...or 3 out of the 5 most recent school years [and]...as not been rated ineffective ...ithin the 5 most recent school years." An educator will not be able to progress to the Advanced Professional Certificate if he/she has an ineffective rating. Put simply, the ratings defaults to the lower rating.

National Board Certification

Additional information regarding National Board Certification and how it is recognized in Michigan is available in this guidance document.

• Out of State Applicants

Out-of-State Applicants

Michigan has signed an Interstate Compact Agreement (ICA) with every state agreeing to accept out-of-state teacher preparation programs and teaching certificates on a reciprocal basis for initial certification. However, the terms of the agreement address both traditional teacher preparation programs and alternative route teacher certification programs and each certificate and/or program must be evaluated under the terms of this agreement.

Out-of-state certification programs and credentials may differ from Michigan programs and credentials; however, under the ICA, the Department attempts to match out-of-state certificates, grade levels and content endorsements, as closely as possible.

To determine reciprocity under the ICA, an evaluation must be completed. For this to happen, an application must be submitted using the Michigan Online Educator Certification System (MOECS). MOECS will determine the certificate type (provisional or professional) being applied for based on answers to the application questions. Accurate responses and supporting documentation are required. Reciprocity notwithstanding, Michigan certification is not guaranteed and ancillary state requirements exist in Michigan law (e.g., testing).

STANDARD CERTIFICATE

The Standard Teaching Certificate and the Standard CTE Certificate are the initial certificate issued to teachers who have completed an approved out-of-state teacher preparation program.

Program and Certificate Requirement:

An applicant who has completed a state-approved teacher preparation program including student teaching in another state can submit an application to be evaluated for certification.

OR

An applicant who has completed an alternative route teacher certification program in another state and holds a valid, standard teaching certificate issued based on completion of that program can submit an application to be evaluated for certification. This is not applicable to applicants who have temporary, preliminary, or interim teaching certificates from other states.

Source: NASDTEC Interstate Compact Agreement signed in accordance with Teacher Certification Code R 390.1130 Reciprocity

First Aid and CPR Requirement:

The applicant must also have current training in first aid and child and adult CPR from an approved source such as the American Red Cross or the American Heart Association.

Source: Section 1531d of Public Act 451 (1976) as amended, MCL 380.1531d

Testing Requirement:

After an evaluation of application documents, the applicant will be notified per a MOECS evaluation letter as to what appropriate subject area tests are to be taken via the Michigan Test for Teacher Certification (MTTC) in addition to the basic skills exam.

Beginning October 1, 2017, candidates seeking initial teacher certification through the Michigan Department of Education (MDE) must take the SAT as the basic skills exam unless the candidate meets the alternate testing requirement outlined in the testing guidance document.

Source: Section 1531(3) of Public Act 451 (1976) as amended, MCL 380.1531(3)

Temporary Teacher Employment Authorization:

If the applicant holds a valid, standard teaching certificate from another state, the applicant can be issued a nonrenewable Standard Temporary Teacher Employment Authorization (T2EA) that authorizes his/her employment in a Michigan school for one year. The applicant can be employed as a teacher for a year while working to pass the required tests. Additional time for testing is allowable, but without T2EA validity.

Please note that once the T2EA has been issued, the law requires the passage of the tests and reciprocal evaluation for the Professional Teaching Certificate as the initial Michigan certificate can no longer be provided.

Source: Section 1531(16) of Public Act 451 (1976) as amended, MCL 380.1531(16)

PROFESSIONAL CERTIFICATE

If an applicant who has completed an out-of-state approved teacher preparation program and holds a valid, standard teaching certificate from that state and meets all the requirements for the Professional Teaching Certificate or a Professional CTE Certificate listed below, he/she can be evaluated for the Professional certificate as his/her initial Michigan teaching certificate.

An applicant who qualifies for the Professional certificate as his/her initial Michigan certificate is not required to test.

Planned Program/Degree Requirement:

The applicant must have at least eighteen (18) semester hours in a planned program completed since the issuance of his/her initial, standard teaching certificate or have earned at any time an approved Master's or higher degree.

Teaching Experience Requirement:

The applicant must have three (3) years of successful teaching experience matching the validity of his/her standard teaching certificate from another state since it was initially issued.

Valid Certificate Requirement:

The applicant must hold a valid standard certificate from another state in the subject area(s) and grade levels for which he/she is seeking Michigan certification.

Reading Methods Requirement:

The applicant must have six (6) semester credit hours of reading methods if elementary certified or three (3) semester credit hours of reading methods if secondary certified.

Source: Section 1531(6) of Public Act 451 (1976) as amended, MCL 380.1531(6)

ADMINISTRATOR CERTIFICATE

An applicant who has completed an out-of-state approved administrator certification program can use the program to submit an application to be evaluated for certification. The application must be submitted to the Michigan Online Educator Certification System (MOECS). Accurate responses and supporting documentation are required to be evaluated.

• Out of Country Applicants

Application Guide for Teachers from Outside the United States

If you are a teacher from another country who has completed a teacher preparation program including student teaching outside the United States (U.S.) you may use that program to apply for a Michigan teaching certificate. You do not need to be a U.S. citizen or a Michigan resident to qualify for Michigan teacher certification.

To apply for a Michigan teaching certificate you must use the Michigan Online Educator Certification System (MOECS). On the MOECS homepage under the heading "Educator Applicants" you will find instructions on how to create a login and password to gain initial access MOECS.

If you do not have a U.S. social security number, you will need an identification number to apply. An identification number can be obtained by calling this office at 517-373-3310.

Michigan issues several types of certificates. You will be applying for either the Standard Teaching Certificate or the Professional Teaching Certificate, an advanced level certificate. For similar guidance on obtaining certification in Michigan can be found in the out-of-state applicant guide. MOECS will determine which certificate you are applying for based on your answers to the application questions.

Once you have submitted your application, MOECS will send you an email that explains how to pay the \$210.00 application evaluation fee online using a debit or credit card. MOECS will also tell you how to print an application cover letter. The MOECS generated cover letter will have a checklist of the documents you will need to provide and instructions on how to mail the documents to this office.

As a teacher prepared in another country, one of the documents you will have to provide is an original course-by-course evaluation report from a recognized evaluation service (unless you completed a teacher preparation program in Canada and hold a teaching certificate from Ontario, Newfoundland, Quebec or Saskatchewan). The course-by-course evaluation report converts your course work and degree(s) into U.S. standards.

We accept transcripts from three international credential evaluation services. We are not accepting application for additional service providers at this time. Our requirement for all these service providers are as follows:

- non-profit organization;
- members in good standing with National Association of Credential Evaluation Services (NACES).

World Education Services, Inc.

P.O. Box 5087

Bowling Green Station

New York, NY 10274-5087

Telephone: 212-966-6311

Chicago Telephone: 312-222-0882

Fax: 212-739-6120

Email: info@wes.org

International Education Research Foundation, Inc.

P.O. Box 3665

Culver City, CA 90231-3665

Telephone: 310-258-9451

Fax: 310-342-7086

Educational Credential Evaluators, Inc.

P.O. Box 514070

Milwaukee, WI 53203-3470

Telephone: 414-289-3400

Once your credentials have been evaluated and it has been determined you meet requirements for a Michigan teaching certificate you will be emailed either an evaluation report that indicates the tests you need to pass from the Michigan Test for Teacher Certification in order for your Standard Teaching Certificate to be issued or a notice that your Professional Teaching Certificate has been issued.

The status of your application can be viewed at any time using the MOECS. MOECS also allows educators to utilize other convenient features relating to their certification, including printing your certificate.

Please note that if you experience difficulty accessing the MOECS from a location outside of the U.S., additional support can be obtained by contacting MOECSSupport@michigan.gov.

• Alternate Routes to Certification and Endorsements

Alternative Route to Michigan Certification or Endorsement

In Michigan, teacher preparation is guided by law, state administrative rules, and teacher preparation program standards. Michigan law and rules require that all individuals complete an approved preparation program (e.g., math, elementary, English) to obtain initial certification or add endorsements to a certificate.

The alternative route to teacher certification is a non-traditional preparation program designed for individuals who hold a minimum of a bachelor's degree and are seeking to complete an expedited teacher preparation program while employed as a teacher under an Interim Teaching Certificate (ITC). Accordingly, employment in teaching the content area is a pre-requisite to issuing additional certification or endorsement. Individuals may complete this pathway regardless of whether they are seeking initial certification in Michigan or are already certificated and wish to add an additional endorsement. Please note that under law, career and technical education Classifications of Instructional Programs (CIPs), early childhood and special education endorsements are not available through this pathway.

Program Description and Candidate Eligibility

As specified in law (MCL: 380.1531i), alternative route programs approved by the Michigan Department of Education (MDE) and the Michigan Superintendent of Public Instruction (SPI) must include the equivalent of at least 12 semester credit hours and training in the following areas:

- child development or child psychology;
- family and community relationships;
- diverse learners;
- instructional strategies; and
- a form of field-based experience in a classroom setting.

Candidates are eligible for enrollment in an alternative route program if they meet the following legislated selectivity criteria:

1. minimum of bachelor's degree;
2. 3.0 GPA on 4.0 scale;
3. passage of the Michigan basic skills examination;
4. passage of the appropriate discipline area Michigan Test(s) for Teacher Certification;
5. CPR/First Aid certification (MCL 380.1531d); and
6. Federal Background Check (R 390.1201).

All state-approved alternative route programs can be found using the MDE approved program database. Please contact providers directly for additional information about program coursework, requirements and application procedures.

Interim Teaching Certificate (ITC)

The ITC is a Michigan-issued teaching certificate that entitles the holder to teach full-time in a Michigan school as the teacher of record. The ITC is a 5-year certificate; validity begins the month of issuance and expires on June 30 of the expiration year. This certificate can only be issued once, and under no circumstances be renewed. Additionally, once the certificate is issued no additional endorsements may be added to it.

In order to maintain the ITC, an individual must continue to be enrolled in the alternative route preparation program. If an individual withdraws from an alternative route, an alternative route preparation program must notify the MDE. In addition, the alternative route preparation program must notify the K-12 school in which the individual is teaching to inform them that the individual may no longer be placed in a K-12 teaching assignment under the ITC. Should the K-12 school wish to retain the individual as a teacher, the school administrator must apply to the MDE for a substitute permit.

To progress the ITC to a Standard Teaching Certificate or to add the endorsements from an ITC to an existing certificate, an individual must:

1. have successfully completed the entire alternative route program, successfully completing all key assessments;
2. have taught successfully for three years, within the validity of their endorsement areas (a minimum of 12 weeks per endorsement area);
3. make application for certification within the Michigan Online Educator Certification System (MOECS); and
4. be recommended by the alternative route provider.

Additional Information

Ideally, an alternative route to teacher certification is a collaborative effort between the teacher candidate, preparation provider, and K-12 school district. All three should work together to support the candidate in learning to teach, while ensuring K-12 learners' growth and development.

There are two paths that may lead an individual to the alternative route program and ITC:

- 1) the individual has a job opportunity and is seeking certification/endorsement in that area; or
- 2) the individual seeks certification or an additional endorsement to increase employment opportunities.

An individual who does not hold appropriate certification or endorsement for an assignment for which they would like to be employed should work with the employer to fully understand the options for obtaining certification/endorsement. Individuals without an employment opportunity should work with an approved alternative route program provider to investigate regional job markets and needed content areas and to secure employment.

• School Counselor License

School Counselor License

In-State Applicants:

Applicants who are enrolled in a school counselor program at an approved Educator Preparation Institution will be evaluated for eligibility of a School Counselor License (SCL) by the in-state university certification officer. An evaluation for a school counselor credential may lead to an applicant initially being recommended for a Preliminary Employment Authorization to Work as a School Counselor and subsequently a SCL. The SCL is valid for 5 years and is issued to candidates who have fulfilled all Michigan institutional and academic requirements, including the following:

- Completion of at least 30 graduate level semester hours in an approved schoolcounselor education program; and
- All program requirements including an internship of not less than 600 clock hoursbased on an approved school counselor program in a school district under thesupervision of a credentialed school counselor or a school counselor educator. Atleast 300 of the 600 clock hours shall be in a school setting; and
- Passage of the Michigan Test for Teacher Certification (MTTC) School Counselorexamination.

Out-of-State Applicants:

Applicants who complete all requirements of an approved, out-of-state school counselor education program and/or fulfilled other requirements are evaluated for a School Counselor License (SCL) by the Michigan Department of Education (MDE), Office of Professional Preparation Services.

This license is valid for 5 years and is issued to candidates who have fulfilled all out-of-state institutional and academic requirements applicable to being evaluated by MDE for a Michigan SCL, including:

- Applicant completed a Master's degree or higher in a school counselor educator program including internship in a school setting at an out-of-state university or its equivalency OR
- Applicant has earned a Bachelor's degree AND has successfully worked out-of-state as a school counselor 5 out of the immediately preceding 7 years, plus holdsa valid school counselor certificate/license issued by another state.
- Passage of the Michigan Test for Teacher Certification (MTTC) School Counselorexamination is required.

Additional information on SCL renewals is also available.

• Out of State Temporary School Counselor Authorization

School Counselor: Out-of-State Temporary School Counselor Authorization

The Temporary School Counselor Authorization (TSCA) is an interim credential for applicants who have completed all requirements of an **out-of-state**, approved school counselor educator program or its equivalency, including an internship in a school setting. Applicants who receive this authorization are seeking an initial Michigan School Counselor License (SCL).

Upon issuance of the TSCA applicants are eligible to be hired to work as a school counselor within a K-12 school while completing Michigan testing required for issuance of the SCL.

The TSCA is valid for one year and is non-renewable.

Criteria:

Those who complete an advanced degree program including an internship in a school setting via an approved school counselor education program may be evaluated for a TSCA. Applicants who earn a Bachelor degree and have 5 years of successful experience out of the immediate preceding 7 years, serving as a school counselor and who hold a valid out of state school counselor certificate may be eligible for the TSCA.

Applicants who receive the TSCA authorization are evaluated for certification by the Office of Professional Preparation Services of the Michigan Department of Education (MDE) but have yet to take and pass the Michigan Test for Teacher Certification (MTTC) School Counselor examination.

Application Process:

Applicants submit an application for a School Counselor License by accessing the Michigan Online Educator Certification System (MOECS). MDE will evaluate individuals for eligibility of the TSCA after an application is submitted online, the application processing fee has been paid and all supporting application documents have been received by the Office of Professional Preparation Services.

Note:

In MOECS applicants will need to select they are submitting an application for a SCL. As part of the application process a series of questions will need to be answered. The answers provided by the applicant are used in the evaluation process to determine an applicant's eligibility to be issued the TSCA.

• Preliminary School Counselor

Preliminary Employment Authorization to Work as a School Counselor

This Authorization is an interim credential for applicants exclusively enrolled in an *in-state* approved Educator Preparation Institution (EPI) completing a school counselor endorsement program, a School Counselor License (SCL) **or** both. In-state university applicants are to seek the consultation of their university advisor for questions regarding eligibility of the Preliminary Employment Authorization to Work as a School Counselor.

Upon issuance of this credential, individuals are eligible to be hired by a Michigan school district to serve as a school counselor.

The Preliminary Employment Authorization to Work as a School Counselor is valid for 3 years and is non-renewable.

Criteria:

Applicants who complete a minimum of 30 semester credit hours in an in-state counselor education program and who pass the School Counselor examination on the Michigan Test for Teacher Certification (MTTC) may be recommended for a Preliminary Employment Authorization to Work as a School Counselor by a Michigan EPI that has approval to prepare individuals to work in the field of school counseling.

Individuals are expected to complete the remainder of any coursework, including practicum or internship in order to be recommended for a school counselor endorsement on a Michigan teaching certificate, a SCL or both, during the validity of this authorization.

Application Process:

All applicants submit an application on the Michigan Online Educator Certification System (MOECS). In-state university enrollee applications will electronically be sent to the (EPI) to assess eligibility for approval of the Preliminary Employment Authorization to Work as A School Counselor.

Note:

On the Michigan Online Educator System (MOECS) applicants will need to select they are applying for an endorsement or the School Counselor License. If seeking both credential types in-state applicants will need to submit two different application fees and apply for each credential *separately*.

• School Psychologist Certification

School Psychologist Certification

A person employed as a school psychologist in a Michigan school is required to hold a valid Michigan School Psychologist Certificate or a Preliminary School Psychologist Certificate.

An application for a School Psychologist Certificate or Preliminary School Psychologist Certificate is created through the Michigan Online Educator Certification System (MOECS).

Preliminary School Psychologist Certificate (R 380.204 & 380.205) Valid for 3 years and available to individuals who meet the following requirements:

1. Complete a graduate degree in an approved school psychology certification program (no less than 45 semester credit hours); and
2. Complete a 600 clock-hour, supervised practicum in school psychology; and
3. Possess a valid out-of-state school psychologist certificate or license if the school psychologist program was completed in another state.

Preliminary School Psychologist Renewal (R 380.204 & 380.205) A one-time, 3-year renewal may be granted upon application and verification of one of the following:

- Six (6) semester credit hours in an approved school psychologist program from an Educator Preparation Institution. The credit must be completed since the issue date of the preliminary psychology certificate; or
- A valid, out-of-state school psychologist certificate.

School Psychologist Certificate (R 380.206) Valid for 5 years and available to individuals who meet the following requirements:

1. Possess a current or expired Preliminary School Psychologist Certificate; and
2. Complete a state-approved specialist-level degree or the equivalent (no less than 60 semester credit hours) in school psychology with a 1200 clock-hour internship from an Educator Preparation Institution (EPI).

An out-of-state applicant may qualify for a **School Psychologist Certificate** (R 380.206), valid for 5 years, as an initial certificate if the individual meets the following requirements:

1. Complete a specialist-level degree or the equivalent (no less than 60 semester credit hours) in school psychology with a 1200 clock-hour internship from an out-of-state Educator Preparation Institution; and
2. Possess a valid Nationally Certified School Psychologist (NCSP) credential issued by the National Association of School Psychologists, (NASP) or a valid, standard school psychologist certificate from the state where the program was completed.

School Psychologist Renewal (R 380.206) Valid for 5 years and renewable using one of the following options:

Option A: One of the following Education-related professional learning options completed since the issue date of the most recent school psychology certificate or renewal and logged into MOECS:

- 6 semester credit hours appropriate for performing the roles of a school psychologist from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate for performing the roles of a school psychologist; or
- 150 hours of Michigan District Provided Professional Development (DPPD) appropriate for performing the roles of a school psychologist.
- Any combination of the above equaling 150 hours.

Option B: A valid Michigan Professional Teaching Certificate.

Option C: A valid Nationally Certified School Psychologist (NCSP) credential.

Option D: A valid out-of-state school psychologist certificate (within five years preceding the application for renewal). Option D is for a one-time renewal only.

Education-Related Professional Learning Hour Conversion:

- College credit: 1 semester credit = 25 professional learning hours
- SCECH Hours: 1 SCECH hour = 1 professional learning hour
- DPPD Hours: 1 DPPD hour = 1 professional learning hour

All applications for initial certification and renewal are submitted through MOECS. Here are instructions for creating an initial MOECS account and checking your application status in MOECS after an application has been created. If you use District Provided Professional Development to renew your school psychologist certificate, you will need to have the DPPD form completed by your employing district.

• Administrator Certificate Requirements

School Administrator Certificates

School administrators whose primary responsibility is administering instructional programs must hold a valid School Administrator Certificate. This includes the following positions:

- Superintendent
- Principal
- Assistant Principal
- Chief Business Official

Requirements for standard School Administrator Certification:

Building Level Administrator:

- Completion of an approved master's degree or higher in educational leadership or administration earned at any regionally accredited college or university.

Central Office Administrator:

- Possession of a master's or higher degree.

- Completion of at least 21 semester credit hours at the post-master's degree level earned at any regionally accredited college or university. The program must include advanced studies in K-12 school administration.

Michigan approved School Administrator Certificate preparation programs can be found within the Michigan Department of Education's searchable program database.

Experience-Based School Administrator Certification:

An individual hired as a school administrator **on or before January 4, 2010**, is not required to hold the Administrator Certificate for their current position *at this time*. They must, however, meet and maintain the education-related professional learning requirements described in the School Administrator Certificate Renewal guidance document.

Beginning September 1, 2018 school administrators authorized and employed under the experience-based provision in Michigan Compiled Law (MCL) 380.1246(1)(a) will be required to hold the new Experience-Based School Administrator Certificate or obtain the School Administrator Permit.

Under MCL 380.1246(3) a non-certified person who **was not** hired as an administrator on/or before January 4, 2010 and does not hold the standard School Administrator Certificate, may be hired to fill a school administrator position if the following requirements are met:

- The individual must, within 6 months of their hire date, enroll in a program leading to certification as a school administrator. Enrollment must be verified by the provider and include evidence of payment of enrollment fees.
- The program must be completed and certification must be issued within 3 years.

Beginning September 1, 2018 administrators hired and employed without certification must obtain the School Administrator Permit while they meet the requirements MCL 380.1246(3).

Note: No extensions are available or provided for in law.

• Administrator Certificate Renewal Requirements

School Administrator Certificate Renewal

The School Administrator Certificate is a five-year certificate with unlimited renewals. Each renewal adds five years to the certificate's validity. A renewal can be requested any time after January 1 of the expiration year.

Requirements: (One of the following)

- Education-related professional learning totaling 150 hours.
- A valid out-of-state certificate, appropriate for K-12 administration may be used one time.

Education-Related Professional Learning Options:

One of the following education-related professional learning options must be earned since the issue date of the most recent School Administrator Certificate or renewal, and they must be entered into Michigan Online Educator Certification System (MOECS) prior to applying for the renewal for the system to recognize your eligibility:

- 6 semester credit hours appropriate to the content and grade level of the certificate and endorsement from a regionally accredited college or university; or
- 6 semester hours in a planned course of study** from a regionally accredited college or university; or
- 150 Michigan State Continuing Education Clock Hours (SCECHs) appropriate to the content and grade level of the certificate and endorsement; or
- 150 hours of Michigan District Provided Professional Development (DPPD) appropriate to the content and grade level of the certificate and endorsement.
- Any combination of the above.

Education-Related Professional Learning Hour Conversion:

- College credit: 1 semester credit = 25 professional learning hours
- SCECH Hours: 1 SCECH hour = 1 professional learning hour
- DPPD Hours: 1 DPPD hour = 1 professional learning hour

NOTE: A school administrator who holds a valid Michigan Professional Education Certificate shall be considered as meeting the professional learning requirement upon evaluation.

***Credits in a planned course of study may include credits taken as part of an education-related master's or higher degree or credits in a program that leads to an endorsement.*

• Initial MOECS instructions

MOECS Login and Access

The Michigan Online Educator Certification System (MOECS) is available to educators who hold a valid or expired Michigan certificate or who wish to apply for a Michigan certificate.

To create an account go to: <https://www.michigan.gov/moezs>.

1. On that page, click on the big blue box that says "*Click here to go to the MOECS login page.*"
 2. Click on "*Login Assistance.*"
 3. Enter your first and last name and the last 4 digits of your social security number. MOECS will determine you do not have an account and you will be redirected to create one.
 4. **PRINT YOUR CONFIRMATION PAGE TO RETAIN VITAL LOG-IN INFORMATION!**
 5. Return to the MOECS access page.
 6. Click on the big blue box that says "*Click here to go to the MOECS login page.*". If you are having trouble logging into MOECS please keep in mind that your password is case sensitive, is at least 8 characters, and contains at least one uppercase letter and either one number or one special character.
 7. Once logged in you must register. Answer the first question: "Would you like to register as:"
 8. Choose the appropriate option: e.g. Educator.
 9. Complete the first part of the registration and save.
 10. Log out and log back in.
 11. Answer the security question.
 12. Complete the second part of the registration and save.
- Congratulations! You now have access to MOECS. Blue navigation buttons will appear in the left menu providing you with many convenient features. Detailed instructions are also available here.

• Logging DPPD

DPPD: Logging it into MOECS

District Provided Professional Development (DPPD) is the professional development offered by a Local Education Agency (LEA) in order to fulfill the requirements of Michigan Compiled Law (MCL) Section 380.1527. This legislation requires LEAs to offer five (5) days of teacher professional development annually. Public or non-public schools, public school academies, or intermediate school districts can offer DPPD.

DPPD is logged into the Michigan Online Educator Certification System (MOECS) as part of the application process for certificate renewal or progression to the Professional Teaching Certificate. To enter your DPPD and apply for certification, complete the following steps:

1. Log into your MOECS account.
2. Click on the "View Professional Learning" navigation button on the left side of the screen and then the "District Provided PD" tab.
3. Enter each DPPD activity and complete all required information. Before you enter the DPPD ensure that each item meets ALL of the following criteria: A category for the DPPD must be selected; pick the one that seems most applicable.

The title of the DPPD *MUST* be specific. DPPD that is identified as "PD," "Professional Learning," or a similar generic term will be disqualified.

DPPD must have been earned within the prior 5 years of the application and after the issue date on the most recently issued certificate.

DPPD must be appropriate for the endorsements and grade levels of the certificate.

If you are employed by a nonpublic school, and that school is not in the drop-down school selection field, it means the private school has NOT agreed to allow education-related professional learning to be used as DPPD. Educators should contact the school/district for additional information.

4. Click the "Totals" tab to verify the professional learning (college credits, State Continuing Education Clock Hours [SCECHs], and/or DPPD) in the system meets the 150 hour requirement.
5. Print the log of DPPD hours you entered in MOECS using your computer's print screen function.
6. Complete your section of the District Provided Professional Development form. This is the only form that may be used to verify DPPD. This form is available in MOECS.
7. Attach the DPPD form for the appropriate school year to the DPPD log(s) printed from MOECS in Step 5.
8. Delete any DPPD that the district will not verify with a signature/initials. Ensure that the total still reaches 150.
9. Submit the DPPD form with the DPPD log(s) to your Principal/School Designee for the required verification and signature. It is your responsibility to consult with your school district on the appropriate person to sign the DPPD form and initial the DPPD log(s). A private/non-public school that has not agreed in writing to have their DPPD audited CANNOT sign off on your form. You will be asked to submit the signed DPPD form and initialed DPPD log(s) to the Office of Professional Preparation Services during the application process if you are progressing to the Professional Teaching or the Professional CTE certificate. If you are *renewing* a Professional Teaching, Professional CTE, School Counselor, School Psychologist Certificate, or School Administrator Certificate, you will retain the DPPD form and DPPD log(s) in case of audit.
10. You may not apply to progress/renew your certificate until the DPPD form has been signed and the DPPD log(s) have been initialed by your school district. The application for progressing/renewing a certificate is found by clicking on the navigation button on the left entitled "Apply or Renew" in MOECS. Then, click on the drop-down and select "Teacher Certificate or Renewal of Teaching Certificate"

and continue completing the application. Print the applicant cover sheet as directed and submit the required documentation for educators progressing to a Professional/CTE certificate.

11. Once the application has been submitted, you will receive an email with a link to pay for your certificate with a credit/debit card. You can monitor the status of your certificate using MOECS.

12. Individuals *progressing* to a Professional Teaching or Professional CTE certificate, will be placed in line to be evaluated after paying and submitting the required documentation. When the evaluation is completed, an email notification requesting additional documentation OR approving the application will be sent. Once approved, the certificate can be printed in MOECS by clicking on the navigation button entitled "Print Certificate."

12. Individuals *renewing* a Professional Teaching, Professional CTE, School Counselor, School Psychologist Certificate, or School Administrator Certificate, can print the certificate in MOECS immediately after submission by clicking on the navigation button entitled "Print Certificate". Please retain your professional learning records for audit purposes.

All certificates must be signed and notarized by a Notary Public before they become valid.

• Criteria for Accurate Teacher Application Documentation

District Provided Professional Development Documentation

District Provided Professional Development (DPPD) obtained through a Michigan public school/school district or public school academy may be used to renew all Michigan certificate types.

Educators employed in non-public schools wishing to use DPPD must contact their employer directly to discuss their options. Non-public school employees may use DPPD if the non-public school agrees to meet the criteria outlined in the February 24, 2015 memorandum and also agrees to auditing and documentation requirements using the Non-public District Provided Professional Development OPT-In/Out form.

All DPPD hours must be verified and approved by an educator's Principal/School Designee before the hours can be used for certificate renewal. Educator's must obtain the District Provided Professional Development Form and follow the instructions carefully for accurate submission.

Please note: Forms are updated regularly as requirements change. It is important to use the most up-to-date form. This can be accomplished by retrieving the form each time you renew directly from your MOECS account.

Work Experience Documentation

Teaching experience is required when progressing to the next level teaching certificate and must be documented on the "Teaching - Work Experience" form. This form is located in your MOECS account under the "Forms" bar in the left navigation menu.

The "Teaching - Work Experience" form must be filled out completely, with the appropriate signatures, by the employing school. The educator service rating at the bottom of the form must also be completed. Third party substitute agencies may not complete this form.

Please note that the status of your application can be viewed at any time using the MOECS. MOECS also allows educators to utilize other convenient features relating to certification, including the printing of a certificate.

• Checking For Application Status

Status of My Application

Once you have applied for an initial Michigan certificate/license, renewal of a Michigan certificate/license, or an additional endorsement, you can check the status of your application by logging into your account within the Michigan Online Educator Certification System at: www.michigan.gov/moeCS.

1) Login to MOECS

If you are unable to gain access your account, please click Login Assistance.

2) Once you have confirmed and/or updated your demographics, you will be directed to your Home Page.

3) Your Home Page will include all your pending certificate applications and the status of each.

4) You will see one of the following status indications:

****Please note that January, as well as May through August, are our busiest times of year. Additional time for processing may be required during these busy months.**

• Reading Course Requirements

Reading Coursework Requirements for Michigan Teacher Certification

Michigan's Teacher Certification Code contains two distinct requirements in the teaching of reading that all teachers must complete, one of which must be completed prior to earning an initial standard teaching certificate, and the other of which must be completed prior to advancing to a professional teaching certificate.

Reading Methods Requirements for Standard Teaching Certification

In order to be recommended for an initial elementary provisional teaching certificate, teacher candidates must complete six (6) credit hours in the teaching of reading. In order to be recommended for an initial secondary provisional teaching certificate, teacher candidates must complete three (3) credit hours in reading instruction as appropriate to the content area in which they are seeking an endorsement. These requirements are set forward in R390.1123(2) of the Teacher Certification Code. Standards for the elementary and secondary coursework are available on the Michigan Department of Education website. Teacher candidates who complete an approved alternative route program to teacher certification have satisfied this requirement.

Reading Diagnosis/Remediation Requirements for Professional Teaching Certification

In order to advance to a Professional Teaching Certificate, teachers must satisfactorily (grade of C or better or the equivalent) complete an additional three (3) credit approved course of study in the diagnosis and remediation of reading disabilities and differentiated instruction. This requirement is set forward in R390.1132(4) of the Teacher Certification Code, and Michigan Compiled Law 380.1531(4) provides additional details on the content that this course of study must cover. The Office of Professional Preparation Services (OPPS) maintains a list of approved courses offered by Michigan colleges and universities to satisfy this requirement. While it is possible to complete this requirement through an out-of-state institution, the OPPS only approves and maintains a directory of courses from Michigan educator preparation providers. The OPPS does not approve courses from out-of-state institutions, but rather requires teachers who complete a course of study offered by an out-of-state provider to submit a verification form signed by an appropriate authority at the provider attesting that particular courses completed by candidates for a professional certificate meet Michigan's requirements for this course of study.

• Locating Your PIC

Locating Your Personal Identification CODE (PIC)

If you have a Michigan Online Educator Certification System (MOECS) account and you need your PIC.

1) Login to MOECS

2) Using the Navigation Menu "Manage Demographics" on the left side of the screen, move to the "Personal Information" screen. If you have a PIC it will be located adjacent to the PIC Field.

If "Not Available" populates your PIC value, MOECS does not have a PIC for this account. You will need to contact MOECSsupport@Michigan.gov.

• Adding An Endorsement to a Valid Certificate

Adding an Endorsement to a Michigan Teaching Certificate

An endorsement can be added to a Michigan teaching certificate by way of one of the following paths:

1) Complete a state-approved endorsement program with at least 20 semester credit hours of coursework through a state-approved Educator Preparation Program (EPP). The program can be completed through a Michigan institution, an Michigan approved alternative route program, or an institution located in another state.

2) Complete another state's approved endorsement program with less than 20 semester credit hours of coursework and hold the endorsement on a valid, standard out-of-state teaching certificate.

3) Successfully teach in another state within the endorsement area for a minimum of three years since adding the endorsement to the out-of-state certificate. *Note:* The out-of-state teaching certificate must be valid during the three years of successful teaching experience, but does not have to be valid at the time of application.

An application to add an endorsement to a valid Michigan teaching certificate is created through the Michigan Online Educator Certification System (MOECS).

Teachers who have completed endorsement programs at **Michigan** institutions must work directly with their certification officer to ensure the application is processed correctly.

Teachers who have completed **out-of-state** endorsement programs will be evaluated by the Office of Professional Preparation Services (OPPS). Applicants must satisfy all the requirements for the endorsement and pass the Michigan Test for Teacher Certification (MTTC) endorsement test before the endorsement can be added to the Michigan teaching certificate. Teachers are not encouraged to take the MTTC until the OPPS evaluation is completed and an evaluation report is

issued indicating the test that must be passed. The cost of an evaluation is \$50 and does not guarantee the endorsement will be approved.

Michigan teachers may work in subject area(s) or grade levels outside of what are listed on their certificate **only** under the system of permits available to the school that employs them.

SEVENTH-DAY ADVENTIST TEACHING CREDENTIAL LEVELS AND REQUIREMENTS

Denominational certification is official recognition of the achievement of an acceptable level of personal, academic, and professional qualifications to practice the profession of instructing children and youth in a Seventh-day Adventist school setting.

Qualifying for the appropriate certificate and maintaining it through continued professional preparation and growth is the responsibility of each professional educator.

Adventist Basic Certificate

The Basic Teaching Certificate may be issued to the candidates presenting a "Verification of Eligibility" form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements

A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Consortium of Adventist Colleges and Universities, to include the following areas:

Doctrines of the Seventh-day Adventist Church:

RELH 225 Doctrines of the Adventist Faith

Biblical Studies. Courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White.

RELH 400 SDA History and Prophetic Heritage

(RELH 400 covers both Gift of Prophecy and Seventh-day Adventist Church History)
Seventh-day Adventist Church History.

RELH 400 SDA History and Prophetic Heritage

Health Principles

A course in health based on the Bible and the writings of Ellen G. White.

HLED 120 Fit for Life

Adventist School Experience

All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

Full-semester student teaching in an approved Seventh-day Adventist school. A lab experience for EDTE 165 in a recognized Seventh-day Adventist school. Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school. Other verified experiences may fulfill this requirement. Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age Teaching Experience (Elementary only)

For the Elementary Teaching endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE 425 Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

Renewal of Adventist Basic Certificate

The Basic Teaching Certificate is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Standard Certificate

The Standard Teaching Certificate may be issued to an applicant who meets initial General Eligibility Requirements. Meets the requirements for a Basic Teaching Certificate, Completes a minimum of three years of full-time teaching or equivalent. Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirement of the Basic Teaching Credential.

Renewal of Adventist Standard Certificate

The Standard Teaching Certificate is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See Manual for SDA Certification Requirements K–12 for specifics.

Adventist Professional Certificate. Seventh-day Adventist teachers desiring Professional Certification must meet the following criteria:

Meet initial general eligibility requirements. Qualify for the Standard Teaching Certificate Meet one of the following: Hold a master's degree. Complete a prescribed fifth-year program for teachers. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below: Curriculum Improvement of instruction Learning theory/style Education of the exceptional child Trends and issues in education Multi-cultural education

Renewal of Adventist Professional Certificate

The Professional Teaching Certificate is valid for five years. Renewal of the certificate requires 6 additional semester credits. See Manual for SDA Certification Requirements for specific details.

Educational Curriculum & Instruction

EDCI 525 - Master's Orientation Seminar

Credits: 0,1

Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Seminar, Interactive Online

College Code: SED

EDCI 545 - Assessment of Learning:

Credits: 3

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. Indicate area of concentration when registering(e.g. Higher Education, K-12, Teacher Education, TESOL, etc)

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 547 - Foundations of Curriculum Studies

Credits: 3

The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Critique of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Lab, Blended Learning, Interactive Online

College Code: SED

EDCI 565 - Improving Instruction

Credits: 2,3

Designed to provide a framework for organizing and teaching declarative and procedural knowledge, developing habits for lifelong learning, and building a positive classroom environment (including the use of cooperative learning groups). Includes reflection, micro-teaching, and peer feedback. Basic to other courses in curriculum and instruction. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, TESOL, etc.)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Lab, Blended Learning, Interactive Online

College Code: SED

EDCI 600 - Program Continuation

Credits: 0

The Curriculum & Instruction student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

EDCI 605 - Design & Development of Online Courses

Credits: 3

Survey of research on best practices in online learning; study and application of principles, techniques, and technologies for designing and creating engaging, interactive online learning experiences. Delivered online and requires access to high speed Internet, webcam, video recording device. Check with professor for current technology and software requirements for the course.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 606 - Teaching in Higher Education

Credits: 3

This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment, techniques and innovation in the higher education classrooms. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 607 - Curriculum: _____

Credits: 1-3

Focuses on topics currently generating conflict, discourse, interest, and/or those with potential for positive influence on learners, teachers, and educational institutions. Includes topics such as Multi-grade, Design, Core Standards, and Integrated Thematic Design as well as areas of concentration (e.g. Higher Education, K-12, Teacher Education, TESOL, etc.)

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Lab, Blended Learning, Interactive Online

College Code: SED

EDCI 610 - Teaching the Adult Learner

Credits: 2,3

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

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Interactive Online

College Code: SED

EDCI 611 - Design and Development of Training Programs

Credits: 3

Design and creation of programs for adult learners in training settings (i.e., NGO, continuing education, health care, corporate). Includes the planning of a field-based implementation project. Offered for extension campuses only.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDCI 617 - Instruction: _____

Credits: 3

Focuses on topics currently generating conflict, discourse, interest, and/or those with potential for positive influence on learners, teachers, and educational institutions. Includes topics such as Differentiated Instruction, Design, Problem-based Inquiry Learning, and Technology Integration, as well as areas of concentration (e.g. Higher Education, K-12, Teacher Education, TESOL, etc.).

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Interactive Online

College Code: SED

EDCI 620 - Facilitating Change in Learning Organizations

Credits: 3

This course aims to develop a broad and deep understanding of the tensions between ideas and practice, policy, and implementation of change in learning organizations. Students will benefit from the opportunity in this course to locate their prospective role in the bigger picture of the education system in the United States.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Lab, Blended Learning, Interactive Online

College Code: SED

EDCI 631-635, 641-642 - Professional Development Courses

Credits: 2-3

Contemporary and selected topics in curriculum and instruction.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable with different topics. Open to all graduate students.

Schedule Type: Self-Paced

College Code: SED

EDCI 645 - Advanced Diagnosis & Educational Therapy in

Reading

Credits: 3

Advanced course for diagnosis and remediation or prevention of reading disabilities.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 648 - Workshop:

Credits: 1-4

Workshop

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Blended Learning, Workshop

College Code: SED

EDCI 650 - Curriculum Design: _____

Credits: 3

The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum project. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, TESOL, etc.).

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Lab, Blended Learning, Interactive Online

College Code: SED

EDCI 665 - Advanced Instructional Models: _____

Credits: 1-3

Introduction and practice of advanced teaching strategies that only rely on a system of Instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the

ability to reflect on their own performance and provide effective feedback and support to others.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Blended Learning, Interactive Online

College Code: SED

EDCI 676 - Technology for Learning

Credits: 2

The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDCI 678 - Curriculum Studies Tour: _____

Credits: 0–3

A structured travel-based, immersion learning experience in various contexts of Curriculum and Instruction. Learners will join renowned scholars, emerging scholars, and others to engage in complex conversations with each other. For example, tours may visit major international or domestic research conferences or international locations for comparative education experiences.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 680 - Field Work: _____

Credits: 1–3

Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in program areas such as Multi-grade Education, Social Justice, International Education, Higher Education and Teacher Education. Permission of supervisor and field work proposal required one semester in advance of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable with different topics

Schedule Type: Practicum

College Code: SED

EDCI 684 - International Perspectives on Curriculum

Credits: 3

A survey of theoretical and practical implications of internationalization on curriculum studies. Designed to familiarize students with a variety of international perspectives and voices, this course examines the process of curriculum theorizing and implementation practiced across national borders. Course experiences include selected readings, book reviews, small group discussions, personal critique and mini-lectures. Participants will evaluate learning environments, reflect on diverse points-of-view, critique individual cultural conditioning, and develop awareness of how various perspectives influence curriculum development, student learning and success in an increasingly global community.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 685 - Comprehensive Exam Preparation

Credits: 0

Comprehensive Examination Preparation

Grade Mode: Noncredit (NC,W)

Schedule Type: Independent

College Code: SED

EDCI 686 - Curriculum Past and Present

Credits: 3

Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 690 - Independent Study: _____

Credits: 1-3

Individual research and/or study under the guidance of an instructor. A minimum of 60 clock hours of engagement with course materials/content expected per credit. Requires prior approval by the advisor and instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Schedule Type: Independent

College Code: SED

EDCI 695 - Master's Portfolio

Credits: 0,1

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 2 credits

Schedule Type: Independent, Seminar

College Code: SED

EDCI 696 - Project Implementation

Credits: 1–3

Students make practical application of educational theory through design, development, and implementation of an instruction and/or curriculum project. Students collect field-based data documenting project performance and with such data, revise the original project.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 3 credits

Schedule Type: Independent, Seminar, Practicum

College Code: SED

EDCI 699 - Thesis

Credits: 1–3

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

EDCI 706 - Teaching in Higher Education

Credits: 3

This course is designed to provide foundational skills and strategies to graduate students and newly hired university faculty. The course provides opportunities for exploration and practice of several instructional approaches, assessment practices, and innovation in the higher education classroom. This course offers the opportunity for participants to discuss current and relevant issues related to the profession.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 725 - Doctoral Orientation Seminar

Credits: 0,1

Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Seminar, Interactive Online

College Code: SED

EDCI 745 - Effective Assessment of Learning

Credits: 3

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development. Indicate area of concentration when registering (e.g. Higher Education, K-12, Teacher Education, etc.)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 747 - Survey of Curriculum Theory

Credits: 3

A survey of the broad range of theoretical approaches in the field of Curriculum and Instruction. Includes critique of contemporary curriculum theories from a

Christian perspective and the investigation of a specific curriculum theorist. Basic to other courses in C&I doctoral programs.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 750 - Course Design: _____

Credits: 3

The study of specific curriculum design models to aid with the analysis, development, and improvement of curriculum at specific educational levels. Includes development of a curriculum unit and a semester-long course for adult learners. Indicate area of concentration when registering. (e.g. Higher Education, K-12, Teacher Education, etc.)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 756 - Advanced Studies: _____

Credits: 1-3

Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in each concentration area, such as Curriculum Leadership, Instructional Education, Curriculum Theory, Teaching in Higher Education, Teacher Education, and Evaluation.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Schedule Type: Independent, Seminar

College Code: SED

EDCI 795 - Specialist Portfolio

Credits: 0,1

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Independent

College Code: SED

EDCI 799 - Advanced Project: _____

Credits: 1-6

The construction, field-testing, and revision of an empirically-based curriculum product using sound principles of curriculum design, instructional planning, and effective assessment. Requires a final written report in the form of an article submitted for potential publication that documents project development, performance and revision.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Schedule Type: Independent

College Code: SED

EDCI 820 - Educational Improvement & Change

Credits: 3

This course aims to develop a broad and deep understanding of the tensions between ideas and practice, policy and implementation of change in learning organizations. Students will benefit from the opportunity in this course to locate their prospective role in the bigger picture of the education system in the United States.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 870 - Comprehensive Exam Preparation

Credits: 0

Comprehensive Exam Preparation. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Schedule Type: Independent

College Code: SED

EDCI 884 - Internationalizing Curriculum Studies

Credits: 3

An in-depth examination of a variety of international perspectives and voices which shape the curriculum theorizing and implementation. A required final evaluation project will analyze the impact of international issues on curriculum studies and research within specific learning environments.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDCI 885 - Applied Research: _____

Credits: 1-8

Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

College Code: SED

EDCI 886 - Internship: _____

Credits: 1-8

Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in each concentration area, such as Curriculum Leadership, Instructional Education, Teaching in Higher Education, Teacher Education and Evaluation.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 8 credits

Schedule Type: Practicum

Term Offering: Fall, Spring, Summer

College Code: SED

EDCI 889 - Doctoral Seminar

Credits: 1-3

Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, professional conference participation, and serving as teaching assistant for a college-level course.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Blended Learning, Seminar, Interactive Online

College Code: SED

EDCI 893 - Theorizing Curriculum

Credits: 3

The examination of educational issues from specific theoretical perspectives, such as Post-colonial, Critical Race Theory, or Autobiographical Theory. Emphasis upon reading substantive works from classic and contemporary theorists and student theorizing from a specific standpoint.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDCI 895 - Doctoral Portfolio

Credits: 0,1

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Independent

College Code: SED

EDCI 899 - Doctoral Dissertation

Credits: 1-14

A minimum of 14 credits required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: SED

Educational Foundations

EDFN 500 - Philosophical Foundations for Professionals

Credits: 2,3

Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any

graduate program in the School of Education.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDFN 517 - History of Seventh-day Adventist Education

Credits: 2
Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SED

EDFN 610 - History and Philosophy of Education

Credits: 3
A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3–4 topics.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SED

EDFN 688 - Integration of Faith and Learning

Credits: 1,2
An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDFN 689 - Seminar in Foundations:

Credits: 2,3
Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: SED

Educational Research Methods

EDRM 689 - Seminar in Foundations

Credits: 2,3
Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SED

Teacher Education

EDTE 110 - Basic Reading/Language Skills

Credits: 1,2
Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational

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assessment.

Lecture/Lab: Lab required
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 8 credits
Schedule Type: Lecture
College Code: SED

EDTE 140 - Reading Vocabulary Development

Credits: 2
Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations.

Lecture/Lab: Lab required
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 4 credits
Schedule Type: Lecture/Lab
College Code: SED

EDTE 160 - College Reading Efficiency

Credits: 2
Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading.

Lecture/Lab: Lab required
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 4 credits
Schedule Type: Lecture/Lab
College Code: SED

EDTE 164 - Speed Reading Strategies

Credits: 2
Designed to assist average and above-average readers in increasing comprehension and reading rate.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 165 - Introduction to Teaching

Credits: 4
An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time.

Course/Lab Fee: Yes
Course Attribute: Service Course

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SED

EDTE 175 - Philosophy of Adventist Education

Credits: 1
A study of the fundamental principles, concepts, and aims of Adventist education.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive Online, Self-Paced
College Code: SED

EDTE 228 - Strategies for Educating Exceptional and Diverse Learners

Credits: 3
An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
College Code: SED

EDTE 376 - Topics:

Credits: 1–3

Topics of current significance. Credit to be announced with topic in advance.

Grade Mode: Normal w S (A-F,I,S,U,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Interactive Online

College Code: SED

EDTE 389 - Work Conference: Topic

Credits: 1–3

In-service training, clinics, and supervised experiences in education. Credit to be announced with topic in advance. As scheduled

Grade Mode: Normal w S (A-F,I,S,U,W)

Repeatable: Repeatable with different topics

Schedule Type: Independent

College Code: SED

EDTE 408 - Principles of Teaching and Learning

Credits: 3

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience required.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 416 - Individualized Reading Instruction

Credits: 3

Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 417 - Teaching Reading in the Secondary Content Areas

Credits: 3

Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: SED

EDTE 418 - Methods for Teaching Beginning Reading

Credits: 3

Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field Experience required

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 420 - Literacy Intervention Strategies

Credits: 3

Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 424 - Classroom Testing and Evaluation

Credits: 2,3

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.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDTE 425 - Multi-grade/Multi-age Education

Credits: 2

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.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 436 - Writing K–8

Credits: 2

A theoretical and practical examination of instructional methodologies used for elementary writers.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 438 - Workshop:

Credits: 1–3

Credit to be announced with topic in advance.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable with different topics

Schedule Type: Workshop

College Code: SED

EDTE 444 - Elementary Language Arts Methods

Credits: 2

Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 446 - Elementary Science and Health Methods

Credits: 3

Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 447 - Elementary Social Studies and Character Education Methods

Credits: 3

Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K(8) schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 448 - Methods for Integrating Arts & Movement in Elementary Curriculum

Credits: 3

Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 456 - Secondary Science Methods

Credits: 2

Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 612 classroom.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): EDTE 459 and EDTE 408, and acceptance into the teacher education program.

Schedule Type: Lecture

College Code: SED

EDTE 459 - Methods for Teaching Secondary School (Area)

Credits: 3

Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 460 - Reading Practicum

Credits: 1–4

Observation and supervised instruction with individual students and reading classes on the elementary level.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): EDTE 417, EDTE 420, EDTE 485. May be graded S/U.

Repeatable: Repeatable up to 4 credits

Schedule Type: Practicum

College Code: SED

EDTE 467 - School and Society

Credits: 1

The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDTE 476 - Methods for Integrating Instructional Technology

Credits: 2,3

Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDTE 480 - First Days of School Experience

Credits: 2

An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 484 - Developmental Reading Methods

Credits: 2

Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): EDTE 444.

Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408.

Schedule Type: Lecture

Term Offering: Fall

College Code: SED

EDTE 485 - Advanced Methods for Elementary Classroom Literacy

Credits: 3

s for literacy teaching in grades K8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 487 - Student Teaching Seminar

Credits: 1

A weekly seminar for student teachers.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): EDTE 488 or EDTE 588.

Schedule Type: Seminar, Interactive Online

Term Offering: Fall, Spring

College Code: SED

EDTE 488 - Student Teaching (Level)

Credits: 1–15

The student-teaching experience requires full participation in an elementary (K8) or secondary (712) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Corequisite(s): EDTE 487.

Prerequisite(s): Admission to Student Teaching.

Repeatable: Repeatable up to 15 credits

Schedule Type: Practicum

Term Offering: Fall, Spring

College Code: SED

EDTE 499 - Independent Study:

Credits: 1–3

Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: SED

EDTE 508 - Principles of Teaching and Learning

Credits: 3

Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience required.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 516 - Individualized Reading Instruction

Credits: 3

Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.

Course/Lab Fee: Yes

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 517 - Teaching Reading in the Secondary Content Areas

Credits: 3

Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: SED

EDTE 518 - Methods for Teaching Beginning Reading

Credits: 3

Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field Experience required

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408

Schedule Type: Lecture

College Code: SED

EDTE 520 - Literacy Intervention Strategies

Credits: 3

Assessment and methods for prevention and remediation of reading problems. Useful for classroom and clinical settings. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408 or EDTE 508 , EDTE 418 or EDTE 518

Schedule Type: Lecture

College Code: SED

EDTE 524 - Classroom Testing and Evaluation

Credits: 2

Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

College Code: SED

EDTE 526 - Multi-grade/Multi-age Education

Credits: 1

Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 536 - Writing K–8

Credits: 2

A theoretical and practical examination of instructional methodologies used for elementary writers.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 544 - Elementary Language Arts Methods

Credits: 2

Application of principles of effective instruction to Language Arts with specific

emphasis on writing workshop methodology. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 546 - Elementary Science and Health Methods

Credits: 3

Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 547 - Elementary Social Studies and Character Education

Methods

Credits: 3

Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K(8) schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408

Schedule Type: Lecture

College Code: SED

EDTE 548 - Methods for Integrating Arts & Movement in

Elementary Curriculum

Credits: 3

Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 302 or GDPC 514, EDTE 408 or EDTE 508

Schedule Type: Lecture

College Code: SED

EDTE 556 - Secondary Science Methods

Credits: 2

Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 6-12 classroom.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): EDTE 459 and EDTE 408 or EDTE 508 and acceptance into the teacher education program.

Schedule Type: Lecture

College Code: SED

EDTE 559 - Methods for Teaching Secondary School: (Area)

Credits: 3

Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

EDTE 568 - School and Society

Credits: 1
The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 576 - Methods for Integrating Instructional Technology

Credits: 2,3
Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDTE 580 - First Days of School Experience

Credits: 2
An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Admission to Student Teaching.
Schedule Type: Lecture
College Code: SED

EDTE 584 - Developmental Reading Methods

Credits: 2
Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

EDTE 587 - Student Teaching Seminar

Credits: 1
A weekly seminar for student teachers.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar, Interactive Online
College Code: SED

EDTE 588 - Graduate Student Teaching: (Level)

Credits: 1-10
Instructional and/or supervisory experience in an elementary (K8) or secondary (712) school under supervision.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Practicum
College Code: SED

EDTE 600 - Program Continuation

Credits: 0
The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of

registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDTE 630 - Seminar:

Credits: 1–4
Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable with different topics
Schedule Type: Seminar, Interactive Online
Term Offering: Summer
College Code: SED

EDTE 630 - Seminar: Philosophical and Social Foundations of Education

Credits: 2
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Seminar, Interactive Online
Term Offering: Fall, Spring
College Code: SED

EDTE 630:03 - Seminar: Reading

Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

College Code: SED

EDTE 630:05:00 - Seminar: Classroom Testing and Evaluation

Year Offering: Odd years
Term Offering: Summer
College Code: SED

EDTE 630:06:00 - Seminar: Classroom Management

Year Offering: Even years
Term Offering: Summer
College Code: SED

EDTE 648 - Workshop:

Credits: 1-3
Credit to be announced with topic in advance.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Workshop
College Code: SED

EDTE 690 - Independent Study

Credits: 1-3
Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Independent
College Code: SED

Special Education

GDPC 627 - Instructional Design for Special Education

Credits: 3
This course will focus on the development of Specially Designed Instruction (SDI) for Children with Disabilities as required by IDEA (2004). SDI includes modification and accommodation to program content methodology and delivery.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture
College Code: SED

GDPC 641 - Education of Students with Math Disabilities

Credits: 3

This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics. Emphasis will be placed on methods supported by research.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 656 - Reading and Writing Assessment & Intervention

Credits: 3

This is an advanced course for diagnosis and remediation or prevention of reading and writing disabilities. Students will be trained on how to administer and interpret different reading and writing assessments that are used with K-12 students and to determine the correct evidence-based intervention through the analysis of data. Students are also required to register for SPED645 P06 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab
College Code: SED

SPED 525 - Psychology and Education of Exceptional Children

Credits: 3

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for SPED 525 P02 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab, Interactive Online
College Code: SED

SPED 554 - Supervisory Skills of Special Education Support Staff

Credits: 1

This course would allow candidates to obtain the skills needed to supervise paraeducators and other volunteer staff that are commonly associated with special education programs.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 588 - Graduate Student Teaching:

Credits: 2

The candidate will be placed with a field-supervisor in a K-5 and a 6-12 resource or inclusion special education setting for a eight week period. The candidate is required to demonstrate the ability to write and implement lesson plans that differentiate instruction, provide an intervention or remediation, collect data and demonstrate the ability to use data to make instructional decisions. At the culmination of both placements (K-5 and 6-12) candidates will be required to submit a portfolio displaying their professional documents that portray their skills and knowledge in the area of learning disabilities. This placement can be extended into the following semester by university supervisor recommendation. The lab hours will be arranged with the professor and field supervisor and will consist of 8 weeks of fulltime teaching.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SED

SPED 610 - Instructional Design for Special Education

Credits: 3

This course will focus on the development of Specially Designed Instruction (SDI) for Children with Disabilities as required by IDEA (2004). SDI includes modification and accommodation to program content methodology and delivery.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning
College Code: SED

SPED 618 - Legal and Ethical Issues in Schools

Credits: 3

An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs. Students are also required to register for SPED 618 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 630 - Education of Students with Math Disabilities

Credits: 3

This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics. Emphasis will be placed on methods supported by research.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 645 - Reading and Writing Assessment & Intervention

Credits: 3

This is an advanced course for diagnosis and remediation or prevention of reading and writing disabilities. Students will be trained on how to administer and interpret different reading and writing assessments that are used with K-12 students and to determine the correct evidence-based intervention through the analysis of data. Students are also required to register for SPED645 P06 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required. Background check required for this course.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Lab, Interactive Online
College Code: SED

SPED 651 - Behavioral and Educational Assessment

Credits: 3

The selection, administration, and scoring of standardized and non standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for SPED 651 PO3 which is the 50-hour practicum lab portion of this class Lab fee required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

SPED 672 - Psychoeducational Consultation

Credits: 3

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 651
Schedule Type: Lecture
College Code: SED

Graduate Psychology & Counseling

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Emeriti

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Mission

The mission of the Department of Graduate Psychology & Counseling is to:

Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service

Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons

Respect human diversity and the uniqueness of each person as one created by God

Uphold the principles of Scripture as a guide for interpersonal relations.

Accreditation

Andrews University is accredited by The Higher Learning Commission and a Member of the North Central Association. It is also accredited by The Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities.

The School of Education, as a unit, is accredited by the National Council for the Accreditation of Teacher Education (NCATE). NCATE has approved two programs within this department: School Psychology and School Counseling.

The Michigan State Department of Education has approved the following programs: School Psychology and School Counseling.

The National Association of School Psychologists (NASP) has approved the Ed.S. program in School Psychology.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has approved the two M.A. degrees in counseling: the M.A. in Clinical Mental Health Counseling and the M.A. in School Counseling. The accreditation for both programs runs through October 31, 2020.

The American Psychological Association (APA) has approved the Ph.D. program in Counseling Psychology.

Fieldwork

All students must obtain a background check before they can participate in any course that requires fieldwork, including practicum and internship. Some programs require additional paperwork, e.g. Conviction Clearance forms.

Admission Requirements

General admission requirements for degrees in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin. Additional requirements are listed under the separate program descriptions which follow. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents, interviews, as well as the professional judgment of the program faculty.

*Programs offered in this Department are listed below.

Masters

Clinical Mental Health Counseling MA

The Clinical Mental Health Counseling program is designed to prepare students to function as professional clinical mental health counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

Total MA Degree Credits—60

MA Degree Requirements

Common Core—27

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
GDPC 554 - Career Development **Credits:** 3
GDPC 614 - Human Development **Credits:** 3
GDPC 635 - Theories and Techniques of Counseling **Credits:** 3
GDPC 638 - Group Processes **Credits:** 3
GDPC 640 - Multicultural Issues for Counselors and Psychologists **Credits:** 3
GDPC 644 - Psychological Testing **Credits:** 3
GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3
GDPC 695 - Professional Portfolio **Credits:** 0
EDRM 506 - Research and Evaluation for Counselors **Credits:** 3
EDUC 670 - Master's Comprehensive Exam **Credits:** 0

Specialty Area—21

GDPC 600 - Family Counseling **Credits:** 2–3
GDPC 610 - Marital Counseling **Credits:** 2,3
GDPC 619 - Professional Issues in Clinical Mental Health Counseling **Credits:** 2,3
GDPC 624 - Addictions and Addictive Behaviors **Credits:** 3
GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3
GDPC 676 - Theories of Personality **Credits:** 3
GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits:** 3

Clinical Instruction—9

GDPC 650 - Practicum in Counseling **Credits:** 3
GDPC 655 - Internship in Counseling **Credits:** 1–6

Electives —3

Choose one of the following courses:

GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3
GDPC 604 - Human Sexuality and Sex Therapy **Credits:** 2,3

Note(s):

Due to the sequential nature of the Clinical Mental Health Counseling program, students must begin full-time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University's Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the Clinical Mental Health Counseling program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a counselor.

Program Outcomes

The Clinical Mental Health Counseling program is designed to meet the criteria established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program requires instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

Professional Counseling Identity. Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.

Ethical Practice. Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.

Social and Cultural Diversity. Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Human Growth and Development. Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Career Development. Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.

Helping Relationships. Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.

Group Work. Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.

Assessment. Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.

Research and Program Evaluation. Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

Upon completion of the master's degree in Clinical Mental Health Counseling, students will be able to:

Understand, respond to and advocate for the needs of diverse client populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.

Demonstrate knowledge and understanding of the major theories of counseling and develop a personal theory of counseling.

Demonstrate knowledge and understanding of the major theories of career development and how to provide career/lifestyle counseling to clients.

Demonstrate understanding and knowledge of human development across the life span and how this relates to counseling interventions and assessment of clients.

Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

Demonstrate the ability to use current technology for presentations, supervision, assessment, and professional record keeping.

Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments, and then analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

Model legal and ethical standards of clinical mental health counseling in accordance with state and federal law and the standards of the American Counseling Association.

Apply basic counseling and facilitative communication skills in individual and small group settings.

Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA).

Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Counseling Psychology MS

Program Description

The Master's in Counseling Psychology is available only to students already accepted into the PhD Counseling Psychology program. This embedded degree trains students to work as counselors and therapists at the master's level. It also provides the foundation for pursuit of state licensure for persons interested in working as master's level psychologists in a variety of settings. Graduation requirements at the MS level require students to complete all required coursework, comprehensive exams, and 150 supervised hours of practicum. Once 500 hours of clinical experience have been accumulated (150 from program plus 350 additional), graduates of the MS may choose to apply for licensure through the State of Michigan.

Total Credits: 60

Degree Core - 57

Core Requirements - 48

GDPC 514 - Psychology of Learning **Credits: 3**

GDPC 554 - Career Development **Credits: 3**

GDPC 614 - Human Development **Credits: 3**

GDPC 635 - Theories and Techniques of Counseling **Credits: 3**

GDPC 638 - Group Processes **Credits: 3**

GDPC 676 - Theories of Personality **Credits: 3**

GDPC 616 - Psychology of Religious Experience **Credits: 3**

GDPC 625 - Biopsychology **Credits: 3**

GDPC 629 - Psychopathology: Classification & Treatment **Credits: 3**

GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits: 3**

GDPC 652 - Cognitive Assessment Across the Lifespan **Credits: 3**

GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits: 3**

GDPC 750 - Personality Assessment **Credits: 3**

EDUC 670 - Master's Comprehensive Exam **Credits: 0**

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

GDPC 640 - Multicultural Issues for Counselors and Psychologists **Credits: 3**

GDPC 644 - Psychological Testing **Credits: 3**

- Research - 9
- EDRM 505 - Research Methods **Credits:** 3
 - EDRM 611 - Applied Statistical Methods I **Credits:** 3
 - EDRM 712 - Applied Statistical Methods II **Credits:** 3

Additional Requirements - 3

- Practicum - 3
- GDPC 650 - Practicum in Counseling **Credits:** 3

Program Outcomes

Students completing the Master's in Counseling Psychology are expected to attain competency in the following five areas.

- Competency #1: The breadth of scientific psychology, its history of thought and development, its research methods, and its applications**
- Biological aspects of behavior
 - Cognitive aspects of behavior
 - Affective aspects of behavior
 - Social aspects of behavior
 - History and systems of psychology
 - Psychological measurement
 - Research methodology
 - Techniques of data analysis
- Competency #2: The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis.**
- Individual differences in behavior
 - Human development
 - Dysfunctional behavior or psychopathology
- Competency #3: Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).**
- Professional standards and ethics
 - Theories and methods of assessment and diagnosis
 - Theories and methods of effective intervention
 - Theories and methods of consultation
 - Theories and methods of supervision
- Competency #4: Issues of cultural and individual diversity that are relevant to all of the above**
- Competency #5: Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.**
- Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving

Educational Psychology,
Developmental Psychology
Concentration MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Developmental, Instructional, Research, or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental
Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children or adult facilities or community colleges, and desire a strong psychological understanding of development. Graduates from this program may also go on to do a doctorate in Educational Psychology, Developmental Psychology, or School Psychology.

- Foundations/Research/Statistics—9
- EDRM 505 - Research Methods **Credits:** 3
 - EDRM 611 - Applied Statistical Methods I **Credits:** 3
 - EDUC 670 - Master's Comprehensive Exam **Credits:** 0
 - EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

- Concentration (Developmental Psychology)—21
- GDPC 514 - Psychology of Learning **Credits:** 3
 - GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
 - GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
 - GDPC 554 - Career Development **Credits:** 3
 - GDPC 614 - Human Development **Credits:** 3
 - GDPC 634 - Cognitive and Biological Psychology **Credits:** 3
 - GDPC 676 - Theories of Personality **Credits:** 3

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study. Students planning further graduate work are encouraged to include GDPC699 Thesis which will add an additional three credits to their program. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

- Master-Level - Educational Psychology Student Learning Outcomes**
- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
 - Demonstrate knowledge and understanding of human development, and human learning across the life span
 - Demonstrate knowledge and understanding of the major theories of learning and motivation.
 - Competency in the planning and prescribing of teaching and curriculum strategies for students
 - Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
 - The acquisition and mastery of a broad understanding of learning and learning impairments
 - Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
 - Knowledge of human growth and development in pupils with or without handicaps
 - Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
 - Understand and interpret statistical data from research studies
 - Integrate data from tests and other measurement sources
 - Understand dynamics of research
 - Communicate research findings to parents, students and other professionals in a meaningful way
 - Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
 - Conduct research in the area of Education and School Psychology.
 - Understands ethical standards for the profession of Educational Psychology
 - Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, General Concentration MA

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: General Emphasis

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9

- EDRM 505 - Research Methods **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDUC 670 - Master's Comprehensive Exam **Credits:** 0
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Educational Psychology Core—9

- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 614 - Human Development **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3

Electives—12

Twelve credits by advisement, limited to GDPC courses, or courses in instruction from the School of Education.

Three credits may be fulfilled by writing a thesis.

Total Credits: 30

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students

- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, Instructional Psychology Concentration MA

This concentration is specifically designed for teachers who wish to expand their understanding of the teaching and learning process. It is also recommended for those students who plan to continue in the EdS in School Psychology program or obtain qualification as psychological associates. The courses are designed to assist the teacher and others who wish to broaden their understanding of the learner and learning environments. This emphasis is of interest to teachers who wish to renew their certification or move up on the salary scale and at the same time improve their understanding of children and how they learn.

Total Credits—30

Educational Psychology: Instructional Psychology Concentration

Prerequisites - 3

GDPC 514 Psychology of Learning, or an undergraduate or graduate-level learning course.

Foundations/Research/Statistics—5

- EDRM 505 - Research Methods **Credits:** 3
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDUC 670 - Master's Comprehensive Exam **Credits:** 0

Concentration (Instructional Psychology)—22

- GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
- GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
- GDPC 614 - Human Development **Credits:** 3
- GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues **Credits:** 3
- GDPC 634 - Cognitive and Biological Psychology **Credits:** 3
- GDPC 635 - Theories and Techniques of Counseling **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3
- GDPC 649 - Crisis Intervention **Credits:** 1

Electives - 3

Three credits to be chosen in consultation with an advisor.

It is presumed that this course will assist in the understanding of the learner and/or the learning environment. For those who wish to complete their EdS in School Psychology degree, it is recommended that GDPC 652 is chosen as the elective.

Notes:

The 30–33 credit MA Educational Psychology programs may be completed in one year of full-time study.

Students planning further graduate work are encouraged to consider including GDCP 699 Master's Thesis for a minimum of 3 additional credits. If a Thesis is chosen, it must be completed prior to graduation.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

Educational Psychology, Research Concentration MA

The MA program in Educational Psychology with a concentration 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.

Total Credits—33+

Educational Psychology: Research Concentration

Foundations—9

- EDRM 505 - Research Methods **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Educational Psychology Core—9

- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 614 - Human Development **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3

Concentration (Research)—15+

- EDRM 604 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 612 - Applied Statistical Methods II **Credits:** 3
- EDRM 613 - Applied Statistical Methods III **Credits:** 3
- GDPC 699 - Thesis **Credits:** 1–3 Students must register for a minimum of 3 credits of GDPC699 Thesis. Registration of additional credits are required for each semester until Thesis is defended.

Program Outcomes

Master-Level - Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory
- Demonstrate knowledge and understanding of human development, and human learning across the life span
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students
- Knowledge of human behavior and behavior management techniques and capacity to plan and implement classroom management procedures pertaining to the behavior of students
- The acquisition and mastery of a broad understanding of learning and learning impairments
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles
- Knowledge of human growth and development in pupils with or without handicaps
- Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation
- Understand and interpret statistical data from research studies
- Integrate data from tests and other measurement sources
- Understand dynamics of research
- Communicate research findings to parents, students and other professionals in a meaningful way
- Demonstrate ability to provide psychological information to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students
- Conduct research in the area of Education and School Psychology.
- Understands ethical standards for the profession of Educational Psychology
- Demonstrates ethical behaviors in the area of Educational Psychology

School Counseling MA

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling program must sign a Conviction Clearance form, certifying they have not been convicted of (or pleaded no contest to) a misdemeanor or felony. This form must be signed at three points in their program: prior to registering for their first class, prior to registering for GDPC 655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at

Andrews University. Having a prior conviction may make it impossible to complete the program.

Total MA Degree Credits—60

MA Degree Requirements

Common Core—27

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
EDRM 506 - Research and Evaluation for Counselors **Credits:** 3
EDUC 670 - Master's Comprehensive Exam **Credits:** 0
GDPC 554 - Career Development **Credits:** 3
GDPC 614 - Human Development **Credits:** 3
GDPC 635 - Theories and Techniques of Counseling **Credits:** 3
GDPC 638 - Group Processes **Credits:** 3
GDPC 640 - Multicultural Issues for Counselors and Psychologists **Credits:** 3
GDPC 644 - Psychological Testing **Credits:** 3
GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3
GDPC 695 - Professional Portfolio **Credits:** 0

Specialty Area—24

GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
GDPC 530 - Professional Issues in School Counseling **Credits:** 3
GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
GDPC 545 - Administration of Guidance Services **Credits:** 3
GDPC 600 - Family Counseling **Credits:** 2–3
GDPC 624 - Addictions and Addictive Behaviors **Credits:** 3
GDPC 627 - Instructional Design for Special Education **Credits:** 3
GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3

Clinical Instruction—9

GDPC 650 - Practicum in Counseling **Credits:** 3
GDPC 655 - Internship in Counseling **Credits:** 1–6

Note(s):

Due to the sequential nature of the School Counseling program, students must begin full-time study in the fall semester if they are to complete in two academic years.

Students are required to attend a minimum of eight weekly personal counseling sessions during the first semester of enrollment. These sessions may be arranged with the University's Counseling & Testing Center or in the public sector by a licensed therapist. A letter verifying the completion of these eight sessions is required by the end of the first semester.

Continuation in the School Counseling program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as a school counselor.

A student who already possesses a master's degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA in School Counseling program.

Program Outcomes

The School Counseling program is designed to meet the criteria established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program require instruction in nine common-core areas as well as clinical instruction. The CACREP Core Program Objectives are met in various courses throughout the program. These Core Program Objectives include the following:

Professional Counseling Identity. Our graduates will develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement and knowledge and understanding of professional ethics.

Ethical Practice. Our graduates will commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed. Students also develop a strong awareness of their own

values and worldviews, recognize their own competencies and limitations, maintain openness to supervision and recognize/acknowledge/remediate personal issues that may impact client care. They express a clear understanding of personal needs, values, strengths, weaknesses, feelings and motivations that may impinge upon effectiveness as a counselor. They understand the need for themselves to maintain good mental and physical health.

Social and Cultural Diversity. Our graduates will develop awareness of power, privilege and difference and their own cultural attitudes, beliefs and effects of social location and learn strategies for working with diverse populations, gender, sexual orientation, ethnic and other non-dominant groups. Students develop an ability to recognize the injustices that affect physical, academic, career, economic and mental wellbeing of individuals and learn skill sets to act to alleviate such injustices in the society. Students develop the ability to be empowering agents and advocates in service as change agents on the systemic level to better serve under-represented, marginalized and oppressed individuals and groups. Our students will also model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Human Growth and Development. Our graduates will learn to interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Career Development. Our graduates will develop understanding on how to apply core theory and research of career development, the psychology of work and related factors. Students learn which assessment instruments and techniques are relevant to career planning and decision making.

Helping Relationships. Our graduates will develop therapeutic communications skills, emphasize the client-counselor relationship and facilitate and manage the counseling process with individuals and groups. Students develop an understanding of a range of counseling theories consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis and best practices in the profession.

Group Work. Our graduates will develop an understanding of the theoretical and experiential foundations of group purpose, development and dynamics and understand how to apply group counseling methods and skills in group settings.

Assessment. Our graduates will understand principles of testing and measurement and learn how to apply both individual and group methods of assessment and evaluation.

Research and Program Evaluation. Our graduates will understand methods and roles of research, statistical analysis, needs assessment and program evaluation.

After completion of the M.A. in School Counseling, the students will be able to:

- Understand, respond to and advocate for the guidance needs of diverse student populations in a multicultural and pluralistic society, including issues regarding race, culture, religion, spirituality, sexual orientation, age, ability, gender, socioeconomic status, educational levels and multi-racial identities.
- Communicate and collaborate with school age students, their families, school staff and community agency representatives to promote a safe, healthy and effective learning environment.
- Demonstrate knowledge and understanding of systems theories, models and processes of consultation in school system settings and develop a personal theory of counseling.
- Apply knowledge of career development theory and practice to facilitate development student career and transition skills.
- Demonstrate understanding of the psychosocial foundations of human development across the life span.
- Applies relevant research findings to inform the practice of school counseling. Utilize student and institutional data to improve programs and recommend change.
- Develop, organize administer and conduct programs to enhance student academic development.
- Apply basic counseling and facilitative communication skills in individual and small group settings.

- Apply the knowledge of current technology for purposes of presentations, supervision, assessment, and professional record keeping.
- Apply psycho-educational theory and concepts in relation to individual assessment of aptitude, interest and achievement.
- Model legal and ethical standards of school counseling in accordance with state and federal law and the standards of the American School Counselor Association and the American Counseling Association.
- Demonstrate a commitment to professional development by joining and becoming active members in the American Counseling Association (ACA) or the American School Counselor Association.
- Model the desire to give back to one's community, church or society either by advocating for an identified issue of social justice or by engaging in service to their church and/or community.

Post-Masters

Counseling Psychology, Adult Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 635 - Theories and Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psychologists
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods **Or** EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)

- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—24

- GDPC 614 - Human Development **Credits:** 3
- GDPC 616 - Psychology of Religious Experience **Credits:** 3
- GDPC 620 - History and Systems of Psychology **Credits:** 3
- GDPC 625 - Biopsychology **Credits:** 3
- GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3
- GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3
- GDPC 670 - Advanced Social Psychology **Credits:** 3

Professional Studies—38

- GDPC 554 - Career Development **Credits:** 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3
- GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits:** 3
- GDPC 688 - Advanced Group Therapy **Credits:** 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations **Credits:** 3
- GDPC 745 - Practicum in Counseling Psychology **Credits:** 1–3
- Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment **Credits:** 3
- GDPC 753 - Psychological Decision Making and Interventions **Credits:** 3
- GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation **Credits:** 2
- GDPC 820 - Internship in Counseling Psychology **Credits:** 3
- GDPC 835 - Seminar in Counseling Psychology **Credits:** 2,3

Adult Emphasis—15

Dissertation focus must be selected from this topic area.

- GDPC 624 - Addictions and Addictive Behaviors **Credits:** 3
- GDPC 720 - Marital Therapy **Credits:** 3
- GDPC 846 - Adult Advanced Emphasis Practicum **Credits:** 3
- EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0
- Electives - By advisement **Credits:** 3

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 710 - Seminar in Research Methodology **Credits:** 1
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3
- EDRM 880 - Dissertation Proposal Development **Credits:** 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation **Credits:** 1–16
Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.

Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.

Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

Understand ethical/legal standards in professional practice and research.

Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.

Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

Understand multicultural and issues as they impact psychological and educational practice and research.

Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.

Understand spiritual and religious issues as they impact psychological and educational practice and research.

Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

Engage in professional development to maintain effective clinical practice and research.

Demonstrate knowledge and skills in program development and evaluation.

Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.

Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

Understand research in counseling process and outcome and its application to practice.

Demonstrate the skills to apply theoretical and empirical literature to professional practice.

Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Child/Family Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

EDFN 500 - Philosophical Foundations for Professionals

GDPC 514 - Psychology of Learning

GDPC 635 - Theories and Techniques of Counseling

GDPC 638 - Group Processes

GDPC 640 - Multicultural Issues for Counselors and Psychologists

GDPC 650 - Practicum in Counseling

GDPC 676 - Theories of Personality

EDRM 505 - Research Methods **Or** EDM 506 - Research and Evaluation for Counselors

EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)

Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)

Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)

Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—24

GDPC 614 - Human Development **Credits:** 3

GDPC 616 - Psychology of Religious Experience **Credits:** 3

GDPC 620 - History and Systems of Psychology **Credits:** 3

GDPC 625 - Biopsychology **Credits:** 3

GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3

GDPC 644 - Psychological Testing **Credits:** 3

GDPC 670 - Advanced Social Psychology **Credits:** 3

Professional Studies—38

GDPC 554 - Career Development **Credits:** 3

GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3

GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3

GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3

GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits:** 3

GDPC 688 - Advanced Group Therapy **Credits:** 3

GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations **Credits:** 3

GDPC 745 - Practicum in Counseling Psychology **Credits:** 1–3

- Select additional practicum hours from chosen emphasis.

GDPC 750 - Personality Assessment **Credits:** 3

GDPC 753 - Psychological Decision Making and Interventions **Credits:** 3

GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation **Credits:** 2

GDPC 820 - Internship in Counseling Psychology **Credits:** 3

GDPC 835 - Seminar in Counseling Psychology **Credits:** 2,3

Child/Family Emphasis—15

Dissertation focus must be selected from this topic area.

GDPC 710 - Family Therapy **Credits:** 3

GDPC 720 - Marital Therapy **Credits:** 3

EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0

GDPC 847 - Child/Family Advanced Emphasis Practicum **Credits:** 1–3

Electives - By advisement **Credits:** 3

Research & Dissertation

Research & Statistics—15

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3

EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3

EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 712 - Applied Statistical Methods II **Credits:** 3

EDRM 713 - Applied Statistical Methods III **Credits:** 3

EDRM 880 - Dissertation Proposal Development **Credits:** 2

Dissertation - 14+

GDPC 899 - Doctoral Dissertation **Credits:** 1–16

Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

Goal #1: To train counseling psychologists who have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology

Objective 1.1: Students acquire a knowledge base of psychology as a scientific discipline, and of counseling psychology as an area of professional specialization

Understand the current body of knowledge of scientific psychology in biological, cognitive, affective, and social aspects of behavior, the history /systems of psychology, learning theory, multi-cultural issues, psychopathology, personality, spiritual/religious psychology, psychological measurement, research methods, and techniques of data analysis.

Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.

Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

Understand ethical/legal standards in professional practice and research.

Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.

Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.

Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.

Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

Understand multicultural and issues as they impact psychological and educational practice and research.

Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.

Understand spiritual and religious issues as they impact psychological and educational practice and research.

Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

Engage in professional development to maintain effective clinical practice and research.

Demonstrate knowledge and skills in program development and evaluation.

Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.

Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

Understand research in counseling process and outcome and its application to practice.

Demonstrate the skills to apply theoretical and empirical literature to professional practice.

Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Cultural Diversity Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been

taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

EDFN 500 - Philosophical Foundations for Professionals

GDPC 514 - Psychology of Learning

GDPC 635 - Theories and Techniques of Counseling

GDPC 638 - Group Processes

GDPC 640 - Multicultural Issues for Counselors and Psychologists

GDPC 650 - Practicum in Counseling

GDPC 676 - Theories of Personality

EDRM 505 - Research Methods **Or** EDRM 506 - Research and Evaluation for Counselors

EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)

Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)

Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)

Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—24

GDPC 614 - Human Development **Credits:** 3

GDPC 616 - Psychology of Religious Experience **Credits:** 3

GDPC 620 - History and Systems of Psychology **Credits:** 3

GDPC 625 - Biopsychology **Credits:** 3

GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3

GDPC 644 - Psychological Testing **Credits:** 3

GDPC 670 - Advanced Social Psychology **Credits:** 3

Professional Studies—38

GDPC 554 - Career Development **Credits:** 3

GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3

GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3

GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3

GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits:** 3

GDPC 688 - Advanced Group Therapy **Credits:** 3

GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations **Credits:** 3

GDPC 745 - Practicum in Counseling Psychology **Credits:** 1–3

- Select additional practicum hours from chosen emphasis.

GDPC 750 - Personality Assessment **Credits:** 3

GDPC 753 - Psychological Decision Making and Interventions **Credits:** 3

GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation **Credits:** 2

GDPC 820 - Internship in Counseling Psychology **Credits:** 3

GDPC 835 - Seminar in Counseling Psychology **Credits:** 2,3

Cultural Diversity Emphasis—15

Dissertation focus must be selected from this topic area.

GDPC 730 - International Psychology **Credits:** 3

GDPC 755 - Refugee & Displaced Populations Clinical Interventions **Credits:** 3

GDPC 848 - Diversity Advanced Emphasis Practicum **Credits:** 1–3

EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0

Electives - By advisement **Credits:** 3

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
EDRM 710 - Seminar in Research Methodology **Credits:** 1
EDRM 712 - Applied Statistical Methods II **Credits:** 3
EDRM 713 - Applied Statistical Methods III **Credits:** 3
EDRM 880 - Dissertation Proposal Development **Credits:** 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation **Credits:** 1–16
Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

Beginning the semester after registering for EDRM880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Outcomes

Consistent with the scientist-practitioner model and our training philosophy, the Counseling Psychology doctoral program integrates theory, research and practice by training counseling psychologists who (1) have the requisite knowledge base and therapeutic skills for entry into the practice of professional psychology, (2) have the necessary knowledge and skills for competent practice and research within a multicultural and spiritually diverse society, and (3) will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods. Each of these goals, objectives, and competencies are detailed below.

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- Understand the scientific, methodological, and theoretical foundations of practice in counseling psychology including individual differences in behavior, human development, psychopathology, and professional standards and ethical responsibilities, including applications to a multicultural and religiously diverse society.

Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

- Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.
- Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

- Understand ethical/legal standards in professional practice and research.
- Demonstrate the capacity to make reasoned judgments about ethical practice related to emerging issues using codes, literature in professional ethics, and consultation with colleagues.

Goal #2: To train counseling psychologists who have the necessary knowledge and skills for competent practice and research within a multicultural and religiously diverse society

Objective 2.1: Students acquire self-awareness and comprehensive knowledge and skills to be a multiculturally competent psychologist

- Demonstrate the self-awareness necessary to be a multiculturally competent psychologist.
- Understand the concepts, theory, and research related to culturally competent practice and research as a professional psychologist in diverse settings.
- Understand the concepts, theory, and research related to spiritual and religious aspects of psychology.
- Demonstrate the ability to integrate a spiritual perspective into counseling and psychotherapy practice.

Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

- Understand multicultural and issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are culturally responsive to diverse populations.
- Understand spiritual and religious issues as they impact psychological and educational practice and research.
- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Counseling Psychology, Health Psychology Emphasis Ph.D.

Ph.D.: Counseling Psychology

The Ph.D. in Counseling Psychology prepares students for the multi-faceted role of the professional psychologist, which allows them to work in a variety of settings including: academia, clinical settings, consultation, churches, businesses, and private settings. It is also the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to engage in clinical practice. Counseling psychology students must specialize in one of the listed areas of emphases: Adult, Child/Family, Cultural Diversity, and Health Psychology. Specialty emphases should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic. Additionally, each emphasis requires students to complete specified coursework, Advanced Emphasis practicum, and a dissertation topic related to chosen emphasis.

Admissions. Students entering the Ph.D. program in Counseling Psychology should have a master's degree in counseling or a related field.

In order for an applicant without a master's degree to be eligible for consideration of admissions, they must have the following: undergraduate major in psychology or related field; outstanding academic record with satisfactory GPA; and satisfactory scores on both the GRE General Test and Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree, however, all master's degree requirements must be met.

The Ph.D. course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to Ph.D. courses listed below:

- EDFN 500 - Philosophical Foundations for Professionals
- GDPC 514 - Psychology of Learning
- GDPC 635 - Theories and Techniques of Counseling
- GDPC 638 - Group Processes
- GDPC 640 - Multicultural Issues for Counselors and Psychologists
- GDPC 650 - Practicum in Counseling
- GDPC 676 - Theories of Personality
- EDRM 505 - Research Methods **Or** EDRM 506 - Research and Evaluation for Counselors
- EDRM 611 - Applied Statistical Methods I

Students accepted into the PhD in Counseling Psychology, without a prior master's degree in that field, are eligible to apply for the MS in Counseling Psychology and complete it en-route to their PhD. Completion of this degree along with additional supervised practicum hours allow students to apply for State of Michigan psychology licensure at the master's level.

Andrews University Doctoral Transfer Requirements: The Ph.D. Counseling Psychology program requires a minimum of 32 course credits be taken in residence at Andrews University.

- Completion of all required practicum (in this case 3 consecutive semesters - 9 credits)
- Completion of internship (one calendar year 40 hr per week APA approved internship - 3 credits)
- Dissertation credit to complete your dissertation – 16 credits minimum (14 dissertation, 2 EDRM880)
- Doctoral Comprehensive Examination

Residency Requirements: The Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study, with at least 2 of those years at Andrews University. At least 1 year must be in full-time residence (3-consecutive full-time semesters) at Andrews University.

Ph.D. Course Requirements

Psychological Foundations—24

- GDPC 614 - Human Development **Credits:** 3
- GDPC 616 - Psychology of Religious Experience **Credits:** 3
- GDPC 620 - History and Systems of Psychology **Credits:** 3
- GDPC 625 - Biopsychology **Credits:** 3
- GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3
- GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3
- GDPC 670 - Advanced Social Psychology **Credits:** 3

Professional Studies—38

- GDPC 554 - Career Development **Credits:** 3
- GDPC 645 - Professional Ethics for Counselors and Psychologists **Credits:** 3
- GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3
- GDPC 687 - Counseling and Therapeutic Interventions for Adults **Credits:** 3
- GDPC 688 - Advanced Group Therapy **Credits:** 3
- GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations **Credits:** 3
- GDPC 745 - Practicum in Counseling Psychology **Credits:** 1–3
 - Select additional practicum hours from chosen emphasis.
- GDPC 750 - Personality Assessment **Credits:** 3
- GDPC 753 - Psychological Decision Making and Interventions **Credits:** 3
- GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation **Credits:** 2
- GDPC 820 - Internship in Counseling Psychology **Credits:** 3
- GDPC 835 - Seminar in Counseling Psychology **Credits:** 2,3

Health Psychology Emphasis—15

- GDPC 746 - Issues in Health Psychology Seminar **Credits:** 3
- GDPC 849 - Health Psychology Advanced Emphasis Practicum **Credits:** 3
- SOWK 675 - Topics in: **Credits:** 1–4 (Psychopharmacology)
- EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0
- Electives - By advisement **Credits:** 3

Research & Dissertation

Research & Statistics—15

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 710 - Seminar in Research Methodology **Credits:** 1
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3
- EDRM 880 - Dissertation Proposal Development **Credits:** 2

Dissertation - 14+

- GDPC 899 - Doctoral Dissertation **Credits:** 1–16
- Student's dissertation topic must coincide with their specialty concentration

TOTAL PhD degree credits - 106+

NOTE: A 2,000-hour supervised internship is required. Students apply through the Association of Psychology, Postdoctoral and Internship Centers for an approved internship. Preference is given to American Psychological Association (APA)–approved internships. The internship is usually completed on a full-time basis (40 hours per week) for one year. Continuation in the Counseling Psychology program is based upon an annual review by the department faculty of the student's academic performance, professional development and personal qualifications as a counseling psychologist.

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Program Outcomes

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Objective 1.2: Students acquire a knowledge base and skills necessary to diagnose or define problems through psychological assessment and measurement, and formulate and implement intervention strategies (including empirically supported procedures).

Understand the theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions, including applications to a multicultural diverse and religiously diverse society.

Demonstrate knowledge and skills in empirically supported procedures.

Objective 1.3: Students acquire an awareness and understanding of professional issues to practice psychology in an ethical and professional manner

- Understand ethical/legal standards in professional practice and research.
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Objective 2.2: Students acquire a comprehensive understanding of the theories and applications of theories related to psychology, career development/vocational psychology, and education in multicultural and religiously diverse settings.

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- Demonstrate diagnostic and assessment work, and plan and implement interventions that are spiritually and religiously responsive to diverse populations.

Objective 2.3: Students acquire the knowledge and skills necessary for life-long learning, professional problem-solving and scholarly inquiry as a professional psychologist in the context of an evolving body of scientific and professional knowledge.

- Engage in professional development to maintain effective clinical practice and research.
- Demonstrate knowledge and skills in program development and evaluation.
- Demonstrate professional service and leadership.

Goal #3: To train counseling psychologists who will contribute to and apply the scientific knowledge base of psychology using skills in qualitative and quantitative research methods

Objective 3.1: Students acquire the knowledge and skills necessary to engage in qualitative and quantitative scholarly research

- Demonstrate methodological and quantitative/qualitative analytic skills necessary to read and understand psychological research.
- Demonstrate the ability to initiate, plan, and execute original research and/or theoretical inquiry in counseling psychology.

Objective 3.2: Students acquire the knowledge and skills to integrate psychological research and practice consistent with a scientist practitioner model

- Understand research in counseling process and outcome and its application to practice.
- Demonstrate the skills to apply theoretical and empirical literature to professional practice.
- Demonstrate the skills to design original research to address clinical and/or theoretical questions.

Educational Psychology, General Concentration EdD

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

Total Credits—90+

Degree Requirements

Professional Core—36

- EDRM 636 - Program Evaluation **Credits:** 3
- GDPC 514 - Psychology of Learning **Credits:** 3
- GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
- GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
- GDPC 614 - Human Development **Credits:** 3
- GDPC 625 - Biopsychology **Credits:** 3
- GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3
- GDPC 670 - Advanced Social Psychology **Credits:** 3
- GDPC 676 - Theories of Personality **Credits:** 3
- GDPC 736 - Field Work in Educational and School Psychology **Credits:** 1–6
- GDPC 834 - Seminar in Educational/School Psychology **Credits:** 3

Educational Foundations—9

- GDPC 616 - Psychology of Religious Experience **Credits:** 3
- GDPC 620 - History and Systems of Psychology **Credits:** 3 or a non-psychological foundations course
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0

Research & Statistics—15

- EDRM 505 - Research Methods **Credits:** 3
 - EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
 - EDRM 611 - Applied Statistical Methods I **Credits:** 3
 - EDRM 710 - Seminar in Research Methodology **Credits:** 1
 - EDRM 712 - Applied Statistical Methods II **Credits:** 3
 - EDRM 880 - Dissertation Proposal Development **Credits:** 2
- Research Experience:** This requirement is met in EDRM 712. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—16

By advisement.

Dissertation—14+

Notes

MA Educational Psychology – Developmental, Instructional and General Emphases students who have previously completed GDPC 634 Cognitive and Biological Psychology and wish to complete the Educational Psychology EdD or PhD degree may choose to replace GDPC 625 Biological Psychology with an additional 3 credits of GDPC 736 Fieldwork in Educational and School Psychology.

Program Outcomes

Educational Psychology Student Learning Outcomes

- Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.
- Demonstrate knowledge and understanding of human development, and human learning across the life span.
- Demonstrate knowledge and understanding of the major theories of learning and motivation.
- Competency in the planning and prescribing of teaching and curriculum strategies for students.
- Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.
- The acquisition and mastery of a broad understanding of learning, and learning impairments.
- Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.
- Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.

Knowledge of human growth and development in pupils with or without handicaps.

Knowledge of the organization and administration of local and state agencies and their services for pupils.

Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.

Understand and interpret statistical data from research studies.

Integrate data from tests and other measurement sources. Understand dynamics of research.

Communicate research findings to parents, students and other professionals in a meaningful way.

Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.

Conduct evaluations and research in the area of educational and school psychology.

Understand ethical standards for the profession of educational psychology.

Demonstrate ethical behaviors.

Educational Psychology, General Concentration PhD

This concentration (Ph.D.) prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics and research design. Educational psychologists also work in schools, businesses, industries and various human-development settings.

General Emphasis

Professional Core—36

EDRM 636 - Program Evaluation **Credits:** 3

GDPC 514 - Psychology of Learning **Credits:** 3

GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3

GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3

GDPC 614 - Human Development **Credits:** 3

GDPC 625 - Biopsychology **Credits:** 3

GDPC 626 - Cognitive and Affective Bases of Behavior **Credits:** 3

GDPC 644 - Psychological Testing **Credits:** 3

GDPC 670 - Advanced Social Psychology **Credits:** 3

GDPC 676 - Theories of Personality **Credits:** 3

GDPC 834 - Seminar in Educational/School Psychology **Credits:** 3

EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0

GDPC 736 - Field Work in Educational and School Psychology **Credits:** 1–6

Educational Foundations—9

GDPC 616 - Psychology of Religious Experience **Credits:** 3

GDPC 620 - History and Systems of Psychology **Credits:** 3
or a non-psychological foundations course

EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Research & Statistics—21

EDRM 505 - Research Methods **Credits:** 3

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3

EDRM 611 - Applied Statistical Methods I **Credits:** 3

EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3

EDRM 710 - Seminar in Research Methodology **Credits:** 1

EDRM 712 - Applied Statistical Methods II **Credits:** 3

EDRM 713 - Applied Statistical Methods III **Credits:** 3

EDRM 880 - Dissertation Proposal Development **Credits:** 2

Research Experience: This requirement is met in EDRM 712 and EDRM 713.

Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10

By advisement.

Dissertation—14+

Total Credits: 90+

Program Outcomes

Educational Psychology Student Learning Outcomes

Demonstrate the ability to integrate a spiritual perspective into educational psychological practice and theory.

Demonstrate knowledge and understanding of human development, and human learning across the life span.

Demonstrate knowledge and understanding of the major theories of learning and motivation.

Competency in the planning and prescribing of teaching and curriculum strategies for students.

Knowledge of human behavior and behavior management techniques, and capacity to plan and implement classroom management procedures pertaining to the behavior of students.

The acquisition and mastery of a broad understanding of learning, and learning impairments.

Knowledge of federal and state special education laws and other legal aspects of the role of the educational psychologist.

Skills in the ability to consult, counsel, and collaborate with students, parents, school personnel, and appropriate outside personnel regarding mental health, behavior, and educational concerns utilizing psychologist principles.

Knowledge of human growth and development in pupils with or without handicaps.

Knowledge of the organization and administration of local and state agencies and their services for pupils.

Demonstrate the ability to use current technology for supervision, assessment, and professional record keeping and consultation.

Understand and interpret statistical data from research studies.

Integrate data from tests and other measurement sources. Understand dynamics of research.

Communicate research findings to parents, students and other professionals in a meaningful way.

Demonstrate ability to provide psychological services to special populations including ethnic minorities, female students, learning disabled students, mentally challenged students, emotionally handicapped students, physically disabled students, and gifted students.

Conduct evaluations and research in the area of educational and school psychology.

Understand ethical standards for the profession of educational psychology.

Demonstrate ethical behaviors.

School Psychology EdS

The Ed.S. in School Psychology provides training for a professional career as a certified or licensed school psychologist. Ed.S.-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 apply for the Ed.S. School Psychology program if they have an undergraduate degree in psychology, or a related field with at least 20 psychology credits. Also required is an undergraduate GPA of at least 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology, and human development; and current satisfactory scores on the GRE General Test. 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.

All students entering the EdS program with or without a prior master's degree in psychology, education, or a related field, must complete all courses for the MA Educational Psychology - Instructional Concentration, or transfer in equivalent courses that meet the EdS requirements. All coursework for the MA Educational Psychology, including comprehensive exams, must be completed prior to the beginning of a student's school psychology internship.

Prior to graduation, students are required to pass the ETS School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony. Having a prior conviction may make it impossible to complete the program.

Transfer Credits for Ed.S. in School Psychology. Students entering the EdS School Psychology program are required to complete at least 80% of required credits at Andrews University. Fieldwork experiences are not transferable.

Total Credits—65

Prerequisites—3

GDPC 514 Psychology of Learning, or an undergraduate or graduate-level learning course.

EdS Degree Requirements

Psychological Foundations—3

GDPC 614 - Human Development **Credits:** 3

Professional Core—57

GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
GDPC 555 - Early Childhood Issues and Assessment **Credits:** 2
GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues **Credits:** 3
GDPC 627 - Instructional Design for Special Education **Credits:** 3
GDPC 634 - Cognitive and Biological Psychology **Credits:** 3
GDPC 635 - Theories and Techniques of Counseling **Credits:** 3
GDPC 641 - Education of Students with Math Disabilities **Credits:** 3
GDPC 644 - Psychological Testing **Credits:** 3
GDPC 649 - Crisis Intervention **Credits:** 1
GDPC 651 - Behavioral and Educational Assessment **Credits:** 3
GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3
GDPC 654 - Practicum in School Psychology **Credits:** 1–6
GDPC 656 - Reading and Writing Assessment & Intervention **Credits:** 3
GDPC 672 - Psychoeducational Consultation **Credits:** 3
GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3
GDPC 753 - Psychological Decision Making and Interventions **Credits:** 3
GDPC 810 - Internship in School Psychology **Credits:** 1–6
GDPC 795 - Professional Portfolio **Credits:** 0
EDUC 770 - Specialist Comprehensive Exam **Credits:** 0

Educational Foundations—2

EDFN 500 - Philosophical Foundations for Professionals Credits: 2

Research & Statistics—3

EDRM 505 - Research Methods **Credits:** 3

Note:

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications necessary to be a successful school psychologist.

Program Outcomes

The following outcomes guide the training and preparation of our School Psychology degree students.

Standard II: Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problems solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Standard III: Consultation and Collaboration

School psychologists have knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Standard IV, Element 4.1: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Standard IV, Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Standard V, Element 5.1 School-wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health. School psychologists in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and their families.

Standard V, Element 5.2: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Standard VI: Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Standard VII: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Standard VIII, Element 8.1: Research and Program Evaluations

School Psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

Standard VIII, Element 8.2: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional

standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justices, communication skills, effective interpersonal; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

School Psychology PhD

The Ph.D. in School Psychology builds on the NASP approved Ed.S. in School Psychology. 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 degree extends the school psychologist's skills in the area of supervision or more in-depth understanding of school psychological practice, and research methodology. Since the EdS School Psychology degree is part of the PhD School Psychology, students entering must have either graduated with the EdS, or be concurrently enrolled. Licensure/certification as a school psychologist is necessary for practice in that field, so graduates of the EdS may be certified to practice in Michigan and may apply for a Nationally Certified School Psychology certificate from the National School Psychologists Association.

Track 1: Total Credits 41+

Prerequisites

To be eligible for the 41-credit PhD in School Psychology, you must already have an EdS in School Psychology from a NASP and state accredited university. Additionally, a graduate level course in cognitive and biological psychology, research methods, as well as EDFN 500 Philosophical Foundations for Professionals, must have been previously completed. If not, these courses will be added to the doctoral level curriculum.

Professional Core - 9

- GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3
- GDPC 736 - Field Work in Educational and School Psychology **Credits:** 1–6
- GDPC 834 - Seminar in Educational/School Psychology **Credits:** 3

Research & Statistics—18

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 710 - Seminar in Research Methodology **Credits:** 1
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3
- EDRM 880 - Dissertation Proposal Development **Credits:** 2

Comprehensive Exam

- EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0

Dissertation—14+

- GDPC 899 - Doctoral Dissertation **Credits:** 1–16

Track 2: Total Credits 106+

This track is for students that do not have an EdS in School Psychology. Completion of this degree will allow students to earn an EdS in School Psychology en-route to the PhD in School Psychology.

Prerequisites - 3

GDPC 514 Psychology of Learning, or an undergraduate or graduate-level learning course.

Psychological Foundations - 3

- GDPC 614 - Human Development **Credits:** 3

Educational Foundations - 2

- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Professional Core - 51

- GDPC 525 - Psychology and Education of Exceptional Children **Credits:** 3
- GDPC 540 - Behavioral and Emotional Problems of Children **Credits:** 3
- GDPC 555 - Early Childhood Issues and Assessment **Credits:** 2
- GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues **Credits:** 3
- GDPC 627 - Instructional Design for Special Education **Credits:** 3
- GDPC 629 - Psychopathology: Classification & Treatment **Credits:** 3
- GDPC 634 - Cognitive and Biological Psychology **Credits:** 3
- GDPC 635 - Theories and Techniques of Counseling **Credits:** 3
- GDPC 641 - Education of Students with Math Disabilities **Credits:** 3
- GDPC 644 - Psychological Testing **Credits:** 3
- GDPC 649 - Crisis Intervention **Credits:** 1
- GDPC 651 - Behavioral and Educational Assessment **Credits:** 3
- GDPC 652 - Cognitive Assessment Across the Lifespan **Credits:** 3
- GDPC 656 - Reading and Writing Assessment & Intervention **Credits:** 3
- GDPC 672 - Psychoeducational Consultation **Credits:** 3
- GDPC 686 - Interventions and Diagnosis with Children and Adolescents **Credits:** 3
- GDPC 753 - Psychological Decision Making and Interventions **Credits:** 3
- GDPC 834 - Seminar in Educational/School Psychology **Credits:** 3

Research and Statistics - 21

- EDRM 505 - Research Methods **Credits:** 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 710 - Seminar in Research Methodology **Credits:** 1
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3
- EDRM 880 - Dissertation Proposal Development **Credits:** 2

Fieldwork Experience - 15

- GDPC 654 - Practicum in School Psychology **Credits:** 1–6
- GDPC 736 - Field Work in Educational and School Psychology **Credits:** 1–6
- GDPC 810 - Internship in School Psychology **Credits:** 1–6

Comprehensive Exams & Professional Portfolio

- EDUC 770 - Specialist Comprehensive Exam **Credits:** 0
- EDUC 870 - Doctoral Comprehensive Exam **Credits:** 0
- GDPC 795 - Professional Portfolio **Credits:** 0

Doctoral Dissertation - 14+

- GDPC 899 - Doctoral Dissertation **Credits:** 1–16

Certificates

Couple and Family Therapy Certificate

This post-master's Graduate Certificate in Couple and Family Therapy enables master's level practitioners to obtain the additional competencies and licensure requisite for the practice of couple and family therapy.

Prerequisite Training: Applicants wishing to receive this additional training must have completed the Clinical Mental Health Counseling degree or similar master's degree with equivalent training as approved by the Program Coordinator. The requirements of this certificate will help graduates meet licensure requirements in the State of Michigan as a Limited License Marriage and Family Therapist. Additional coursework required for licensure, that is not included in the curriculum, can be completed within the Graduate Psychology & Counseling Department.

Applicants are encouraged to review the licensing requirements of Michigan to determine whether additional coursework will be necessary. Any classes not a part of the certificate program, but needed for the L.M.F.T. can be taken in this department while accepted into the Couple and Family Therapy Certificate.

Minimum Cohort Size: Each school year, the Couple and Family Therapy Certificate requires a minimum cohort of 7 new students. By July 31st, applicants who wish to begin that upcoming fall semester will be notified whether the minimum cohort size has been met. Individuals wishing to enroll in this certificate program are encouraged to complete their application prior to July 31st.

Transfer Credits: Per University policy, credits taken outside of Andrews University may not be transferred in to a Graduate Certificate program. A maximum of 20% (4 credits) of coursework taken at Andrews University may overlap with this certificate.

Family Studies - 6

GDPG 600 - Family Counseling **Credits:** 2–3
SOWK 514 - Children & Families at Risk **Credits:** 2
GDPG 606 - Studies in Family Dynamics **Credits:** 2–3

Family Therapy - 6

GDPG 604 - Human Sexuality and Sex Therapy **Credits:** 2,3
GDPG 610 - Marital Counseling **Credits:** 2,3
SOWK 649 - Advanced Family Therapy **Credits:** 2

Practice - 8

GDPG 674 - Couple and Family Therapy Advanced Internship **Credits:** 2
GDPG 607 - Practice Management **Credits:** 2–3
GDPG 621 - Legal and Ethical Issues in Couple and Family Therapy **Credits:** 2–3

Educational Research Methods

EDRM 499 - Independent Study

Credits: 1–3
Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor.

Grade Mode: Normal w S/DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDRM 505 - Research Methods

Credits: 3
A survey of quantitative and qualitative research designs for conducting basic and applied research in education and psychology. The primary focus will be on the research process including defining variables, formulating and stating the problem, planning and designing the research, conducting the literature review, instrumentation, data collection procedures, basic data analysis, and researcher ethical and legal responsibilities. Students are expected to develop a research proposal.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDRM 506 - Research and Evaluation for Counselors

Credits: 3
This course seeks to prepare mental health and school counselors to be informed consumers of research and evaluation. It focuses primarily on research designs (quantitative, qualitative, mixed methods), program evaluation models and procedures and data analysis within the counseling field. Ethical and multicultural issues relevant to research in counseling will also be addressed. Critical analyses of the literature and development of a research proposal relevant to counseling will be required. This course is for clinical mental health and school counseling students only.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SED

EDRM 604 - Design and Analysis of Educational and Psychological Surveys

Credits: 3
Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 611 or equivalent
424

Schedule Type: Lecture
College Code: SED

EDRM 605 - Qualitative Research Methods in Education and Psychology

Credits: 3
The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDRM 611 - Applied Statistical Methods I

Credits: 3
Analysis of educational, counseling and psychological data using descriptive and basic inferential statistics; frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one way Analysis of Variance, simple linear regression, introduction to multiple regression analysis, and Chi-Square. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

EDRM 612 - Applied Statistical Methods II

Credits: 3
Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 611 or equivalent.
Schedule Type: Lecture
College Code: SED

EDRM 613 - Applied Statistical Methods III

Credits: 3
Analysis of educational, counseling & psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Master's-level only)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 612 or equivalent.
Schedule Type: Lecture
College Code: SED

EDRM 636 - Program Evaluation

Credits: 3
The application of various evaluation models and techniques for the specific purpose of judging the processes and results of projects and programs.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): EDRM 505 and EDRM 611 or their equivalents.
Schedule Type: Lecture, Interactive Online
College Code: SED

EDRM 648 - Workshop

Credits: 1–4
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SED

EDRM 690 - Independent Study: Topic

Credits: 1–3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.
Repeatable: Repeatable

Schedule Type: Independent
College Code: SED

EDRM 698 - Research Project

Credits: 0

Group research project to provide students with research experience.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

EDRM 704 - Design and Analysis of Educational and Psychological Surveys

Credits: 3

Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): EDRM 611 or equivalent.

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SED

EDRM 710 - Seminar in Research Methodology

Credits: 1

This course is designed to help the student in developing a Literature Review on his/her Dissertation topic. Topics to be discussed will include: research articles evaluation, literature review outline, and how to write a literature review. Prerequisites for the course are: to have an approved Dissertation Committee, and approved Dissertation Topic.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): An approved dissertation topic and committee.

Schedule Type: Blended Learning, Seminar

College Code: SED

EDRM 712 - Applied Statistical Methods II

Credits: 3

Analysis of educational, counseling and psychological data using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): EDRM 611 or equivalent.

Schedule Type: Lecture

College Code: SED

EDRM 713 - Applied Statistical Methods III

Credits: 3

Analysis of educational, counseling and psychological data using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation modeling, and hierarchical linear modeling. SPSS will be primarily used for data analysis. Additional software (e.g. AMOS, HLM) may be required. Students are expected to submit and present a research paper at the end of the course. (Doctoral-level only)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): EDRM 712 or equivalent.

Schedule Type: Lecture, Blended Learning

College Code: SED

EDRM 880 - Dissertation Proposal Development

Credits: 2

Designing and writing the doctoral dissertation proposal. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): EDRM 505, EDRM 611 and EDRM 710 or their equivalents, and permission of instructor.

Schedule Type: Lecture, Blended Learning

College Code: SED

Graduate Psychology & Counseling

GDPG 115 - Academic Learning Assessment

Credits: 2

A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Independent

College Code: SED

GDPG 301 - Human Development

Credits: 3

An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPG 302 - Educational Psychology

Credits: 3

Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPG 430 - Introduction to Residence-hall Administration

Credits: 2

Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPG 438 - Workshop

Credits: 1–4

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: SED

GDPG 499 - Independent Study: Topic

Credits: 1–3

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Permission of curriculum advisor and independent study supervisor required.

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

GDPG 514 - Psychology of Learning

Credits: 3

A broad and general introduction to the learning process utilizing critical analysis that integrates learning theories, motivation, and the following developmental viewpoints: cognitive, language, and personality.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Introductory course in general or educational/developmental psychology.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SED

GDPG 525 - Psychology and Education of Exceptional Children

Credits: 3

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also

required to register for GDPC525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): A course in human development.
Schedule Type: Lecture, Lab
College Code: SED

GDPC 530 - Professional Issues in School Counseling

Credits: 3
A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 540 - Behavioral and Emotional Problems of Children

Credits: 3
Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 545 - Administration of Guidance Services

Credits: 3
A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years
College Code: SED

GDPC 554 - Career Development

Credits: 3
An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 555 - Early Childhood Issues and Assessment

Credits: 2
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. This course also includes a special emphasis on the assessment and instruction of children with Autism Spectrum Disorder. Students are also required to register for GDPC555 PO5.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 652 or approval by instructor.
Schedule Type: Lecture, Lab
College Code: SED

GDPC 600 - Family Counseling

Credits: 2–3
Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 650 or equivalent. (Master's-level)
Schedule Type: Lecture
College Code: SED

GDPC 604 - Human Sexuality and Sex Therapy

Credits: 2,3
Introduction to theory and practice of sex therapy, including information about human sexual function and dysfunction and appropriate intervention methods. The subject of human sexuality is examined from a variety of social, physiological, and cultural viewpoints. Various forms of sexual dysfunction are studied and examined for understanding of both physiological and psychological components and role of each in the dysfunction. Finally, there is in-depth study of current approaches to therapy as well as attention to other issues such as conjoint treatment of couples, resistance, sexual dysfunction in both partners, and sexual dysfunction and its relationship to marital discord.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SED

GDPC 606 - Studies in Family Dynamics

Credits: 2–3
Family dynamics is the way in which members of a family interact with each other in relation to their individual goals and preferences. Although the family is a unit, people are individuals. This course is a survey of theory and research on family interaction in well-functioning and dysfunctional families. Students will encounter a micro-analysis of family process in communication, decision making, and problem solving. Theory and research on family coping with normative transitions and non-normative crises across the family life-cycle will be presented.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SED

GDPC 607 - Practice Management

Credits: 2–3
The course offers an opportunity to obtain the knowledge needed to develop and run a successful private practice. The course will advance students' knowledge and related skills in formulating an individualized business plan for establishing a clinical practice and thereby preparing them to successfully manage a small business.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SED

GDPC 608 - Topics in Legal and Ethical Issues in Schools

Credits: 1–3
Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): Students must also be enrolled in GDPC 618 for 2 credits.

Schedule Type: Lecture
College Code: SED

GDPC 609 - Topics in Professional Issues in Clinical Mental Health Counseling

Credits: 1
Study tour involving attendance, and possibly presentation, at a mental health counseling conference as proposed by faculty. Students must also be enrolled in GDPC 619 for 2 credits

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 610 - Marital Counseling

Credits: 2,3
Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 650 or equivalent. (Master's-level)
Schedule Type: Lecture
College Code: SED

GDPC 614 - Human Development

Credits: 3

A broad and general introduction utilizing critical analysis of the biological, cognitive and sociocultural factors influencing human development across the lifespan. The course has three focuses: a critical analysis of contemporary development psychology, the relevance of theory and research findings to educational practice, counseling and family context and the analysis of the interaction of the individual and the environment (culture, family and institutions).

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 616 - Psychology of Religious Experience

Credits: 3

A broad and general critical evaluation of psychological factors in the religious experience.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 617 - Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues

Credits: 3

An examination of: the history and foundations of school psychology; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: SED

GDPC 618 - Legal and Ethical Issues in Schools

Credits: 3

An examination of: the history and foundations of school psychology and special education; legal, ethical and professional issues and trends; roles and functions of the special education teams; develop a knowledge of due process requirements, IDEA, Section 504 of the Rehabilitation Act and their implications in the delivery of educational services to students with special needs.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Lab

College Code: SED

GDPC 619 - Professional Issues in Clinical Mental Health Counseling

Credits: 2,3

A survey of professional issues in clinical mental health counseling including the professional identity of clinical mental health counselors, the public and private practice of mental health counseling as well as consultation, and crisis intervention. Student must take either 3 credits of GDPC619 or 2 credits of GDPC619 and 1 credit of GDPC 609 (Topics in Clinical Mental Health Counseling) in consultation with advisor.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 620 - History and Systems of Psychology

Credits: 3

A broad and general examination of the historical and philosophical foundations of contemporary psychology. Both theoretical and applied aspects of the development of psychology as a science and practice are critically examined, including contributions of important theoretical schools and individuals.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 621 - Legal and Ethical Issues in Couple and Family Therapy

Credits: 2-3

An introduction to the basic principles of therapy skills applied to a couple and family context with special attention given to the professional ethics of the family practitioner. This course will address therapist's legal responsibilities and liabilities,

certification, and licensure issues. There will be an analysis of marriage and family issues from a legal perspective. Review of legal decisions affecting families, including procreative rights, marriage, termination of marriage, parental and child rights, adoption, child custody, and child/family medical treatment will be included. Also, the relationship between family law and family policy will be discussed.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SED

GDPC 622 - Seminar on Special Topics

Credits: 1-6

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable up to 6 credits with different topics

Schedule Type: Seminar

College Code: SED

GDPC 623 - Development Research and Applied Statistics

Credits: 3

Introduction to methodology of conducting responsible social science research as applied to community based problem-solving in the field of international development. Principles of designing, administering, interpreting, and writing research. Interpretation of scientific reports and professional journals. Applications of statistical data and reasoning including practical utilization of a statistical package.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SED

GDPC 624 - Addictions and Addictive Behaviors

Credits: 3

Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 625 - Biopsychology

Credits: 3

A broad and general survey of the physiological bases of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 626 - Cognitive and Affective Bases of Behavior

Credits: 3

A broad and general critical examination of issues and research in cognitive and affective influences on behavior. This includes perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, emotion and socio-cultural cognition. Additionally, there will be a focus on how emotion affects cognitive functioning. A wide variety of theories will be critically reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective, and emotion research will also be considered.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 514.

Schedule Type: Lecture

College Code: SED

GDPC 628 - Seminar in the Psychology of Women

Credits: 3

The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Seminar

Year Offering: Alternate years

College Code: SED

GDPC 629 - Psychopathology: Classification & Treatment

Credits: 3

A broad and general critical examination of basic historical concepts, current paradigms, and assessment of psychopathology based on the American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 630 - Personality Assessment

Credits: 3

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level)

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): GDPC 644 and a course in abnormal psychology.

Schedule Type: Lecture, Lab

College Code: SED

GDPC 634 - Cognitive and Biological Psychology

Credits: 3

A description of the physiological basis of human behavior and aspects of cognitive psychology and their application to professional practice.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 635 - Theories and Techniques of Counseling

Credits: 3

An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Special Approval: Student must be admitted into a GPC department program or receive prior instructor permission before registering for this class.

College Code: SED

GDPC 638 - Group Processes

Credits: 3

A broad and general critical analysis of theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 640 - Multicultural Issues for Counselors and Psychologists

Credits: 3

A broad and general critical analysis of cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 3 credits

Schedule Type: Lecture

College Code: SED

GDPC 644 - Psychological Testing

Credits: 3

A broad and general introduction to measurement theory. The selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality are critically examined. Also explored are the social, legal, and ethical implications of testing.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 645 - Professional Ethics for Counselors and Psychologists

Credits: 3

Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 648 - Workshop

Credits: 1–5

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Workshop

College Code: SED

GDPC 649 - Crisis Intervention

Credits: 1

This course will cover broad areas of crises interventions related to schools. A total of 15 contact hours will be provided.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 650 - Practicum in Counseling

Credits: 3

Foundational supervised experience in the counseling process at the master's level. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): CMHC - GDPC 629, GDPC 635, GDPC 638, GDPC 645; SC - GDPC 635, GDPC 638, GDPC 645; 8 weekly personal counseling sessions; and departmental approval.

Schedule Type: Practicum

College Code: SED

GDPC 651 - Behavioral and Educational Assessment

Credits: 3

The selection, administration, and scoring of standardized and non-standardized educational and behavioral measures within a Response to Intervention/problem-solving model, for remediation for diagnostic and placement purposes. Emphasis will be placed on connecting assessment with intervention strategies. Current issues in educational assessment pertaining to the classroom and students with special needs, including those of English language learners, will be addressed. Students are also required to register for GDPC651 P03 which is the 50-hour practicum lab portion of this class. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 514 and GDPC 644, or permission of instructor.

Schedule Type: Lecture, Lab, Blended Learning

College Code: SED

GDPC 652 - Cognitive Assessment Across the Lifespan

Credits: 3

The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for GDPC652 P04. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology or School Counseling, or by permission of instructor. Class size limit: 12.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 644.

Schedule Type: Lecture, Lab

College Code: SED

GDPC 654 - Practicum in School Psychology

Credits: 1–6

Supervised experience in school psychology. 100 hours per credit supervised by a school psychologist in the field and a university professor. Rated as full-time student status.

Course Attribute: Full-time Status

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): The completion of a prescribed set of 15 credits in school psychology and permission of supervisor one semester in advance of registration.

Schedule Type: Practicum

College Code: SED

GDPC 655 - Internship in Counseling

Credits: 1–6

Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. School Counseling students must complete a minimum of 300 hours within a school setting.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): GDPC 650. Limited to students enrolled in MA in Clinical Mental Health Counseling or School Counseling programs.

Repeatable: Repeatable up to 6 credits

Schedule Type: Lab, Practicum

College Code: SED

GDPC 657 - Assessment and Treatment in Couples Therapy

Credits: 2–3

Application of a systemic perspective to the assessment and treatment of couples who are seeking therapy. Models of couple therapy are examined and applied to problems common to couples. Attention is given to gender, race, culture, and couple forms.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SED

GDPC 658 - Assessment and Treatment in Family Therapy

Credits: 2–3

Application of a systemic perspective to the assessment and treatment of families who are seeking therapy. Models of family therapy are examined and applied to a variety of families and common problems. Multicultural and gender perspectives on family life are integrated in course content.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 660 - Program Continuation

Credits: 0

See section on Continuous Registration-Active Status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

GDPC 670 - Advanced Social Psychology

Credits: 3

A broad and general critical examination of conceptual and research approaches to social thinking, social influence and social relations. Application of social psychological theories to education, counseling, health and work.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Lab

College Code: SED

GDPC 672 - Psychoeducational Consultation

Credits: 3

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): GDPC 651

Schedule Type: Lecture

College Code: SED

GDPC 674 - Couple and Family Therapy Advanced Internship

Credits: 2

Supervised internship experience in community setting. Students must complete a minimum of 300 clock hours of direct service with clients, including 150 hours of work with couples or families. LMFT licensure requires an internship of 8 continuous months, and 1 hour of supervision for every 5 hours of direct client contact. The supervisor may be an LMFT, social worker, professional counselor, or psychologist.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 4 credits

Schedule Type: Practicum

Term Offering: Fall

College Code: SED

GDPC 675 - Advanced Internship in Mental Health Counseling

Credits: 1–3

Advanced internship experience in a mental health setting. Students must complete a minimum of 100 clock hours with 40 of those hours direct service for each credit registered for. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Rated as full-time student status.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): GDPC 655 and departmental approval. Limited to students enrolled in the Clinical Mental Health Counseling track.

Repeatable: Repeatable to 3 credits

Schedule Type: Independent

College Code: SED

GDPC 676 - Theories of Personality

Credits: 3

A broad and general consideration and critical evaluation of major theories of personality, with emphasis on their implications for counseling and education.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 678 - Study Tour

Credits: 1–6

Travel to destinations relevant to individual programs of study. Classes will be selected from departments(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning

College Code: SED

GDPC 679 - Topics In:

Credits: 1–6

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SED

GDPC 685 - MA Level Comprehensive Exam Preparation

Credits: 0

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

GDPC 686 - Interventions and Diagnosis with Children and Adolescents

Credits: 3

A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): a master's level course in developmental psychology and an introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling programs.

Schedule Type: Lecture
College Code: SED

GDPC 687 - Counseling and Therapeutic Interventions for Adults

Credits: 3

A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 635 or equivalent. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling programs.
Schedule Type: Lecture
College Code: SED

GDPC 688 - Advanced Group Therapy

Credits: 3

Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 638, GDPC 650 or equivalent.
Schedule Type: Lecture
Year Offering: Alternate years
College Code: SED

GDPC 689 - Topics in Professional Issues in School Counseling

Credits: 1

Study tour involving attendance, and possibly presentation, at a school counseling conference as proposed by faculty. Students must also be enrolled in GDPC530 for 2 credits.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 690 - Independent Study

Credits: 1–6

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 695 - Professional Portfolio

Credits: 0

The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience-based materials and reflective information. Graduation requirement for Clinical Mental Health Counseling, School Counseling, and Special Education students. Limited to Master's-level students only.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 699 - Thesis

Credits: 1–3

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
College Code: SED

GDPC 710 - Family Therapy

Credits: 3

Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 650 or equivalent. (Doctorate-level)
Schedule Type: Lecture
College Code: SED

GDPC 720 - Marital Therapy

Credits: 3

Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): GDPC 650 or equivalent. (Doctorate-level)
Schedule Type: Lecture
College Code: SED

GDPC 725 - Cross-Cultural Ethics and Research

Credits: 3

A theory-driven, applied course for researchers to strengthen awareness, knowledge and skills in various multicultural, cross cultural and diversity competencies necessary to design, develop and implement clinical and educational research in diverse populations. A survey of cross-cultural ethics and implications for research and practice in education and psychology will also be reviewed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 730 - International Psychology

Credits: 3

A survey of theories of international psychology and philosophies of change. Implications for working with culturally diverse populations in education and psychology are emphasized. Examination of mainstream as well as alternative theoretical, methodological and applied approaches that is relevant to the study and practice of international psychology. The topics selected review psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SED

GDPC 735 - Clinician Self-Assessment for the Treatment of Culturally Diverse Populations

Credits: 3

Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. The primary focus of this course will be on clinician self-assessment of bias, personal development and clinical application.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): GDPC 638, GDPC 640, GDPC 650, GDPC 670 or by permission of instructor.
Schedule Type: Lecture
College Code: SED

GDPC 736 - Field Work in Educational and School Psychology

Credits: 1–6

Individualized research or teaching experience under the supervision of a qualified professional in the chosen field of educational or school psychology. A minimum of 60 clock hours of experience required for 1 credit. Up to 6 credits available.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): Open to students in a doctoral program and permission from your advisor and fieldwork supervisor.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 745 - Practicum in Counseling Psychology

Credits: 1–3

Supervised experience in counseling psychology. Students enroll for 3 academic credits for their first semester in Practicum. Limited to students enrolled in the Counseling Psychology program. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 629 or equivalent and approval of the supervisor.
Schedule Type: Practicum
College Code: SED

GDPC 746 - Issues in Health Psychology Seminar

Credits: 3

Examines current topics, ethical issues, professional practice, and research in

health psychology.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Seminar

College Code: SED

GDPC 750 - Personality Assessment

Credits: 3

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. (Doctorate-level)

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): GDPC 644 and a course in abnormal psychology.

Schedule Type: Lecture, Lab

College Code: SED

GDPC 753 - Psychological Decision Making and Interventions

Credits: 3

A study of psychological diagnosis using processing instruments and information from various sources. A cross-battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Students are also required to register for GDPC753 P07. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): GDPC 652 GDPC 750

Schedule Type: Lecture, Lab, Blended Learning

College Code: SED

GDPC 755 - Refugee & Displaced Populations Clinical Interventions

Credits: 3

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

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SED

GDPC 765 - Seminar in the Supervision of Counselors and the Practice of Consultation

Credits: 2

In this course you will learn the basic models of clinical supervision of counselors, counseling psychologists, and other related mental health professionals. As supervision is a specialized form of consultation, the broader field of psychological consultation will be introduced across a variety of settings including individual consultation, large and small system consultation, and consultation with special populations, clinics, practice management, and crisis consultations.

The seminar is divided between two semesters; Fall semester is the didactic section, and Spring semester is the field practicum section. During the field practicum students will be the primary clinical supervisors for master's counseling students initial clinical experience, and they will be assigned a specific consultation project in which will be documented in a consultation proposal portfolio.

Course/Lab Fee: Yes

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): GDPC 745

Schedule Type: Seminar

College Code: SED

GDPC 795 - Professional Portfolio

Credits: 0

The professional portfolio assesses a student's growth and development throughout their program. It is a collection of experience-based materials and reflective information. Graduation requirement for School Psychology students.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

GDPC 810 - Internship in School Psychology

Credits: 1-6

Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete a total of 6 credits. Rated as full-time student status.

Course Attribute: Full-time Status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): Completion of GDPC 654. Limited to students in the School Psychology program. A student's readiness for internship must be approved by Program core faculty before an internship site contract can be signed.

Repeatable: Repeatable up to 6 credits

Schedule Type: Practicum

College Code: SED

GDPC 820 - Internship in Counseling Psychology

Credits: 0.5,1

2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 3 credits

Schedule Type: Practicum

College Code: SED

GDPC 825 - Topics in Counseling Psychology

Credits: 1-3

Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC 835 for 2 credits.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SED

GDPC 834 - Seminar in Educational/School Psychology

Credits: 3

Examines current issues and research in educational, developmental, or school psychology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Completion of 16 credits in educational, developmental, or school psychology.

Repeatable: Repeatable up to 6 credits

Schedule Type: Seminar

College Code: SED

GDPC 835 - Seminar in Counseling Psychology

Credits: 2,3

Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology. Student must take either 3 credits of GDPC835 or 2 credits of GDPC835 and 1-3 credits of GDPC 825 (Topics in Counseling Psychology) in consultation with advisor.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Seminar

College Code: SED

GDPC 846 - Adult Advanced Emphasis Practicum

Credits: 3

Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.

Repeatable: Repeatable up to 6 credits

Schedule Type: Practicum

College Code: SED

GDPC 847 - Child/Family Advanced Emphasis Practicum

Credits: 1-3

Supervised counseling psychology practicum experience in chosen emphasis must

immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 848 - Diversity Advanced Emphasis Practicum

Credits: 1–3
Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters. Clients will be selected that will provide the most experience with the student's chosen emphasis.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 849 - Health Psychology Advanced Emphasis Practicum

Credits: 3
Supervised counseling psychology practicum experience in chosen emphasis must immediately follow completion of GDPC745. Students enroll for a total of 6 academic credits to be completed in two consecutive semesters.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): GDPC 650 and GDPC 745 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SED

GDPC 850 - Doctoral Field Externship

Credits: 1–3
Students desiring additional clinical experience may register for Field Externship to accumulate clinical hours. Each credit allows students to accumulate hours, of which 40% is direct service to clients. These hours must be completed outside of the ACCC.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

GDPC 870 - Comprehensive Exam Preparation

Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

GDPC 878 - Doctoral Practicum Continuation

Credits: 1
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

GDPC 899 - Doctoral Dissertation

Credits: 1–16
A minimum of 14 credits required. Rated as full-time student status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time Status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SED

Leadership

Graduate Leadership Office

Bell Hall Suite 174
4195 Administration Dr.
Berrien Springs, Michigan 49104-0111
Phone: 269.471.6580 or 269.471.3487
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Mission

The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

Masters

Education, Educational Leadership Concentration MA

Program Description	Concentration
Total Credits	Program Electives
Program Requirements	Additional Requirements
Core Requirements	Certification
Research	Ten Guiding Standards

Program Description

The K-12 Educational Leadership master's program is an online program designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those seeking to use this degree for North American Division certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take additional course work from the areas listed if they have not done so already.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K-8, K-10, K-12 and 9-12 schools
- Aspiring educational leaders

Once accepted into this master's program, students must complete LEAD 630 - Introduction to Leadership where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 34 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's

comprehensive examination. There is no thesis requirement for the master's degree program.

This program is offered online. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Graduate Record Examination (GRE)

Students who are applying for admission to the Educational Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

Total Credits: 34

Degree Core

Common Core Requirements - 18

The Common Core section, if a student only took the minimum credits of all the courses listed, currently adds up to 17 credits. It will be up to the advisor and student to decide how the extra required 1 credit will be made up.

LEAD 630 - Introduction to Leadership **Credits: 2**
EDAL 520 - Foundations of Educational Leadership **Credits: 2,3**
EDAL 645 - K-12 Educational Finance **Credits: 2,3**
EDAL 670 - Technology for Leaders **Credits: 3**
3-12 Credits of EDAL 680 - K-12 Internship: (Topic)_____ **Credits: 1-12**

EDCI 547 - Foundations of Curriculum Studies **Credits: 3**
Or EDCI 565 - Improving Instruction **Credits: 2,3**

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
LEAD 675 - Portfolio Development: (Topic)_____ **Credits: 0-3**

Concentration - 13

EDAL 560 - K-12 Law **Credits: 3**
EDAL 565 - Leadership for Seventh-day Adventist Education **Credits: 2**
EDAL 570 - Principles of Educational Supervision **Credits: 2,3**
EDAL 635 - Human Resources Administration **Credits: 2,3**

EDAL 664 - Elementary School Leadership **Credits: 2,3**
Or EDAL 665 - Secondary School Leadership **Credits: 2,3**

LEAD 525 - Public Relations: Community Partnerships **Credits: 2,3**

Research - 3

EDRM 505 - Research Methods **Credits: 3**

Program Electives

As need in consultation with your advisor.

Additional Requirements

Internship Experience

Internship does not apply to certificates

All degree programs require an internship experience. This provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Certification

Licenses

Private/Public School Administration Certification or Licensure

Certification and licensure requirements for private/public school administrators vary by state. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K-12 educational preparation programs. The program was approved by the Higher Learning Commission in 2007, to be delivered on-line. It is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Program Objectives

Ten Guiding Standards

VISION: Collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

CULTURE/PROGRAM: Sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate.

MANAGEMENT & ADMINISTRATION: Ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

COMMUNITY RELATIONS: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ETHICS: Acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

LAW & SOCIETY: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

INTERNSHIP: Participating in a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

TECHNOLOGY: Understanding and comprehensively applying technology to advance student achievement.

WORLDVIEW: Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.

RESEARCH: Understanding and comprehensively applying research and evaluation for effective decision making.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
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Higher Education Administration MA

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Program Description

The Higher Education Administration program seeks to empower diverse scholars-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The MA program in Higher Education prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:

- Admissions and enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services
- International student services
- Other related areas

Total Credits: 36

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference **Credits:** 0
- LEAD 630 - Introduction to Leadership **Credits:** 2
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDAL 655 - Higher Education Finance and Technology **Credits:** 3
- EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- EDAL 680 - K-12 Internship: (Topic)_____ **Credits:** 1–12
- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3

Research - 4

- EDRM 505 - Research Methods **Credits:** 3
- LEAD 535 - Principles of Academic Writing **Credits:** 1–3

Concentration Requirements

Concentration - 17

- EDAL 640 - Higher Education Law **Credits:** 3
- EDAL 674 - Administration of Student Services **Credits:** 3
- EDAL 675 - College Student Development Theory **Credits:** 3
- LEAD 678 - Global Education Study Tour **Credits:** 6
- LEAD 689 - Seminar: (Topic)_____ **Credits:** 1–12

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 36 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

Graduate Record Examination (GRE)

Students who are applying for admission to the Higher Education Administration MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

- 1. Students and Their Institutions (the student must be considered as a whole person)**
Each student is a unique person and must be treated as such.
The student's total environment is educational and must be used to achieve full development.

Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.

Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.

The primary responsibility for learning and development rests with the student.

Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

Institutions embrace diversity and eliminate barriers that impede student learning.

Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of

cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Get In Touch:
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Higher Education Administration MA (Interactive Online)

Program Description	Registration
Total Credits	Time Limits
Program Requirements	Program Electives
Core Requirements	Admission Requirements
Research	Program Objectives
Concentration	Guiding Principles
Additional Requirements	International Focus
Portfolio	Program Outcomes

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards. Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The MA program in Higher Education prepares students for entry-level and mid-management level positions at public and private colleges or universities and community colleges in different areas of student affairs, such as:

- Admissions and enrollment
- Financial services management
- Residence halls administration
- Religious and social activities coordination
- Athletic and recreation administration
- Health services
- International student services
- Other related areas

Program Delivery

This program is offered on campus and as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 36

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference **Credits:** 0
- LEAD 630 - Introduction to Leadership **Credits:** 2
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- EDAL 655 - Higher Education Finance and Technology **Credits:** 3
- EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- EDAL 680 - K-12 Internship: (Topic)_____ **Credits:** 1–12
- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3

Research - 4

- EDRM 505 - Research Methods **Credits:** 3
- LEAD 535 - Principles of Academic Writing **Credits:** 1–3

Concentration - 17

- EDAL 640 - Higher Education Law **Credits:** 3
- EDAL 674 - Administration of Student Services **Credits:** 3
- EDAL 675 - College Student Development Theory **Credits:** 3
- LEAD 678 - Global Education Study Tour **Credits:** 6

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Graduate Record Examination (GRE)

Students who are applying for admission to the Higher Education Administration MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

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Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

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5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

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International Focus

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Program Outcomes

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Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

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Leadership MA (Concentration Design)

Program Description	Project
Total Credits	Additional Requirements
Program Requirements	Program Electives
Core Requirements	Program Outcomes

Program Description

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today's fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants's program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

The job-embedded design is created with an official Andrews University partner organization to attract a cohort of professionals who want to work together to develop competencies useful for their organization or region. Competencies are developed and documented in a digital or hardcopy portfolio, and presented to a faculty panel.

The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Program Delivery

The MA in Leadership is typically an interactive online program (see School of Distance Education Definitions) unless it is offered as a cohort-based program. The online courses follow fixed enrollment with semester start and end dates. All participants interact with each other and the instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The online program requires two-week on-campus attendance in the first year; and at least one-week on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps). These support events are often organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

Graduate Record Examination (GRE)

Students who are applying for admission to the Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

MA Course Requirements: Total Credits - 36

Core Requirements - 18
LEAD 535 - Principles of Academic Writing Credits: 1–3
LEAD 630 - Introduction to Leadership Credits: 2
LEAD 635 - Leadership and Learning Plan Credits: 2–4

LEAD 638 - Issues in Leadership Theory **Credits:** 2,3
COMM 590 - Graduate Seminar in _____ **Credits:** 2,3
EDRM 505 - Research Methods **Credits:** 3
LEAD 636 - Issues in Leadership Foundations **Credits:** 2,3 or
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Choose one of the following courses:

LEAD 698 - MA Research Project **Credits:** 1–3
LEAD 699 - Thesis **Credits:** 3
LEAD 680 - Internship **Credits:** 1–12
LEAD 696 - Leadership Capstone Experience **Credits:** 1

Concentration - 18

Participants work with advisors to develop a course plan in one of six 18-credit concentrations:

Leadership MA, Creativity & Innovation Concentration
Leadership MA, Higher Education Concentration
Leadership MA, K12 School Leadership Concentration

Portfolio Requirement

The MA in Leadership program requires the development, presentation and successful approval of a portfolio that documents leadership proficiency in a minimum of 5 competencies.

Students must select competencies required in their concentration that align with the Leadership Program competencies. To facilitate portfolio development participants must register for one or more of the following courses: EDAL/LEAD 680, LEAD675, or LEAD696.

Leadership MA, Creativity & Innovation Concentration

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today's fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants's program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

- The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Concentration Requirements - 18

This concentration helps existing or future leaders in and of organizations to develop their own creativity through real-life experiences in innovation in a real-life context. Participants register for the following courses:

- LEAD 647 - Creative Critical Thinking and Problem Solving **Credits:** 3
- 3 credits of LEAD 680 - Internship **Credits:** 1–12
- LEAD 640 - Creativity and Innovation Laboratory **Credits:** 6

In addition, participants select six credits from the following:

- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3
- LEAD 675 - Portfolio Development: (Topic)_____ **Credits:** 0–3
- Other courses appropriate for the participant's innovation project.

Innovation Project

Each participant is part of a learning community and works with an innovation coach and a leadership advisor to develop an innovation project in alignment with their LLP. A complete and well-documented innovation project may provide sufficient evidence of the development of a competency within the participant's portfolio.

Competencies of the Leadership Program

Leadership and the Self

This cluster of competencies focuses on self-awareness and the personal and professional identity required when practicing leadership.

- *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview and mindsets influences their practice.
- *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
- *Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

Leadership With Others

This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

- *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
- *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- *Social responsibilities*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership Through Organizations

This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

- *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
- *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
- *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
- *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.
- *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

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.

- *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic hardcopy sources, and relates research to the body of knowledge in their professional field.
- *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.
- *Reporting and publishing research*—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options

- PhD/EDD/EdS participants have to choose at least one optional competency.
- MA participants may select an optional competency as part of their required eight competencies.

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Get In Touch:

Leadership MA, Higher Education Concentration

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today's fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants's program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs. The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

- The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Concentration Requirements - 18

This concentration helps participants develop leadership in working with students and staff in post-secondary environments.

Choose 12 credits from the following courses:

- EDAL 655 - Higher Education Finance and Technology **Credits:** 3
- EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- EDAL 640 - Higher Education Law **Credits:** 3
- EDAL 674 - Administration of Student Services **Credits:** 3
- EDAL 675 - College Student Development Theory **Credits:** 3
- LEAD 678 - Global Education Study Tour **Credits:** 6

Choose 6 credits selected from the following:

- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3
- LEAD 645 - Ethical Leadership & Organizational Integrity **Credits:** 1–3
- LEAD 647 - Creative Critical Thinking and Problem Solving **Credits:** 3
- LEAD 675 - Portfolio Development: (Topic)_____ **Credits:** 0–3

Competencies

A learning community is maintained through the dynamic online courses in higher education and regular meetings with a learning group and an advisor. The participant is to focus their competency development on higher education projects and themes as they are documented in the portfolio.

Self-Development Competencies

This cluster of competencies focuses on the self-awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

- *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.
- *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.
- *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

Interpersonal Development Competencies

This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

- *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
- *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

Leadership and Organizational Development Competencies

This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

- *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
- *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
- *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

Research Development Competency

Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

For further information, students may contact the coordinator of the Higher Education program.

Leadership MA, K12 School Leadership Concentration

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today's fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants's program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Concentration Requirements - 18

This concentration allows the MA in Leadership participant to focus on leadership development in a K12 school setting. This 18-credit concentration matches the

Principalship Certificate (see the Educational Leadership section). The LLP is signed off by two faculty members and requires participants to show a plan to fulfill eight of the 10 standards of the educational leadership program. Those in this program experience a learning community through online courses and the required participation in at least 7 online principalship webinars a year. Note: This concentration is compatible with the requirements of the North American Division Seventh-day Adventist K12 Principal Certification. However, individuals should work with the union credential specialist to determine a plan that will best fulfill this certification. If approval by the Educational Leadership Consortium Council (ELCC) or the Michigan Department of Education is desired please contact the director of the Educational Leadership programs for guidance: Dr. Janet Ledesma, jledesma@andrews.edu.

Those taking this concentration should select the Internship option in the core as their way to complete their research and portfolio options.

Required concentration courses - 18

LEAD 630 - Introduction to Leadership Credits: 2
EDAL 520 - Foundations of Educational Leadership Credits: 2,3
EDAL 565 - Leadership for Seventh-day Adventist Education Credits: 2
EDAL 560 - K-12 Law Credits: 3
EDCI 547 - Foundations of Curriculum Studies Credits: 3
EDAL 570 - Principles of Educational Supervision Credits: 2,3
EDAL 645 - K-12 Educational Finance Credits: 2,3

Educational Leadership Standards

Vision: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Instructional Culture: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Management and Administration: Managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

Community Collaboration: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Ethics: Acting with integrity, fairness, and in an ethical manner.

Law and Politics: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Technology: Understanding and comprehensively applying technology to advance student achievement.

Worldview: Appreciating the perspectives of others and developing a personal philosophy from which action and service emerge.

Research: Understanding and comprehensively applying research and evaluation for effective decision making.

Internship: Leadership is demonstrated in substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school personnel.

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Leadership MA (Job Embedded Design)

Program Description

The 36-credit Masters of Arts in Leadership helps individuals develop a leadership mindset and the complex skill-sets needed for leaders in communities and high-performance organizations engaged in today's fast-changing contexts of change. Designed around a distance-delivery model, this MA can be taken by on-campus participants as well as participants at a distance. It is intended to integrate well with other leadership programs in the department or university, and serves as a bridge to both the undergraduate leadership program and the doctoral leadership program.

The participants's program can be adapted to varying personal, organizational, or regional contexts. Recent college graduates transitioning into employment who want to further their leadership development as well as experienced employees who want to target specific areas of leadership for development will find the design of this program flexible to meet their leadership needs.

The overall goal of the MA Leadership program is to develop leaders with a strong sense of personal mission, the ability to work in teams, and experience in leading change that can provide better services and professional solutions in varied local, regional and global situations.

Participants work with their advisors to develop a personalized Leadership & Learning Plan (LLP) integrated with a schedule of courses. They have two options: the job-embedded design or the "core + concentration" design.

The job-embedded design is created with an official Andrews University partner organization to attract a cohort of professionals who want to work together to develop competencies useful for their organization or region. Competencies are developed and documented in a digital or hardcopy portfolio, and presented to a faculty panel.

The "core + concentration" design allows individuals to work at their own pace to develop a specific set of competencies that are aligned with their area of concentration and specific areas of leadership development. Both designs require 36 credits and the completion of a portfolio and research work.

Program Delivery

The MA in Leadership is typically an interactive online program (see School of Distance Education Definitions) unless it is offered as a cohort-based program. The online courses follow fixed enrollment with semester start and end dates. All participants interact with each other and the instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The online program requires two-week on-campus attendance in the first year; and at least one-week on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps). These support events are often organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

Job-Embedded Design

Participants in the job-embedded option usually work in a cohort model with face-to-face or online learning sessions. They work to develop and demonstrate 8-10 leadership competencies. They are required to:

- Create a Leadership and Learning Plan (LLP)
- Attend all the required program modules
- Participate regularly and actively in a Leadership and Learning Group (LLG)
- Maintain employment throughout the program
- Complete the development and presentation of a portfolio based on the participant's LLP, documenting satisfactory completion of the required competencies.

Graduate Record Examination (GRE)

Students who are applying for admission to the Leadership MA program are not required to take the GRE. For those students who are seeking the GRE scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

MA Course Requirements: Total Credits - 36

Portfolio Requirement

The MA in Leadership program requires the development, presentation and successful approval of a portfolio that documents leadership proficiency in the programs' competencies.

Off-campus Locations

This program is also offered at approved off-campus location(s).

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Leadership MA, Organizational Leadership Concentration

This concentration allows MA in Leadership participants to gain expertise in organizational leadership and leadership development organizations. Those in this concentration participate in the dynamic learning environment of the Leadership program which focuses on organizational change leadership. It offers the participant a community of learning designed to foster authentic leadership. MA participants join and fully participate in a Leadership and Learning Group (LLG) which may consist of leaders from different organizational and even international settings. They attend the Annual Leadership Conference each year they are in the program. Those taking this concentration must select 8 of the 15 competencies of the Leadership Program, complete them at a satisfactory level (Level 3), and document them in a portfolio.

Concentration Requirements - 18

Choose 18 credits selected from the following:

LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3

LEAD 600 - Annual Conference **Credits:** 0

LEAD 625 - Research Writing Seminar **Credits:** 1,2

LEAD 637 - Issues in Research **Credits:** 2,3

LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3

LEAD 645 - Ethical Leadership & Organizational Integrity **Credits:** 1–3

LEAD 647 - Creative Critical Thinking and Problem Solving **Credits:** 3

LEAD 675 - Portfolio Development: (Topic)_____ **Credits:** 0–3

LEAD 678 - Global Education Study Tour **Credits:** 6

LEAD 689 - Seminar: (Topic)_____ **Credits:** 1–12

Competencies of the Leadership Program

Leadership and the Self

This cluster of competencies focuses on self-awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leadership functions within the context of multiple perspectives and understands how their own worldview and mindsets influences their practice.

Ethics, values, and spirituality—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.

Learning and human development—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.

Leadership With Others

This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibilities—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership Through Organizations

This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leadership applies and understands the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

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.

Evaluation and assessment—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.

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.

Reading and evaluating research—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic hardcopy sources, and relates research to the body of knowledge in their professional field.

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.

Reporting and publishing research—Leadership adequately communicates research findings and implements the findings in the workplace.

Individually Chosen Options

PhD/EdD/EdS participants have to choose at least one optional competency.

MA participants may select an optional competency as part of their required eight competencies.

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Post-Masters

Educational Leadership EdD

Program Description

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication. However, the PhD degree is more research-oriented and requires more courses in advanced research methodologies. Those specifically served by this degree are the following:

Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification and endorsement.

Principals of K–8, K–10, K–12, and 9–12 schools

Supervisors of instruction
 Superintendents of schools
 Those interested in teaching Educational Administration at the higher education level

Candidates must complete LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880 - Dissertation Proposal Development, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

This program is offered online. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Option 1: Total Credits - 60

This option is for students with an Educational Leadership MA degree.

Degree Core - 6

LEAD 630 - Introduction to Leadership **Credits: 2**

1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic)_____ **Credits: 1-12**

3 Credits of EDAL 886 - Advanced K-12 Internship **Credits: 1-12**

Concentration - 9

EDAL 660 - Planning and Operating Educational Facilities **Credits: 2-3**

LEAD 778 - Global Education Study Tour **Credits: 6**

LEAD 645 - Ethical Leadership & Organizational Integrity **Credits: 1-3**

Research - 16

EDRM 636 - Program Evaluation **Credits: 3**

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

EDRM 611 - Applied Statistical Methods I **Credits: 3**

EDRM 712 - Applied Statistical Methods II **Credits: 3**

2 Credits of LEAD 535 - Principles of Academic Writing **Credits: 1-3**

LEAD 637 - Issues in Research **Credits: 2,3**

Cognate - 13

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research.

Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits: 2**

LEAD 899 - Doctoral Dissertation **Credits: 1-14**

Option 2: Total Credits - 90

This option is for students that do not have an Educational Leadership MA degree.

Degree Core - 18

EDAL 520 - Foundations of Educational Leadership **Credits: 2,3**

LEAD 630 - Introduction to Leadership **Credits: 2**

EDAL 645 - K-12 Educational Finance **Credits: 2,3**

EDAL 670 - Technology for Leaders **Credits: 3**

EDCI 547 - Foundations of Curriculum Studies **Credits: 3**

Or EDCI 565 - Improving Instruction **Credits: 2,3**

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic)_____ **Credits: 1-12**

3 Credits of EDAL 886 - Advanced K-12 Internship **Credits: 1-12**

Concentration - 22

EDAL 560 - K-12 Law **Credits: 3**

EDAL 565 - Leadership for Seventh-day Adventist Education **Credits: 2**

EDAL 570 - Principles of Educational Supervision **Credits: 2,3**

EDAL 660 - Planning and Operating Educational Facilities **Credits: 2-3**

EDAL 635 - Human Resources Administration **Credits: 2,3**

EDAL 664 - Elementary School Leadership **Credits: 2,3**

Or EDAL 665 - Secondary School Leadership **Credits: 2,3**

LEAD 525 - Public Relations: Community Partnerships **Credits: 2**

LEAD 645 - Ethical Leadership & Organizational Integrity **Credits: 1-3**

LEAD 778 - Global Education Study Tour **Credits: 6**

Research - 19

EDRM 505 - Research Methods **Credits: 3**

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

EDRM 611 - Applied Statistical Methods I **Credits: 3**

EDRM 712 - Applied Statistical Methods II **Credits: 3**

EDRM 636 - Program Evaluation **Credits: 3**

2 Credits of LEAD 535 - Principles of Academic Writing **Credits: 1-3**

LEAD 637 - Issues in Research **Credits: 2,3**

Cognates - 15

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits: 2**

LEAD 899 - Doctoral Dissertation **Credits: 1-14**

Program Electives

As needed, in consultation with your advisor.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
 Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Educational Leadership EdS

Program Description	Research
Total Credits	Concentration
Program	Cognates
Requirements	Program Electives
Core Requirements	

Program Description

The Educational Leadership Educational Specialist degree program prepares candidates to serve as principals, supervisors, or superintendents in elementary and/or secondary systems. Those specifically served by this degree are the following:

- Teachers with master's degrees interested in transitioning into educational administration and securing an additional degree while completing their NAD administration certification or endorsement
- Principals of K-8, K-10, K-12, and 9-12 schools
- Supervisors of instruction
- Superintendents of schools

At least 24 semester credits must be completed after admission to the EdS program. Candidates must complete LEAD 630 - Introduction to Leadership which is an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an

internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

This program is offered online (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Total Credits: 64

Degree Core

Core Requirements - 18

- EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3
- EDAL 645 - K–12 Educational Finance **Credits:** 2,3
- EDAL 670 - Technology for Leaders **Credits:** 3
- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- Or** EDCI 565 - Improving Instruction **Credits:** 2,3
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- LEAD 630 - Introduction to Leadership **Credits:** 2
- 1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic)_____ **Credits:** 1–12
- 3 Credits of EDAL 886 - Advanced K-12 Internship **Credits:** 1–12

Concentration Requirements - 16

- EDAL 560 - K–12 Law **Credits:** 3
- EDAL 565 - Leadership for Seventh-day Adventist Education **Credits:** 2
- EDAL 570 - Principles of Educational Supervision **Credits:** 2,3
- EDAL 660 - Planning and Operating Educational Facilities **Credits:** 2–3
- EDAL 635 - Human Resources Administration **Credits:** 2,3
- EDAL 664 - Elementary School Leadership **Credits:** 2,3
- Or** EDAL 665 - Secondary School Leadership **Credits:** 2,3
- LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3
- LEAD 645 - Ethical Leadership & Organizational Integrity **Credits:** 1–3

Research - 13

- EDRM 505 - Research Methods **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 636 - Program Evaluation **Credits:** 3
- 2-3 Credits of LEAD 535 - Principles of Academic Writing **Credits:** 1–3
- LEAD 637 - Issues in Research **Credits:** 2,3

Cognates - 9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Program Electives

As needed, in consultation with your advisor.

Get In Touch:
Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Educational Leadership PhD

Delivery: This program is offered in an interactive online format.

Program Description

The doctoral programs in Educational Leadership prepare participants for professional careers in education as superintendents or elementary and secondary-school administrators. These programs also prepare leaders for service in many types of agencies and organizations. Both the Doctor of Education (EdD) and the Doctor of Philosophy (PhD) programs require a minimum of 90 credits and the submission of a research based article to a peer-reviewed publication documented by the decision letter from the editor of the peer review journal. However, the PhD degree is more research-oriented and requires more courses in

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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

Candidates must complete LEAD 630 - Introduction to Leadership as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation. Beginning the semester after registering for LEAD 880 - Dissertation Proposal Development, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

This program is offered online. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Option 1: Total Credits - 60

To be eligible for the 60-credit Educational Leadership PhD program, you must already have an MA in Educational Leadership or an equivalent degree from an accredited university. To give you an idea of what would qualify as an equivalent degree, see the Education, Educational Leadership Concentration MA .

Degree Core - 6

- LEAD 630 - Introduction to Leadership **Credits:** 2
- 1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic)_____ **Credits:** 1–12
- EDAL 886 - Advanced K-12 Internship **Credits:** 1–12
- Concentration - 10**
- EDAL 660 - Planning and Operating Educational Facilities **Credits:** 2–3
- EDAL 645 - K–12 Educational Finance **Credits:** 2,3
- LEAD 778 - Global Education Study Tour **Credits:** 6

Research - 16

- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- 2 Credits of LEAD 535 - Principles of Academic Writing **Credits:** 1–3
- LEAD 637 - Issues in Research **Credits:** 2,3

Cognates - 12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development **Credits:** 2
- LEAD 899 - Doctoral Dissertation **Credits:** 1–14

Option 2: Total Credits - 90

This option is for students that do not have a masters degree in Educational Leadership.

Degree Core - 18

- LEAD 630 - Introduction to Leadership **Credits:** 2
- EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3
- EDAL 645 - K–12 Educational Finance **Credits:** 2,3
- EDAL 670 - Technology for Leaders **Credits:** 3
- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- Or** EDCI 565 - Improving Instruction **Credits:** 2,3

EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
1-3 Credits of LEAD 775 - Advanced Portfolio Development: (Topic) _____
Credits: 1–12

EDAL 886 - Advanced K-12 Internship **Credits: 1–12**
Concentration - 22

EDAL 560 - K–12 Law **Credits: 3**
EDAL 565 - Leadership for Seventh-day Adventist Education **Credits: 2**
EDAL 570 - Principles of Educational Supervision **Credits: 2,3**
EDAL 660 - Planning and Operating Educational Facilities **Credits: 2–3**
EDAL 635 - Human Resources Administration **Credits: 2,3**

EDAL 664 - Elementary School Leadership **Credits: 2,3**
Or EDAL 665 - Secondary School Leadership **Credits: 2,3**

LEAD 525 - Public Relations: Community Partnerships **Credits: 2,3**
LEAD 645 - Ethical Leadership & Organizational Integrity **Credits: 1–3**
LEAD 778 - Global Education Study Tour **Credits: 6**

Research - 19

EDRM 505 - Research Methods **Credits: 3**
EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**
EDRM 611 - Applied Statistical Methods I **Credits: 3**
EDRM 636 - Program Evaluation **Credits: 3**
EDRM 712 - Applied Statistical Methods II **Credits: 3**
2-3 Credits of LEAD 535 - Principles of Academic Writing **Credits: 1–3**
LEAD 637 - Issues in Research **Credits: 2,3**

Cognates - 15

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research.

Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits: 2**
LEAD 899 - Doctoral Dissertation **Credits: 1–14**

Program Electives

As needed, in consultation with your advisor.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration EdD

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the

private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

Research
Teaching
Policy leadership
College administration at all levels
Community college leadership and management
Student personnel administration
Corporate and post-secondary policy analysis

Total Credits: 60

Degree Core

Core Requirements - 12

LEAD 600 - Annual Conference **Credits: 0**
LEAD 630 - Introduction to Leadership **Credits: 2**
EDAL 655 - Higher Education Finance and Technology **Credits: 3**
EDAL 667 - Leadership in Higher Education **Credits: 2,3**
EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
1 Credit of LEAD 886 - Advanced Internship **Credits: 1–12**

Research -12

EDRM 505 - Research Methods **Credits: 3**
EDRM 611 - Applied Statistical Methods I **Credits: 3**
EDRM 636 - Program Evaluation **Credits: 3**
1 Credit of LEAD 535 - Principles of Academic Writing **Credits: 1–3**
2 Credits of LEAD 637 - Issues in Research **Credits: 2,3**

Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits: 2**
LEAD 899 - Doctoral Dissertation **Credits: 1–14**

Concentration - 20

Concentration Requirements

EDAL 640 - Higher Education Law **Credits: 3**
EDAL 674 - Administration of Student Services **Credits: 3**
EDAL 675 - College Student Development Theory **Credits: 3**
EDAL 676 - Administration of Academic Services **Credits: 3**
6 Credits of LEAD 778 - Global Education Study Tour **Credits: 6**
2 Credits of LEAD 789 - Advanced Seminar: (Topic) _____ **Credits: 1–12**

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

Research

As needed, in consultation with your advisor.

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3

EDRM 713 - Applied Statistical Methods III **Credits:** 3

HIST 650 - Historical Method and Research **Credits:** 3

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

Each student is a unique person and must be treated as such.

The student's total environment is educational and must be used to achieve full development.

Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.

Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.

The primary responsibility for learning and development rests with the student.

Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

Institutions embrace diversity and eliminate barriers that impede student learning.

Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration EdD (Interactive Online)

Program Description	Portfolio
Total Credits	Registration
Program Requirements	Time Limits
Core Requirements	Program Electives
Research	Admission Requirements
Dissertation	Program Objectives
Concentration	Guiding Principles

Cognates	International Focus
Additional Requirements	Program Outc

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions) with minimal face-to-face requirements. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Total Credits: 60

Degree Core

Core Requirements - 12

LEAD 600 - Annual Conference **Credits:** 0
LEAD 630 - Introduction to Leadership **Credits:** 2
EDAL 655 - Higher Education Finance and Technology **Credits:** 3
EDAL 667 - Leadership in Higher Education **Credits:** 2,3
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
1 Credit of LEAD 886 - Advanced Internship **Credits:** 1–12

Research -12

EDRM 505 - Research Methods **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 636 - Program Evaluation **Credits:** 3
1 Credit of LEAD 535 - Principles of Academic Writing **Credits:** 1–3
2 Credits of LEAD 637 - Issues in Research **Credits:** 2,3

Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits:** 2
LEAD 899 - Doctoral Dissertation **Credits:** 1–14

Concentration - 20

Concentration Requirements

EDAL 640 - Higher Education Law **Credits:** 3
EDAL 674 - Administration of Student Services **Credits:** 3
EDAL 675 - College Student Development Theory **Credits:** 3
EDAL 676 - Administration of Academic Services **Credits:** 3
6 Credits of LEAD 778 - Global Education Study Tour **Credits:** 6

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

Research

As needed, in consultation with your advisor.

EDRM 605 - Qualitative Research Methods in Education and Psychology Credits: 3

EDRM 713 - Applied Statistical Methods III Credits: 3

HIST 650 - Historical Method and Research Credits: 3

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

Each student is a unique person and must be treated as such.

The student's total environment is educational and must be used to achieve full development.

Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.

Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.

The primary responsibility for learning and development rests with the student.

Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

Institutions embrace diversity and eliminate barriers that impede student learning.

Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to

reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program

Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration EdS

Program Description

The Higher Education Administration program seeks to empower diverse scholars-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality midlevel administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

Deans and assistant deans
Assistant to the president
Director and in-service directors
Department chairperson in selected areas
Program manager

Total Credits: 45

Degree Core

Core Requirements - 15

LEAD 600 - Annual Conference **Credits:** 0
LEAD 630 - Introduction to Leadership **Credits:** 2
EDAL 655 - Higher Education Finance and Technology **Credits:** 3
EDAL 667 - Leadership in Higher Education **Credits:** 2,3
EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
LEAD 886 - Advanced Internship **Credits:** 1–12
LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3

Research - 10

EDRM 505 - Research Methods **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
LEAD 535 - Principles of Academic Writing **Credits:** 1–3
LEAD 637 - Issues in Research **Credits:** 2,3

Concentration - 20

Concentration Requirements

EDAL 640 - Higher Education Law **Credits:** 3
EDAL 674 - Administration of Student Services **Credits:** 3
EDAL 675 - College Student Development Theory **Credits:** 3
EDAL 676 - Administration of Academic Services **Credits:** 3
LEAD 778 - Global Education Study Tour **Credits:** 6
LEAD 789 - Advanced Seminar: (Topic)_____ **Credits:** 1–12

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

- 1. **Students and Their Institutions (the student must be considered as a whole person)**
 - Each student is a unique person and must be treated as such.
 - The student's total environment is educational and must be used to achieve full development.
 - Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
 - Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
 - The primary responsibility for learning and development rests with the student.
 - Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.
- 3. **Organization, Educational Administration, and Human Resources**
 - Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
 - Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
 - Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
 - Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

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Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration

EdS (Interactive Online)

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time. Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Program Description

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The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality midlevel administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

Total Credits: 45

Degree Core

Core Requirements - 15

- LEAD 600 - Annual Conference **Credits:** 0
- LEAD 630 - Introduction to Leadership **Credits:** 2
- EDAL 655 - Higher Education Finance and Technology **Credits:** 3
- EDAL 667 - Leadership in Higher Education **Credits:** 2,3
- EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- LEAD 886 - Advanced Internship **Credits:** 1-12
- LEAD 644 - Leadership and Organizational Dynamics **Credits:** 3

Research - 10

- EDRM 505 - Research Methods **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- LEAD 535 - Principles of Academic Writing **Credits:** 1-3
- LEAD 637 - Issues in Research **Credits:** 2,3

Concentration - 20

Concentration Requirements

- EDAL 640 - Higher Education Law **Credits:** 3
- EDAL 674 - Administration of Student Services **Credits:** 3
- EDAL 675 - College Student Development Theory **Credits:** 3
- EDAL 676 - Administration of Academic Services **Credits:** 3
- LEAD 778 - Global Education Study Tour **Credits:** 6
- LEAD 789 - Advanced Seminar: (Topic)_____ **Credits:** 1-12

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

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Each student is a unique person and must be treated as such.
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The primary responsibility for learning and development rests with the student.

Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

Institutions embrace diversity and eliminate barriers that impede student learning.

Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

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International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Higher Education Administration PhD

On Campus Program

Program Description

The Higher Education Administration program seeks to empower diverse scholars-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards. Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a

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research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

Research
Teaching
Policy leadership
College administration at all levels
Community college leadership and management
Student personnel administration
Corporate and post-secondary policy analysis

Total Credits: 61

Degree Core

Core Requirements - 11

LEAD 600 - Annual Conference **Credits:** 0
LEAD 630 - Introduction to Leadership **Credits:** 2
EDAL 655 - Higher Education Finance and Technology **Credits:** 3
3 Credits of EDAL 667 - Leadership in Higher Education **Credits:** 2,3
3 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3

Research - 15

EDRM 505 - Research Methods **Credits:** 3
EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
EDRM 611 - Applied Statistical Methods I **Credits:** 3
EDRM 712 - Applied Statistical Methods II **Credits:** 3
1 Credit of LEAD 535 - Principles of Academic Writing **Credits:** 1-3
2 Credits of LEAD 637 - Issues in Research **Credits:** 2,3

Dissertation - 16

LEAD 880 - Dissertation Proposal Development **Credits:** 2
LEAD 899 - Doctoral Dissertation **Credits:** 1-14

Concentration - 19

Concentration Requirements

EDAL 640 - Higher Education Law **Credits:** 3
EDAL 674 - Administration of Student Services **Credits:** 3
EDAL 675 - College Student Development Theory **Credits:** 3
EDAL 676 - Administration of Academic Services **Credits:** 3
LEAD 778 - Global Education Study Tour **Credits:** 6
LEAD 789 - Advanced Seminar: (Topic)_____ **Credits:** 1-12

Program Electives

As needed, in consultation with your advisor.

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

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5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

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Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

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Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

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Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

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Cognates - 12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

Higher Education Administration
PhD (Interactive Online)

Program Description	Portfolio
Total Credits	Registration
Program Requirements	Time Limits
Core Requirements	Program Electives
Research	Admission Requirements
Dissertation	Program Objectives
Concentration	Guiding Principles
Cognates	International Focus
Additional Requirements	Program Outcomes

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). Participants interact with each other and with instructors throughout all courses via an electronic management platform. The online program requires summer on-campus attendance in the first year. Students are also encouraged to come to campus for graduation.

Program Description

The Higher Education Administration program seeks to empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. Both degrees require the submission of a research-based article to a peer-reviewed publication. Graduates typically work in the following professional areas:

- Research
- Teaching
- Policy leadership
- College administration at all levels
- Community college leadership and management
- Student personnel administration
- Corporate and post-secondary policy analysis

Total Credits: 61

Degree Core

- Core Requirements - 11
- LEAD 600 - Annual Conference **Credits:** 0
 - LEAD 630 - Introduction to Leadership **Credits:** 2
 - EDAL 655 - Higher Education Finance and Technology **Credits:** 3
 - 3 Credits of EDAL 667 - Leadership in Higher Education **Credits:** 2,3
 - 3 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- Research - 15
- EDRM 505 - Research Methods **Credits:** 3
 - EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
 - EDRM 611 - Applied Statistical Methods I **Credits:** 3
 - EDRM 712 - Applied Statistical Methods II **Credits:** 3
 - 1 Credit of LEAD 535 - Principles of Academic Writing **Credits:** 1-3
 - 2 Credits of LEAD 637 - Issues in Research **Credits:** 2,3
- Dissertation - 16
- LEAD 880 - Dissertation Proposal Development **Credits:** 2
 - LEAD 899 - Doctoral Dissertation **Credits:** 1-14

Concentration - 19

- Concentration Requirements
- EDAL 640 - Higher Education Law **Credits:** 3
 - EDAL 674 - Administration of Student Services **Credits:** 3
 - EDAL 675 - College Student Development Theory **Credits:** 3
 - EDAL 676 - Administration of Academic Services **Credits:** 3
 - LEAD 778 - Global Education Study Tour **Credits:** 6
 - LEAD 789 - Advanced Seminar: (Topic)_____ **Credits:** 1-12

Cognates - 12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

Additional Requirements

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD 630, required in all programs.

Registration

Participants comply with registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If participants want to remain active and not register for regular course work they will need to register for EDAL 650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Program Electives

As needed, in consultation with your advisor.

Admission Requirements

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. If they have not previously taken the courses, candidates must complete LEAD 630 - Introduction to Leadership and LEAD 600 - Annual Conference as an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 90 semester credits beyond the baccalaureate degree and requires the completion of a portfolio and a dissertation. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the doctoral comprehensive examination. Both doctorates require the successful completion of a dissertation.

Beginning the semester after registering for LEAD 880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Program Objectives

Guiding Principles

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

Each student is a unique person and must be treated as such.

The student's total environment is educational and must be used to achieve full development.

Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.

Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.

The primary responsibility for learning and development rests with the student.

Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.

Institutions are responsible for creating learning environments that provide a choice of educational opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

Institutions embrace diversity and eliminate barriers that impede student learning.

Justice and respect for differences bond individuals to community.

Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.

All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.

Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.

Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.

Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.

The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.

Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced post-secondary education in different parts of the world, such as Europe, Asia, Africa and Latin America. The tour includes campus visits and interaction with faculty and students of public, private, and Adventist international institutions of higher education, and meets the requirements of master's and doctoral programs. Travel expenses are mostly covered by tuition credits.

International Internships. The Higher Education program works with international Seventh-day Adventist colleges and universities to develop an internship program that integrates theory and research with the practice of higher education in international settings. The extent and format of these programs vary and are negotiated on a personal basis between the participant and the institution.

Intercultural Seminar. This is a seminar in intercultural communication that explores the role of culture and diversity in today's organizations in order to develop cross-cultural competence and sensitivity. Explores issues such as effective communication across group barriers, leadership and culture, and the impact of cultural differences on relationships, decision making, motivation, conflict management, human resource development, and other leadership issues.

For further information, students may contact the coordinator of the Higher Education program.

Program Outcomes

Competencies of the Program

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. Self-Development Competencies: This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.

Philosophical foundations—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

Ethics, values, and spirituality—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision making and their relationships with others.

Human development and career choice—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

Effective communication and mentoring—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Appreciating diversity—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.

Social responsibility—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

Resource development; human and financial—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.

Legal and policy issues—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.

Organizational behavior, change, and culture—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education Administration Program
Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Leadership EdD

Program Description	Additional Requirements
Program Course Requirements	Maintaining active status
Core Requirements	Admission Requirements
Research & Publication	Program Outcomes
Portfolio Requirement	The Competencies
Dissertation	

Program Description

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 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. All work has to be completed within 7 years.

The Leadership Program

Is established on the idea of developing expertise and demonstrating competency in several key areas.

Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.

Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

From year one participants start the development of a portfolio documenting the development of significant learning in the competency areas.

Throughout the course of study, participants share their learning and professional accomplishments related to the development of their competencies during the monthly meetings of their Leadership and Learning Group.

Participants engage in peer-evaluation of individual achievement is on the basis of demonstrated competence in the Leadership and Learning Groups.

Throughout the course of study, individual achievement is progressively evaluated by faculty on the basis of demonstrated competencies.

The program is completed when the participant has demonstrated achievement of at least 15 competencies. (see list of competencies below).

Demonstration of achievements is documented in a portfolio that is assembled throughout the program and presented for validation to a faculty team at the end of the program.

The portfolio includes a completed doctoral dissertation that has been defended, and approved and proof of submission of a publishable research-based manuscript to a peer-reviewed scholarly journal.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

Total: 60

EdD Degree Course Requirements: Total Credits - 60

Core Requirements

- 2 or 3 Credits of LEAD 535 - Principles of Academic Writing **Credits: 1–3**
- 2 Credits of LEAD 630 - Introduction to Leadership **Credits: 2**
- 4 Credits of LEAD 635 - Leadership and Learning Plan **Credits: 2–4**
- 3 Credits of LEAD 636 - Issues in Leadership Foundations **Credits: 2,3**
- 3 Credits of LEAD 638 - Issues in Leadership Theory **Credits: 2,3**

Research & Publication

EdD participants demonstrate proficiency in qualitative and quantitative social science research methods through the research competencies which includes a EdD dissertation. Depending on previous documentable research experience and in consultation with their advisor participants must include the appropriate research method courses in their course plan.

Throughout the program EdD participants engage in appropriate collaborative scholarly activities leading to presentations of research at scholarly conferences and the submission of an article manuscript to a peer-reviewed journal.

- EDRM 505 - Research Methods **Credits: 3 - Required**
- LEAD 637 - Issues in Research **Credits: 2,3 - Required**
- LEAD 885 - Leadership Research **Credits: 1–8 - Required**
- LEAD 889 - Doctoral Seminar **Credits: 1–3 - Required**

As needed to fulfill the research requirements.

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**
- EDRM 611 - Applied Statistical Methods I **Credits: 3**
- 2 Credits of LEAD 625 - Research Writing Seminar **Credits: 1,2**
- EDRM 636 - Program Evaluation **Credits: 3**
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits: 3**
- EDRM 712 - Applied Statistical Methods II **Credits: 3**
- EDRM 713 - Applied Statistical Methods III **Credits: 3**

Portfolio Requirement

The EdD in Leadership is earned through the development of at least 15 competencies which are developed by the participant in the context of his or her work and life and documented in a professional portfolio. Participants develop their portfolio throughout the course of their program. When the portfolio has been signed off by their Leadership & Learning Group the participant registers for LEAD890, writes a synthesis paper, and present the portfolio in a formal presentation to a faculty panel.

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development **Credits: 2**
- LEAD 899 - Doctoral Dissertation **Credits: 1–14**

Additional Program Requirements

Participate in the on-campus program orientation.

Register for LEAD 600 : every summer and participate in the on-campus conference and roundtable

Register for LEAD 605: LLP Group, every semester and meet regularly with a Leadership and Learning Group for the primary purpose of sharing evidence of ongoing learning in connection with competency development and signing off competencies.

Maintain employment throughout the program.

Complete the development and presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.

PhD/EdD participants submit a research-based article to a peer-reviewed publication in collaboration with their faculty committee.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

Make appropriate progress in fulfilling the LLP.

Maintain contact with the advisor.

Register every semester.

Complete all credits within the seven years of your regular program time.

Attend the annual Leadership Conference.

Meet financial obligations to the university.

Maintain employment throughout the program.

EdD/PhD participants must maintain active status a minimum of six years of their allocated seven.

Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements:

Normally a completed master's degree.

A sample of your best writing (e.g.: a research paper or a published article).

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 or three years for the MA.

Full-time 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:

The initial Leadership Orientation.

Regularly scheduled Leadership and Learning Group meetings, typically on a monthly basis but at least seven times a year.

The Annual Leadership Conference.

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.

Program Outcomes

Initially, the participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. During the course of study participants develop a portfolio to document mastery in at least 15 competencies, including three research competencies which include the writing and defending of a doctoral dissertation. Completion is achieved after the successful completion of the portfolio. This course of study translates into at least 60 semester credits.

The Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

Leadership and the Self: This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leaders function within the context of multiple perspectives and understands how their own worldview influences their practice.

Ethics, values, and spirituality—Leaders function from a set of principles and standards that guides their work and all their relationships with others.

Learning and human development—Leaders understand the principles of learning and are committed to and practices continuous personal, interpersonal and organizational learning.

Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibility—Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership through Organizations: This cluster of competencies focuses on the organizational aspects of leadership. Leaders sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leaders appropriately allocate and manage human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leaders apply and understand the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leaders understand personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leaders work with others in order to collaboratively shape the vision and strategy for change, and are capable of facilitating the change process.

Evaluation and assessment—Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

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 qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

Reading and evaluating research—Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.

Conducting research—Leaders understand the logic and processes of scientific inquiry, explain major research methodologies, formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.

Reporting and publishing research—Leaders adequately communicate research findings and implement the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Leadership EdS

Program Description	Portfolio Requirements
Course Requirements	Additional Requirements
Core Requirements	Admission Requirements
Research	The Competencies

Program Description

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 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. All work has to be completed within 7 years.

The Leadership Program

Is established on the idea of developing expertise and demonstrating competency in several key areas.

Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.

Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

From year one participants start the development of a portfolio documenting the development of significant learning in the competency areas.

Throughout the course of study, participants share their learning and professional accomplishments related to the development of their competencies during the monthly meetings of their Leadership and Learning Group.

Participants engage in peer-evaluation of individual achievement is on the basis of demonstrated competence in the Leadership and Learning Groups.

Throughout the course of study, individual achievement is progressively evaluated by faculty on the basis of demonstrated competencies.

The program is completed when the participant has demonstrated achievement of at least 15 competencies. (see list of competencies below).

Demonstration of achievements is documented in a portfolio that is assembled throughout the program and presented for validation to a faculty team at the end of the program.

The portfolio includes a completed doctoral dissertation that has been defended, and approved and proof of submission of a publishable research-based manuscript to a peer-reviewed scholarly journal.

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

EdS Course Requirements: Total Credits - 36

Core Requirements

- 2-3 Credits of LEAD 535 - Principles of Academic Writing **Credits:** 1–3
- 2 Credits of LEAD 630 - Introduction to Leadership **Credits:** 2
- 4 Credits of LEAD 635 - Leadership and Learning Plan **Credits:** 2–4
- 3 Credits of LEAD 636 - Issues in Leadership Foundations **Credits:** 2,3
- 3 Credits of LEAD 638 - Issues in Leadership Theory **Credits:** 2,3

Research

EdS are required to complete an EdS Research project under the supervision of a project committee.

Research courses required for all EdS participants:

- EDRM 505 - Research Methods **Credits:** 3
- LEAD 637 - Issues in Research **Credits:** 2,3
- LEAD 798 - EdS Research Project **Credits:** 3–6

Research courses selected as needed to fulfill the research requirements:

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- 2 Credits of LEAD 625 - Research Writing Seminar **Credits:** 1,2
- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3

Portfolio Requirement

The EdS in Leadership is earned through the development of at least 15 competencies which are developed by participant in their educational professional context and documented in a portfolio. Participants develop their portfolio throughout the course of their program. When the portfolio has been signed off by their Leadership & Learning Group the participant writes a synthesis paper, and present the portfolio in a formal presentation to a faculty panel. This final process usually takes at least a full semester.

Additional Program Requirements

- Participate in the on-campus program orientation.
- Register for LEAD 600 : every summer and participate in the on-campus conference and roundtable
- Register for LEAD 605: LLP Group, every semester and meet regularly with a Leadership and Learning Group for the primary purpose of sharing evidence of ongoing learning in connection with competency development and signing off competencies.
- Maintain employment throughout the program.

Complete the development and presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.

PhD/EdD participants submit a research-based article to a peer-reviewed publication in collaboration with their faculty committee.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Maintain contact with the advisor.
- Register every semester.
- Complete all credits within the seven years of your regular program time.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.
- EdD/PhD participants must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements:

- Normally a completed master's degree.
- A sample of your best writing (e.g.: a research paper or a published article).
- 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 or three years for the MA.
- Full-time 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:

- The initial Leadership Orientation.
- Regularly scheduled Leadership and Learning Group meetings, typically on a monthly basis but at least seven times a year.
- The Annual Leadership Conference.
- 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.

Program Outcomes

Initially, the participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. During the course of study participants develop a portfolio to document mastery in at least 15 competencies, including three research competencies which include the writing and defending of a doctoral dissertation. Completion is achieved after the successful completion of the portfolio. This course of study translates into at least 60 semester credits.

The Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

- Leadership and the Self:** This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.
 - Philosophical foundations*—Leaders function within the context of multiple perspectives and understands how their own worldview influences their practice.
 - Ethics, values, and spirituality*—Leaders function from a set of principles and standards that guides their work and all their relationships with others.
 - Learning and human development*—Leaders understand the principles of learning and are committed to and practices

continuous personal, interpersonal and organizational learning.

Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibility—Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

Leadership through Organizations: This cluster of competencies focuses on the organizational aspects of leadership. Leaders sets direction in ways that facilitate achievement of organizational goals.

Resource development, human and financial—Leaders appropriately allocate and manage human and financial resources for healthy and strategic outcomes.

Legal and policy issues—Leaders apply and understand the scope of legal and policy structures appropriate for their field.

Organizational behavior, development, and culture—Leaders understand personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.

Implementing change—Leaders work with others in order to collaboratively shape the vision and strategy for change, and are capable of facilitating the change process.

Evaluation and assessment—Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

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 qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

Reading and evaluating research—Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.

Conducting research—Leaders understand the logic and processes of scientific inquiry, explain major research methodologies, formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.

Reporting and publishing research—Leaders adequately communicate research findings and implement the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Dissertation

Program Description

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 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. All work has to be completed within 7 years.

The Leadership Program

Is established on the idea of developing expertise and demonstrating competency in several key areas.

Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.

Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.

Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

From year one participants start the development of a portfolio documenting the development of significant learning in the competency areas.

Throughout the course of study, participants share their learning and professional accomplishments related to the development of their competencies during the monthly meetings of their Leadership and Learning Group.

Participants engage in peer-evaluation of individual achievement is on the basis of demonstrated competence in the Leadership and Learning Groups.

Throughout the course of study, individual achievement is progressively evaluated by faculty on the basis of demonstrated competencies.

The program is completed when the participant has demonstrated achievement of at least 15 competencies. (see list of competencies below).

Demonstration of achievements is documented in a portfolio that is assembled throughout the program and presented for validation to a faculty team at the end of the program.

The portfolio includes a completed doctoral dissertation that has been defended, and approved and proof of submission of a publishable research-based manuscript to a peer-reviewed scholarly journal.

Get In Touch:

Leadership Program | Educational Leadership Program | Higher Education

Administration Program

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Leadership PhD

Program Description
Course Requirements
Core Requirements
Research & Publication
Portfolio Requirement

Additional Requirements
Admission Requirements
Additional Program Information
The Competencies

Program Delivery

This program is offered only as an interactive online program (see School of Distance Education and International Partnerships Definitions). The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. They are also part of a learning group which meets regularly for mutual support and accountability, and to engage in significant sharing and evaluation of learning related to competency development. The program requires two week on-campus attendance in the first year; and three day on-campus attendance in subsequent years for the annual Leadership Conference and Roundtable and other planned learning events designed to support participants in specific areas of their program (e.g.: research boot camps) organized in connection with the Annual Conference. Students are also encouraged to come to campus for graduation.

PhD Degree Core

Core Requirements

- 2-3 Credits of LEAD 535 - Principles of Academic Writing **Credits:** 1–3
- 2 Credits of LEAD 630 - Introduction to Leadership **Credits:** 2
- 4 Credits of LEAD 635 - Leadership and Learning Plan **Credits:** 2–4
- 3 Credits of LEAD 636 - Issues in Leadership Foundations **Credits:** 2,3
- 3 Credits of LEAD 638 - Issues in Leadership Theory **Credits:** 2,3
- LEAD 605 - Leadership and Learning Group **Credits:** 0 every semester

Research & Publication

PhD participants demonstrate proficiency in qualitative and quantitative social science research methods through the research competencies which includes a PhD dissertation. Depending on previous documentable research experience and in consultation with their advisor participants select the appropriate research method courses for their course plan. Throughout the program PhD participants participate in appropriate collaborative scholarly activities leading to the presentation of research at scholarly conferences and the submission of an article manuscript to a peer-reviewed journal.

Required courses for all PhD participants:

- EDRM 505 - Research Methods **Credits:** 3
- LEAD 637 - Issues in Research **Credits:** 2,3
- LEAD 885 - Leadership Research **Credits:** 1–8
- LEAD 889 - Doctoral Seminar **Credits:** 1–3

As needed to fulfill the research requirement

- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 611 - Applied Statistical Methods I **Credits:** 3
- 2 Credits of LEAD 625 - Research Writing Seminar **Credits:** 1,2
- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3

Portfolio Requirement

The PhD in Leadership is earned through the development of at least 15 competencies which are developed by the participant in the context of his or her work and life and documented in a professional portfolio. Participants develop their portfolio throughout the course of their program. When the portfolio has been signed off by their Leadership & Learning Group the participant registers for LEAD890, writes a synthesis paper, and presents the portfolio in a formal presentation to a faculty panel.

- LEAD 895 - Doctoral Portfolio **Credits:** 2

Dissertation - 16

- LEAD 880 - Dissertation Proposal Development **Credits:** 2
- LEAD 899 - Doctoral Dissertation **Credits:** 1–14

Individualized Concentration - 12

Participants seeking to develop a concentration in their doctoral leadership program can do so under the guidance of a qualified faculty advisor with appropriate academic or professional expertise to guide and assess the specialized coursework and the competencies in the area of the desired concentration. Participants need to fulfill the following requirements within their course of study in the Leadership Program:

- A minimum of 12 course credits in the area of the concentration
- Three competencies in the area of the concentration
- A dissertation study and/or publication in the area of the concentration

Concentrations (such as creativity and innovation or health-care leadership) will be noted in the transcript of the participant.

Additional Program Requirements

- Participate in the on-campus program orientation.
- Register for LEAD 600 : every summer and participate in the on-campus conference and roundtable
- Register for LEAD 605: LLP Group, every semester and meet regularly with a Leadership and Learning Group for the primary purpose of sharing evidence of ongoing learning in connection with competency development and signing off competencies.
- Maintain employment throughout the program.
- Complete the development and presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
- PhD/EdD participants submit a research-based article to a peer-reviewed publication in collaboration with their faculty committee.

Maintaining Active Status

- To maintain active status in the Leadership program the participant must:
 - Make appropriate progress in fulfilling the LLP.
 - Maintain contact with the advisor.
 - Register every semester.
 - Complete all credits within the seven years of your regular program time.
 - Attend the annual Leadership Conference.
 - Meet financial obligations to the university.
 - Maintain employment throughout the program.
- EdD/PhD participants must maintain active status a minimum of six years of their allocated seven.
- Show evidence of progress through regular competency evaluations by self, LLG and faculty.

Admission Requirements

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements:

- Normally a completed master's degree.
- A sample of your best writing (e.g.: a research paper or a published article).
- 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 or three years for the MA.
- Full-time 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:

- The initial Leadership Orientation.
- Regularly scheduled Leadership and Learning Group meetings, typically on a monthly basis but at least seven times a year.
- The Annual Leadership Conference.
- 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.

Advanced Standing

Advanced Standing

Advanced standing for doctoral degrees from the Department of Leadership may be granted when those accepted into a program have post-masters and/or doctoral education and leadership experiences that allow them to fulfill a portion of the required coursework and/or competency/standard/outcome requirements. Previous doctoral degree(s), post-masters' academic work, especially research courses, documented competencies, and leadership skills and knowledge advantage these applicants in fulfilling program objectives that may be used to reduce the MA+60 credit requirements. Credit reductions are granted on a case-by-case basis.

Program Outcomes

Initially, the participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. During the course of study participants develop a portfolio to document mastery in at least 15 competencies, including three research competencies which include the writing and defending of a doctoral dissertation. Completion is achieved after the successful completion of the portfolio. This course of study translates into at least 60 semester credits.

The Competencies of the Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

Leadership and the Self: This cluster of competencies focuses on the self-awareness and the personal and professional identity required when practicing leadership.

Philosophical foundations—Leaders function within the context of multiple perspectives and understands how their own worldview influences their practice.

Ethics, values, and spirituality—Leaders function from a set of principles and standards that guides their work and all their relationships with others.

Learning and human development—Leaders understand the principles of learning and are committed to and practices continuous personal, interpersonal and organizational learning.

Leadership with Others: This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.

Effective communication—Leaders foster effective communication in all internal and external interactions, to establish and maintain cooperative relationships.

Mentor/coach—Leaders promote relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.

Social responsibility—Leaders understand social systems and are accountable to others and endeavor to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.

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Legal and policy issues—Leaders apply and understand the scope of legal and policy structures appropriate for their field.

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Evaluation and assessment—Leaders use appropriate evaluation and assessment tools to make decisions about programs and plans.

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 qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects. A research paper for publication in a peer-reviewed journal is required as part of the research competencies, documented by the decision letter from the editor of the journal.

Reading and evaluating research—Leaders critique the adequacy of research reports, conducts literature reviews using electronic sources, and relate research to the body of knowledge in their professional field.

Conducting research—Leaders understand the logic and processes of scientific inquiry, explain major research methodologies,

formulate empirically driven research problems, select appropriate research designs, explain standards for data collection, and conduct basic data collection and analysis.

Reporting and publishing research—Leaders adequately communicate research findings and implement the findings in the workplace.

Individually Chosen Options: One required. Additional options may be chosen, if needed.

Get In Touch:

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Leadership Department | E: leader@andrews.edu | T: 269.471.6580

Certificates

Leadership Graduate Certificate

The Graduate Leadership Certificate provides an opportunity for professionals from different fields and disciplines to develop and demonstrate competency in the following areas: leadership and the self, leadership with others, leadership in organizations and leadership in the global environment.

Delivery: This program is offered both on campus and online (see School of Distance Education and International Partnerships Definitions). The on campus program uses face to face interactions in class and on campus experiences to help the post-doc develop leadership skills and knowledge. The online program uses online course work to help students improve leadership in their existing place of employment or prepare for a new leadership opportunity. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program does not require any on campus participation.

Total Credits - 12

Course requirements for the certificate include LEAD 615 - Leadership Certificate Plan (1 credit) and LEAD 696 - Leadership Capstone Experience (1 credit). The remaining 10 required credits are arranged in conversation with the advisor. Certificate credits may be applicable toward other graduate degrees.

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Leadership Postdoctoral Certificate

Postdoctoral certificate studies are arranged by a person who has completed his or her doctoral studies. Individual requests may be granted by the Department of Leadership for scholarly pursuits in research, teaching, administration and/or practicums. Pursuit of specific areas of interest is determined on the basis of availability of senior faculty members. The total number of credits taken will be determined on an individual basis and will be reflected on the certificate transcript in the form of self-directed studies, independent study, or formal courses.

Postdoctoral scholars can attend selected courses in the department of leadership either for academic credit or on audit basis. The postdoctoral certificate experience at Andrews is typically funded entirely by the student and his or her sponsoring organization.

Delivery: This program is offered both on campus and online (see School of Distance Education and International Partnerships Definitions). The on campus program uses face to face interactions in class and on campus experiences to help the post-doc develop leadership skills and knowledge. The online program uses online course work to help students improve leadership in their existing place of employment or prepare for a new leadership opportunity. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. The online program does not require any on campus participation.

Total Credits - 12-15

Principal Graduate Certificate

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is an online program designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

You may also qualify for certification and/or endorsement by the North American Division.

"At the completion of the program students receive a certificate and not a diploma as it is not a degreed program." Certificate programs are not eligible for commencement services."

Online Delivery: This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Students must attend the initial program orientation in the cohort year the student is admitted to the program.

Principal

Curriculum

EDCI 547 - Foundations of Curriculum Studies **Credits: 3**

School Administration

EDAL 520 - Foundations of Educational Leadership **Credits: 2,3**

LEAD 630 - Introduction to Leadership **Credits: 2**

EDAL 664 - Elementary School Leadership **Credits: 2,3**

Or EDAL 665 - Secondary School Leadership **Credits: 2,3**

Supervision

EDAL 570 - Principles of Educational Supervision **Credits: 2,3**

School Law

EDAL 560 - K–12 Law **Credits: 3**

School Finance

EDAL 645 - K–12 Educational Finance **Credits: 2,3**

Religious Education

EDAL 565 - Leadership for Seventh-day Adventist Education **Credits: 2**

Total Credits: 18 minimum

Superintendent of Schools Graduate Certificate

Program Delivery

This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. This program does not require on campus attendance.

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is an online program designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
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- Supervisors of instruction
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Online Delivery: This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Students must attend the initial program orientation in the cohort year the student is admitted to the program.

Superintendent of Schools

Also fulfills certificate requirements.

Curriculum

EDCI 547 - Foundations of Curriculum Studies **Credits: 3**

School Administration

EDAL 520 - Foundations of Educational Leadership **Credits: 2,3**

LEAD 630 - Introduction to Leadership **Credits: 2**

Supervision

EDAL 570 - Principles of Educational Supervision **Credits: 2,3**

School Law

EDAL 560 - K–12 Law **Credits: 3**

School Finance

EDAL 645 - K–12 Educational Finance **Credits: 2,3**

School Plant Planning

EDAL 660 - Planning and Operating Educational Facilities **Credits: 2–3**

Personnel Administration

EDAL 635 - Human Resources Administration **Credits: 2,3**

Public Relations

LEAD 525 - Public Relations: Community Partnerships **Credits: 2,3**

Religious Education

EDAL 565 - Leadership for Seventh-day Adventist Education **Credits: 2**

Field Experience

2 Credits of EDAL 680 - K-12 Internship: (Topic)_____ **Credits: 1–12**

Total Credits: 24

To secure the total requirement of 24 credits. The students will be required to choose, in consultation with their advisor, 3 credits on at least 2 of the courses with variable credit options.

Supervisor of Instruction Graduate Certificate

Educational Leadership Certificate General Information

The Educational Leadership Graduate Certificate (18–24 credits) is an online program designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

You may also qualify for certification and/or endorsement by the North American Division.

"At the completion of the program students receive a certificate and not a diploma as it is not a degreed program." Certificate programs are not eligible for commencement services."

Online Delivery: This program is offered as an interactive online program. The online courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Students must attend the initial program orientation in the cohort year the student is admitted to the program.

Supervisor of Instruction

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

- EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3
- EDAL 565 - Leadership for Seventh-day Adventist Education **Credits:** 2
- EDAL 664 - Elementary School Leadership **Credits:** 2,3
- Or** EDAL 665 - Secondary School Leadership **Credits:** 2,3
- LEAD 630 - Introduction to Leadership **Credits:** 2

Curriculum

- EDCI 547 - Foundations of Curriculum Studies **Credits:** 3
- EDCI 565 - Improving Instruction **Credits:** 2,3

Supervision

- EDAL 570 - Principles of Educational Supervision **Credits:** 2,3
- 2 Credits of LEAD 756 - Advanced Studies: (Topic)_____ **Credits:** 1–12

Total Credits: 18

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Educational Administration & Leadership

EDAL 520 - Foundations of Educational Leadership

Credits: 2,3
A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational

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administration and leadership.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 560 - K–12 Law

Credits: 3
Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 565 - Leadership for Seventh-day Adventist Education

Credits: 2
Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 570 - Principles of Educational Supervision

Credits: 2,3
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 635 - Human Resources Administration

Credits: 2,3
Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 640 - Higher Education Law

Credits: 3
Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 645 - K–12 Educational Finance

Credits: 2,3
Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 650 - Educational Administration Program Continuation (MA)

Credits: 0
A master's student may register for this title to comply with continuous registration requirements. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDAL 655 - Higher Education Finance and Technology

Credits: 3

An overview of issues related to the financing of higher education, including the nature of educational costs, state and federal finance policy, economic perspectives, basic concepts of budgeting, and the implications of financing on college access and affordability. The course focuses on the benefits of contemporary technology systems and its ethical usage to enhance financial and organizational effectiveness.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 660 - Planning and Operating Educational Facilities

Credits: 2-3

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.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 664 - Elementary School Leadership

Credits: 2,3

Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 665 - Secondary School Leadership

Credits: 2,3

Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 667 - Leadership in Higher Education

Credits: 2,3

Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 670 - Technology for Leaders

Credits: 3

Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 674 - Administration of Student Services

Credits: 3

Overview of student services in higher education and its historical and

philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 675 - College Student Development Theory

Credits: 3

Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 676 - Administration of Academic Services

Credits: 3

Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

EDAL 680 - K-12 Internship: (Topic)____

Credits: 1-12

A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

EDAL 685 - Master's Comprehensive Exam Prep

Credits: 0

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDAL 750 - Educational Administration Program Continuation (EdS/Doctoral)

Credits: 0

A doctoral student may register for this title to comply with continuous registration requirements. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDAL 785 - Comprehensive Examination Preparation (EdS/Doctoral)

Credits: 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDAL 886 - Advanced K-12 Internship

Credits: 1–12
Under supervision of a faculty member in a educational leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Schedule Type: Practicum
College Code: SED

EDAL 888 - Dissertation Continuation

Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

Education-General

EDUC 560 - Degree Reactivation

Credits: 0
When participants request reactivation, they will register for Degree Reactivation and pay the associated fee.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Schedule Type: Independent
College Code: SED

EDUC 670 - Master's Comprehensive Exam

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

EDUC 770 - Specialist Comprehensive Exam

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

EDUC 870 - Doctoral Comprehensive Exam

Credits: 0
Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

Leadership

LEAD 525 - Public Relations: Community Partnerships

Credits: 2,3
Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 530 - Educational Marketing

Credits: 1,2
Provides the foundation knowledge and skills for understanding, planning, and

designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place, and promotions).

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 2 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 535 - Principles of Academic Writing

Credits: 1–3
This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Seminar, Interactive Online
College Code: SED

LEAD 600 - Annual Conference

Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
Term Offering: Summer
College Code: SED

LEAD 605 - Leadership and Learning Group

Credits: 0
Course/Lab Fee: YES
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 615 - Leadership Certificate Plan

Credits: 1
Preparation and submission of a leadership development plan describing a self-designed program of study, building on past experiences and addressing current and future leadership goals.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 625 - Research Writing Seminar

Credits: 1,2
Mentoring in the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing. Leading to the submission article in a peer reviewed journal.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Seminar
College Code: SED

LEAD 630 - Introduction to Leadership

Credits: 2
Intensive introduction and orientation to the Leadership program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Lecture, Blended Learning, Seminar
College Code: SED

LEAD 635 - Leadership and Learning Plan

Credits: 2–4
Preparation and submission of LLP to faculty for approval.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): LEAD 630.
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 636 - Issues in Leadership Foundations

Credits: 2,3

This course explores the philosophical and spiritual foundations of learning leadership, assisting participants in understanding their own worldview and the perspective of others in the context of their practice.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

LEAD 637 - Issues in Research

Credits: 2,3

This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

LEAD 638 - Issues in Leadership Theory

Credits: 2,3

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.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SED

LEAD 640 - Creativity and Innovation Laboratory

Credits: 6

Participants convene a team from their professional context or a related field to reframe a leadership problem through the development of innovative solutions and prototypes. Requires pre-readings and a multi-day intensive learning experience leading to deliverable prototypes. Participants engage in the design process, based on design thinking: empathize, define, ideate, prototype & test.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online, Workshop
College Code: SED

LEAD 644 - Leadership and Organizational Dynamics

Credits: 3

This course reviews organizational design & behavior within the context of contemporary issues in leadership, administration, international business and higher education. Topics include creativity, innovation, organizational development, organizational change and strategic alignment. The course integrates pertinent research literature with pragmatic challenges and priorities.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 645 - Ethical Leadership & Organizational Integrity

Credits: 1-3

Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 3 credits
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 646 - Leadership Communications

Credits: 2

A practical class to help students develop their voice for authentic leadership, articulating shared mission and vision, and developing key competencies for effective speaking, writing and multimedia communication.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 647 - Creative Critical Thinking and Problem Solving

Credits: 3

Helps leaders learn to make better decisions through creative thinking and problem-solving, focusing on the nature and techniques of critical thought and using multiple perspectives to develop creative strategies for confronting ambiguous and complex issues with practical, well-considered solutions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 648 - Workshop: (Topic)_____

Credits: 1-12

Selected learning experiences.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable
Schedule Type: Blended Learning, Independent, Workshop
College Code: SED

LEAD 650 - Leadership Program Continuation

Credits: 0

After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 675 - Portfolio Development: (Topic)_____

Credits: 0-3

Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
College Code: SED

LEAD 678 - Global Education Study Tour

Credits: 6

International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study. Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SED

LEAD 680 - Internship

Credits: 1-12

Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required. Fee may apply. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable
Schedule Type: Independent
College Code: SED

LEAD 689 - Seminar: (Topic)_____

Credits: 1–12
Selected topics offered.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SED

LEAD 690 - Independent Study: (Topic)_____

Credits: 1–12
Selected topics.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Permission of advisor and instructor required.
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SED

LEAD 696 - Leadership Capstone Experience

Credits: 1
Presentation of a portfolio demonstrating the development of selected leadership competencies. Participants will reflect on and evaluate their personal and professional growth, their leadership development, and the lifelong impact of these competencies on their career.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SED

LEAD 698 - MA Research Project

Credits: 1–3
A planned research experience whereby a problem or issue in the workplace relating to leadership is identified by the participant. The process includes the development of a research proposal, implementation of the research plan, and a written paper using the Andrews University Standards for Written Work.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
College Code: SED

LEAD 699 - Thesis

Credits: 3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SED

LEAD 756 - Advanced Studies: (Topic)_____

Credits: 1–12
Advanced studies in leadership. Resulting in the development of a competency. (See Competencies of the Program)

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SED

LEAD 775 - Advanced Portfolio Development: (Topic)_____

Credits: 1–12
Building upon the knowledge base developed in LEAD 675, the participant continues to develop expertise and documentation in a selected competency area.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable up to 12 credits
Schedule Type: Independent
College Code: SED

LEAD 778 - Global Education Study Tour

Credits: 6
International or comparative dimensions of education and leadership through a study tour program with travel to destinations relevant to specific topics of study.

Intended to give participants a cross-cultural perspective and a global vision of the challenges of education and leadership around the world. Fee may apply.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SED

LEAD 789 - Advanced Seminar: (Topic)_____

Credits: 1–12
Advanced topics in leadership.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): Permission of instructor required.
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SED

LEAD 798 - EdS Research Project

Credits: 3–6
This project includes the identification of a problem in a professional environment, implementation of a research plan, and a research paper.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SED

LEAD 880 - Dissertation Proposal Development

Credits: 2
Designing and writing the doctoral dissertation proposal. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Prerequisite(s): LEAD 535, LEAD 637 and an approved topic and committee prior to registration for this course. Graded S/U. Spring only.
Repeatable: Repeatable
Schedule Type: Independent, Interactive Online
College Code: SED

LEAD 885 - Leadership Research

Credits: 1–8
Planned research experience dealing with leadership. Students collaborate with a faculty member in research leading to publication.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar, Interactive Online
College Code: SED

LEAD 886 - Advanced Internship

Credits: 1–12
Under supervision of a faculty member in a leadership area. Student interns in responsible positions with specialists/ administrators in cooperating institutions, school systems, or agencies. Permission of instructor required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SED

LEAD 889 - Doctoral Seminar

Credits: 1–3
Engagement in professional development activities appropriate to doctoral-level candidates. Includes critiques of dissertations, dissertation defenses, and professional conference participation.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar, Interactive Online
College Code: SED

LEAD 895 - Doctoral Portfolio

Credits: 2

Preparing and presenting the doctoral portfolio, including the completion of the synthesis paper.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SED

LEAD 899 - Doctoral Dissertation

Credits: 1–14

A minimum of 14 credits required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: SED

School of Health Professions

Emmanuel Rudatsikira, Dean
David Village, Assistant Dean
Deby Andvik, Assistant to the Dean
269-471-6651
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Mission

To provide excellence in education for healthcare professionals that fosters collaboration, research, and service within a Christ-centered environment.

Pre-Professional Health Care Programs

The undergraduate programs in the School of Health Professions provide an excellent preparation for and bridge into medical school, dental school, and other graduate healthcare and research graduate programs. The knowledge acquired and patient-centered experience of each of our health care professional programs establishes a solid foundation for future professional growth and pursuit of career goals.

Pre-Professional

Pre-Professional Program in Chiropractic

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Chiropractic

Lee. E. Olson, Coordinator
269-471-6491
Physical Therapy Building

Entrance requirements for colleges of chiropractic vary. Students are advised to consult the admissions advisor at the chiropractic school to familiarize themselves with the requirements of the school of their choice. The admission requirements of chiropractic schools range from 60 credits to a baccalaureate degree and a minimum GPA of 2.50. For a list of the various schools contact the chiropractic coordinator. For information about the profession and publications check out the website: www.amerchiro.org.

The courses listed below at a minimum grade level of C with a cumulative GPA of at least 2.5 and 90 semester or 135 quarter credits satisfy the requirements for Palmer College of Chiropractic.

Pre-chiropractic Curriculum (semester hours)

Biology (BIOL 165 & BIOL 166 recommended)—8–10
General Chemistry—3
Chemistry Elective—3
Organic and/or Bio Chemistry—6
General Physics—6
English Composition and/or Communication Skills — 6
Introduction to Psychology — 3
Social Sciences/Humanities — 15

Pre-Professional Program in Cytotechnology

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Cytotechnology

Karen Reiner, Coordinator
269-471-3622
Halenz Hall (Science Complex)

Cytotechnology is a specialty within a broad field of clinical laboratory science. Cytotechnologists aid in the early detection of disease by differentiating normal, atypical, and malignant cells. In recognizing microscopic abnormalities of cells and cellular patterns from the various body sites, the cytotechnologist assists the pathologist in detecting cancer at its earliest and potentially most curable stage. Medical applications of cytologic techniques are constantly expanding, particularly in the diagnosis and management of the cancer patient.

Students pursuing a career in cytotechnology should complete the first two or three years (according to their selection of school for technical education) and then complete the professional courses offered at Loma Linda University or another school. For more information: www.ascp.org.

Pre-Professional Program in Dentistry (Health Professions)

Karen Reiner, 269-471-3622 (Science Complex)
Sherine Brown-Fraser, 269-471-3351 (Marsh Hall)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Dental Education Association: www.adea.org/ and the American Dental Association www.ada.org.

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required courses for applicants to Loma Linda University:

English Composition—6
Foundations of Biology—10
General Chemistry—8
Organic Chemistry—8
General Physics—8
Biochemistry—4

Recommended:

Human anatomy, biochemistry, histology, computer science, systems physiology, management and organization, fundamentals of accounting, a survey of calculus, machine shop, and religion.

Total pre-dental credits: 96

Pre-Professional Program in Health Information Management

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Health Information Management

Health Information Administrator
Karen Reiner, *Coordinator*
269-471-3622
Halenz Hall (Science Complex)

Health information management includes the development of information systems to provide optimal user access to medical records and other vital patient data. The health information administrator also manages or consults in maintenance of quality and legal standards for data used in administrative planning, research, health care quality evaluation, and financial reimbursement. For more information: www.ahima.org.

Pre-Professional Program in Medicine (Health Professions)

Students from Departments within The School of Health Professions
Karen Reiner, 269-471-3622, (Science Complex)
Sherine Brown-Fraser, 269-471-3351, (Marsh Hall)

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aamc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

In light of adequate preparation for the Medical College Admissions Test (MCAT) and changes in medical school requirements, students should incorporate classwork in the following areas into their curriculum:

- Biochemistry
- Sociology
- Psychology
- Statistics

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Required Courses

For Applicants to Loma Linda University School of Medicine
English Composition—6
Foundations of Biology—10
General Chemistry—8
General Physics—8
Organic Chemistry—8
Religion—9

Students should maintain an A/B average in science as well as overall.

Pre-Professional Program in Occupational Therapy (Health Professions)

Students from Departments within the School of Health Professions
Jillian Panigot, 269-471-6490, (Physical Therapy Building)

The occupational therapist helps people cope with psychological or physiological dysfunction.

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Prerequisites for Loma Linda University Admission

The prerequisites for admission to the MOT program are listed below. Prerequisites must be taken from regionally accredited colleges or universities, and must be completed no later than December prior to our June start date.

Prerequisites:

Proof of completion of **B.A.** or **B.S. degree** in another field from a regionally accredited college or university, with a minimum GPA of 3.00.
Human Anatomy with lab (Courses taken older than five years will not be accepted)
Human Physiology, with lab (Courses taken older than five years will not be accepted)
Statistics (Courses taken older than five years will not be accepted)
Human Lifespan Development (Must cover life cycle from birth to death)
Medical Terminology (We will accept some on-line CE courses; please check with your department first for approval)

Observation/Volunteer Service

40 hours of observation in occupational therapy settings. Documentation of observation must be submitted prior to admission consideration. The observation evaluation form can be found at this link: <http://www.llu.edu/assets/alliedhealth/documents/ot/motobforms.pdf>

Note:

A minimum grade of C is required for transfer credit. C- and D grades are not transferable.

Pre-Professional Program in Physical Therapy

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Physical Therapy

Jillian Panigot, Advisor
269-471-6490
Physical Therapy Building

Andrews University offers all of the prerequisite courses necessary for admission into the Doctor of Physical Therapy (DPT) program. Students take three years (92 semester credits) of the prerequisite courses at Andrews, or any accredited U.S. college, followed by three years in the DPT program. Please see the physical therapy section of this bulletin for specific course requirements.

Pre-Professional Program in Physician Assistant (Health Professions)

Students from Departments within The School of Health Professions

Karen Reiner, 269-471-3622 (Haughey Hall 217)

Physician assistants (PAs), members of a health-care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high-technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800- 708-7581. PA programs and education can be accessed via the web: www.aapa.org.

Pre-Professional Programs

The School of Health Professions offers certain pre-professional curricula for students who plan to enter professional schools. For medical and paramedical curricula, Andrews University maintains a special relationship with Loma Linda University.

Medical Laboratory Sciences

Halenz Hall, Room 218
269-471-3336
mls@andrews.edu
<https://www.andrews.edu/shp/mls/>

Faculty

Karen A. Reiner, Chair, *MLS Program Director & Clinical Coordinator*
Daniel F. M. González, *Graduate Program Director*

Timothy A. Newkirk
Melissa Poua
Tasha Simpson

Mission

The mission of the Department of Medical Laboratory Sciences, in harmony with Andrews University and the Seventh-day Adventist Church, is to prepare students for Christian service as medical laboratory scientists.

The MLS **department** encourages faculty in professional, educational and spiritual growth.

The MLS **faculty** educates students to develop excellence in the professional skills necessary for a life work of service in quality health care and dedication to improving the human condition.

MLS **graduates** will minister to the needs of others by practicing and promoting standards of excellence as medical laboratory science professionals.

Bachelors

Allied Health Administration BS

Program Description

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. This completion degree features a strong Andrews Core Experience and administrative/business component and provides an academic foundation for health-care administrative positions.

Total Credits: 65

Major: Core Requirements

Business/Administration - 27

ACCT 121 - Principles of Accounting I **Credits:** 3
ACCT 122 - Principles of Accounting II **Credits:** 3
BSAD 355 - Principles of Management **Credits:** 3
BSAD 384 - Human Resource Management **Credits:** 3
ECON 226 - Principles of Microeconomics **Credits:** 3
MKTG 310 - Principles of Marketing **Credits:** 3
and management courses selected in consultation with and approval of the advisor.

Additional Requirements

Practicum

Practicum in Administration

ALHE 480 - Practicum in _____ **Credits:** 4

Transfer Requirements - 34

Accepted from an AS degree or certificate program

Andrews Core Experience - 46

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following approved course substitutions.

Religion

Equivalent of one per year of full-time enrollment at AU. Courses taken at SDA institutions can be used to meet this requirement.

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare is required.

Life/Physical Sciences

completed through the associate/certificate program transfer credits

Mathematics

Statistics preferred. Transfer students—any college level course.

Computer Literacy

fulfilled through clinical practica

Service

fulfilled through clinical practica

Social Sciences

PSYC 101 - Introduction to Psychology

BHSC 220 - An Interdisciplinary Approach to Contemporary Social Issues

Or BHSC 235 - Culture, Place and Interdependence

Admission Requirements

It is open only to individuals holding an associate degree or a two-year certificate in an allied-health professional area with earned certification where applicable in such areas as diagnostic ultrasound, nuclear medicine, physician assistant, radiation therapy, radiologic technology, respiratory therapy, and special procedures in radiologic technology. Admission to the program is by permission of the Department of Medical Laboratory Sciences chair.

Medical Laboratory Science BSMLS

The degree program includes three years of undergraduate (BS pre-clinicals) studies plus one year (3 semesters) of clinical (BSMLS) education.

Pre-clinical Program

The first three years of undergraduate study include Andrews Core Experience, cognate science, and preclinical degree requirements. Program options feature directed elective course work selected in consultation with the faculty advisor according to the student's career goals and interests.

Clinical (Professional) Program

The year of clinical studies is comprised of lectures and student laboratories on the Berrien Springs campus and clinical practica at an affiliated hospital or clinical laboratory site.

Refer to the Department of Medical Laboratory Sciences web site for the MLS Program Year Calendar.

Total Credits - 124

Major: Core - 43

Prerequisites - 10

MLSC 105 - Introduction to Medical Laboratory Science **Credits:** 1 (May be waived for transfer students)

MLSC 110 - Medical Terminology **Credits:** 1 (Recommended)

MLSC 210 - Fundamentals of Hematology and Hemostasis **Credits:** 2

MLSC 230 - Fundamentals of Clinical Microbiology **Credits:** 3

MLSC 240 - Fundamentals of Immunohematology **Credits:** 1

MLSC 350 - Fundamentals of Clinical Chemistry **Credits:** 3

Core Requirements - 33

MLSC 320 - Fundamentals of Immunology **Credits:** 3

MLSC 400 - Specimen Procurement and Processing **Credits:** 1

MLSC 401 - Clinical Year Seminar and Research Methodology **Credits:** 1

MLSC 405 - Clinical Year Seminar and Research Project **Credits:** 1

MLSC 411 - Hematology **Credits:** 3

MLSC 412 - Hemostasis **Credits:** 1

MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics **Credits:** 2

MLSC 431 - Clinical Bacteriology **Credits:** 4

MLSC 432 - Specialized Clinical Microbiology **Credits:** 2
 MLSC 441 - Immunohematology **Credits:** 3
 MLSC 442 - Transfusion Medicine **Credits:** 2
 MLSC 451 - Clinical Chemistry I **Credits:** 3
 MLSC 452 - Clinical Chemistry II **Credits:** 3
 MLSC 461 - Body Fluids **Credits:** 1
 MLSC 475 - Laboratory Operations **Credits:** 2
 MLSC 483 - Comprehensive Review and Written Examination **Credits:** 1

Major: Additional Requirements - 17

Practicum Clinical Experience

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 and in consultation with clinical affiliates. Each student is responsible for providing his/her own transportation for the clinical practica. Independent transportation is a condition for clinical placement; therefore, it is strongly advised that each student has his/her own car for clinicals.

MLSC 413 - Clinical Hematology & Hemostasis Practicum **Credits:** 4
 MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum **Credits:** 1
 MLSC 433 - Clinical Microbiology Practicum **Credits:** 4
 MLSC 443 - Clinical Immunohematology Practicum **Credits:** 4
 MLSC 453 - Clinical Chemistry Practicum **Credits:** 3
 MLSC 463 - Body Fluids Practicum **Credits:** 1

Certification

Students who complete the MLS Program are eligible to write the national Board of Certification examination sponsored by the ASCP (American Society for Clinical Pathology).

Cognates - 26

16 semester hours (24 quarter hours) of biological science. Select from (or equivalent courses):
 BIOL 165 - Foundations of Biology **Credits:** 4,5
 BIOL 166 - Foundations of Biology **Credits:** 4,5
Or BIOL 221 - Anatomy and Physiology I **Credits:** 4
Or BIOL 222 - Anatomy and Physiology II **Credits:** 4
Or Other upper division biology courses chosen in consultation with academic advisor or approved by Program Director.

16 semester hours (24 quarter hours) of chemistry (with one semester in organic chemistry or biochemistry). Select from (or equivalent courses):
 CHEM 131 - General Chemistry I **Credits:** 4
 CHEM 132 - General Chemistry II **Credits:** 4
 CHEM 231 - Organic Chemistry I **Credits:** 3
 CHEM 232 - Organic Chemistry II **Credits:** 3
 CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
 CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
Or BCHM 421 - Biochemistry I **Credits:** 4
Or Other chemistry courses chosen in consultation with academic advisor or approved by Program Director.

Undergraduate Electives 5-8

Students may select courses in consultation with and by the consent of their advisors in a planned program to enhance professional preparation. Pre-medical/pre-dental students must include the following courses:

Choose one of the following course sequence:
 PHYS 141 - General Physics I **Credits:** 4
 PHYS 142 - General Physics II **Credits:** 4
Or
 PHYS 241 - Physics for Scientists and Engineers I **Credits:** 4
 PHYS 242 - Physics for Scientists and Engineers II **Credits:** 4
 PHYS 271 - Physics for Scientists and Engineers Laboratory I **Credits:** 1
 PHYS 272 - Physics for Scientists and Engineers Laboratory II **Credits:** 1

Maintaining Academic Standing

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 and professional deportment as well as exemplary patient-care practices. The clinical affiliate supervisors and program faculty are final arbiters in determining student continuance.

Admission Requirements

Application Process Clinical Year Admission Requirements

An independent admissions process is required for all students who wish to enter clinical studies. The application form may be obtained from the Department of Medical Laboratory Sciences (MLS) office or downloaded from the resources section in the department's website (<https://www.andrews.edu/shp/mls/resources/>). Students must complete the application and return it to the departmental office by January 31 prior to their anticipated clinical-study year. Guest, transfer, and post-bac students must also apply to Andrews University.

Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry, and one college-level course in mathematics.

Admission requires an overall GPA of 2.50. In the admissions process, the GPAs for the cognate sciences, mathematics, and medical laboratory science content courses are computed together. This combined GPA must also be a minimum of 2.50. Preference is given to students with the higher GPAs. Students may only repeat the fundamentals courses once to be eligible for admission consideration for the program.

Applicants must be able to meet the program's published Essential Functions, a copy of which is attached to the application, and express a willingness to comply with the principles, rules, regulations, and policies of both the university and the program as they relate to the ideals and values of the Seventh-day Adventist Church and the medical laboratory science profession.

Prerequisite Courses
 All prerequisite course work, including Andrews Core Experience, 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.

Andrews Core Experience

Students must take all course requirements designated in the Professional Degree Program of the Andrews Core Experience (ACE) while noting the following course substitutions.
Life/Physical Sciences

Fulfilled through cognate sciences
Mathematics

Statistics preferred. MATH 145 Mathematics for the (Mis)Information Age will not fulfill the math requirement. Students transferring into clinical program—any college-level course.
Service

Fulfilled through clinical practica.

Additional Information

Accreditation

The Andrews University Program for Medical Laboratory Sciences holds accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N River Rd, Suite 720, Rosemont, IL 60018, (773) 714-8880 fax (773) 714-8886, e-mail at info@naacsls.org, or the Web at www.naacls.org.

Masters

Medical Laboratory Science MSMLS

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development.

Total Credits: 38

Degree Core - 22

MLSC 500 - Foundations for Graduate Study in Medical Laboratory Science **Credits:** 1

MLSC 501 - Seminar in Medical Laboratory Science **Credits:** 1

MLSC 561 - Laboratory Management: Issues and Strategies **Credits:** 3

MLSC 562 - Issues in Laboratory Regulations and Practice **Credits:** 3

MLSC 585 - Applied Studies in Medical Laboratory Science **Credits:** 5

EDRM 505 - Research Methods **Credits:** 3

PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

ACCT 505 - Survey of Accounting for Decision Making and Control **Credits:** 2

Choose one of the following courses:

BSAD 500 - Survey of Management **Credits:** 2

Or BSAD 515 - Organizational Behavior & Leadership **Credits:** 3

Concentration - 16

Choose one of the following Concentrations:

Education Concentration

Education Concentration Core - 8-9

EDAL 520 - Foundations of Educational Leadership **Credits:** 2,3

EDCI 545 - Assessment of Learning: **Credits:** 3

EDCI 650 - Curriculum Design: _____ **Credits:** 3

Education Concentration Electives

Select from additional Courses:

EDAL 670 - Technology for Leaders **Credits:** 3

EDCI 606 - Teaching in Higher Education **Credits:** 3

EDCI 610 - Teaching the Adult Learner **Credits:** 2,3

GDPC 514 - Psychology of Learning **Credits:** 3

GDPC 554 - Career Development **Credits:** 3

LEAD 638 - Issues in Leadership Theory **Credits:** 2,3

A relevant course not listed in this concentration may be selected in consultation with and approved by the graduate program director.

Laboratory Leadership & Administration Concentration

Laboratory Leadership & Administration Concentration Core - 5-6

ACCT 625 - Financial Analysis and Reporting **Credits:** 3

LEAD 638 - Issues in Leadership Theory **Credits:** 2,3

Laboratory Leadership & Administration Concentration Electives

Select from additional Courses:

BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3

BSAD 545 - International Business Management **Credits:** 3

BSAD 560 - Intercultural Business Relations **Credits:** 3

BSAD 615 - Management of Quality **Credits:** 3

BSAD 620 - Christian Ethics, Service & Society **Credits:** 3

EDAL 670 - Technology for Leaders **Credits:** 3

INFS 510 - Management Information Systems **Credits:** 3

Laboratory Mission & Development Concentration

Laboratory Mission & Development Concentration Core - 5-6

BSAD 545 - International Business Management **Credits:** 3

Or BSAD 560 - Intercultural Business Relations **Credits:** 3

BSAD 620 - Christian Ethics, Service & Society **Credits:** 3

Or MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3

Laboratory Mission & Development Concentration Electives

Select from additional Courses:

ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2

LEAD 525 - Public Relations: Community Partnerships **Credits:** 2,3

SOCI 508 - Emergency Preparedness **Credits:** 2

SOCI 560 - Family Resource Management **Credits:** 3

The following courses may be selected if not already taken as part of the concentration.

BSAD 545 - International Business Management **Credits:** 3

BSAD 560 - Intercultural Business Relations **Credits:** 3

BSAD 620 - Christian Ethics, Service & Society **Credits:** 3

MSSN 615 - Anthropology for Mission and Ministry **Credits:** 2,3

Laboratory Science Concentration

Laboratory Science Concentration Core - 8

MLSC 611 - Molecular Diagnostics in Health and Disease I **Credits:** 3

MLSC 612 - Molecular Diagnostics in Health and Disease II **Credits:** 3

MLSC 621 - Laboratory Applications of Molecular Pathology **Credits:** 2

Laboratory Science Concentration Electives

Select from additional Courses:

BIOL 564 - Systems Physiology **Credits:** 3

BIOL 565 - Histology **Credits:** 3

BIOL 577 - Neurobiology **Credits:** 3

BCHM 521 - Biochemistry I **Credits:** 3

MLSC 595 - Independent Study/Readings/Research Project **Credits:** 1-4

PBHL 511 - Biostatistics **Credits:** 3

PBHL 521 - Principles of Epidemiology **Credits:** 3

PTH 716 - Clinical Pharmacology **Credits:** 2

Maintaining Academic Standing

No grade lower than C is acceptable.

Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.

Admission Requirements

In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

Applicants' previous course work must include 16 semester (24 quarter) credits of biological sciences, 16 semester (24 quarter) credits of chemistry, and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.

Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.

Applicants must hold professional certification and/or licensure in medical laboratory science acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as the Board of Certification sponsored by the ASCP (American Society for Clinical Pathology). Individuals lacking professional certification may request to be admitted on a provisional basis while they pursue the MLS National Certification Eligibility Requirements. These clinical courses and their prerequisites require a minimum of four academic semesters. Students must receive professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.

The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.

Graduation Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

Complete a minimum of 38 semester credits including the core of 22 semester credits and 16 semester credits selected from the chosen concentration.

Have the graduate program director approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program director and the approval of the dean of the School of Health Professions.

Other Programs

MLS National Certification Eligibility Requirements

Course work requirements for national certification examination eligibility

MLSC 210 - Fundamentals of Hematology and Hemostasis
MLSC 230 - Fundamentals of Clinical Microbiology
MLSC 240 - Fundamentals of Immunohematology
MLSC 320 - Fundamentals of Immunology
MLSC 350 - Fundamentals of Clinical Chemistry
MLSC 400 - Specimen Procurement and Processing
MLSC 401 - Clinical Year Seminar and Research Methodology
MLSC 405 - Clinical Year Seminar and Research Project
MLSC 411 - Hematology
MLSC 412 - Hemostasis
MLSC 413 - Clinical Hematology & Hemostasis Practicum
MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics
MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum
MLSC 431 - Clinical Bacteriology
MLSC 432 - Specialized Clinical Microbiology
MLSC 433 - Clinical Microbiology Practicum
MLSC 441 - Immunohematology
MLSC 442 - Transfusion Medicine
MLSC 443 - Clinical Immunohematology Practicum
MLSC 451 - Clinical Chemistry I
MLSC 452 - Clinical Chemistry II
MLSC 453 - Clinical Chemistry Practicum
MLSC 461 - Body Fluids
MLSC 463 - Body Fluids Practicum
MLSC 475 - Laboratory Operations
MLSC 493 - Practicum Project

Allied Health

ALHE 440 - Topics in _____

Credits: 1–4

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): permission of program director.

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: SHP

ALHE 480 - Practicum in _____

Credits: 4

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): permission of program director.

Repeatable: Repeatable up to 12 credits

Schedule Type: Practicum

College Code: SHP

Medical Laboratory Science

MLSC 105 - Introduction to Medical Laboratory Science

Credits: 1

Lectures and/or demonstrations presented by each of the departmental faculty members covering the major disciplines in clinical laboratory science.

Lecture/Lab: Weekly: 1 lecture

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

MLSC 110 - Medical Terminology

Credits: 1

An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs.

Lecture/Lab: Weekly: 1 lecture

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Self-Paced

College Code: SHP

MLSC 210 - Fundamentals of Hematology and Hemostasis

Credits: 2

Introduces the production, maturation, function of normal blood cells and hemostasis. Selected routine manual hematology and hemostasis procedures are performed.

Lecture/Lab: Weekly: 3 lectures and 1 lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: BIOL 165

Schedule Type: Lecture, Lecture/Lab

College Code: SHP

MLSC 230 - Fundamentals of Clinical Microbiology

Credits: 3

Orientation to clinical microbiology; specimen selection, collection, and transport; microscopic evaluation; stains and sterilization techniques; media and incubation selections; identification of routine and non-routine microorganisms; susceptibility testing; automation and quality assurance.

Lecture/Lab: Weekly: 2 lectures and 2 labs

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 165

Schedule Type: Lecture, Lecture/Lab

College Code: SHP

MLSC 240 - Fundamentals of Immunohematology

Credits: 1

Introduces blood group systems, antibody screening, antibody identification, and compatibility testing. Selected routine procedures are performed.

Lecture/Lab: Weekly: 3 lectures and 1 lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: MLSC 320 strongly recommended, or concurrent enrollment, or permission of instructor

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: SHP

MLSC 320 - Fundamentals of Immunology

Credits: 3

Innate and acquired immune systems of the human organism; immunoglobulin production, structure, function, and diversity; antigen characteristics, variety, and specific red cell groups; tolerance and memory; complement structure and function; cell mediated immunity function and regulation; autoimmune disorders; transplantation and tumor immunology; immunodeficiency disorders; principles and procedures of techniques used in modern immunology lab. Note: Non-pre-med/pre-dent students transferring into the clinical program may apply this course toward biology credits.

Lecture/Lab: Fall: Weekly 3 lectures; Summer: Blended Learning

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 165

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

Term Offering: Fall, Summer

College Code: SHP

MLSC 350 - Fundamentals of Clinical Chemistry

Credits: 3

Clinical lab procedures, safety, application of statistical procedures in quality control, and principles of clinical laboratory instrumentation. Topics include carbohydrates, lipids, electrolytes, and hepatic function with selected pathologies.

Lecture/Lab: Weekly: 3 lectures and 1 lab

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): CHEM 132 or permission of instructor

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 380 - Pathophysiology for Health Professions

Credits: 3

Study of physiological changes and processes that occur during chronic and acute illnesses. Application of essential concepts of disease processes, such as inflammation, healing, and corresponding markers for disease detection, clinical intervention, monitoring, and prognosis.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): One of the following BIOL 100, BIOL 221, BIOL 222, BIOL 165, BIOL 166, and permission of the instructor.

Schedule Type: Lecture

Term Offering: Spring

College Code: SHP

MLSC 400 - Specimen Procurement and Processing

Credits: 1

Review of anatomy and physiology of circulatory system pertaining to specimen collection. Clinical specimen collection and processing; point-of-care testing, professional ethics; phlebotomy practicum.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Permission of the program director

Schedule Type: Lecture, Lecture/Lab

College Code: SHP

MLSC 401 - Clinical Year Seminar and Research Methodology

Credits: 1

Introduction to educational methodology, multicultural communication, professionalism, medical laboratory sciences literature review, research design and practice. Attendance to all sessions is required. A pass/fail grade is assigned.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Permission of program director

Schedule Type: Seminar

College Code: SHP

MLSC 405 - Clinical Year Seminar and Research Project

Credits: 1

Introduction to team building, service outreach and professional development. Research in medical laboratory science under the direction of a departmental faculty member. Preparation and delivery of a written report and oral presentation on the research project. Attendance to all sessions is required.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Permission of program director

Schedule Type: Seminar

College Code: SHP

MLSC 411 - Hematology

Credits: 3

Cellular elements of the blood, their maturation, functions, and morphologies; abnormal and disease state hematologies; principles and procedures of routine and special hematology assay methodologies; correlation of patient conditions with results of hematology assay results.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 210 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 412 - Hemostasis

Credits: 1

Hemostasis systems, their function, interaction, and monitoring; correlation of hemostasis assay results with various disorders; thrombosis and anticoagulant therapy; principles and procedures of routine and special hemostasis assays.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 411 and permission of program director

Schedule Type: Lecture

College Code: SHP

MLSC 413 - Clinical Hematology & Hemostasis Practicum

Credits: 4

Professional health-care laboratory practicum; emphasis in patient-care application of hematology and hemostasis procedures.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MLSC 411, MLSC 412 and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 421 - Clinical Immunology, Virology and Molecular Diagnostics

Credits: 2

Theory and application of immunologic/serologic and basic molecular techniques including detection, analyses and epidemiology. Emphasis on correlation of patient conditions with test results for viral and bacterial diseases and cancers.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 320 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 423 - Clinical Immunology, Virology, and Molecular Diagnostics Practicum

Credits: 1

Professional health-care laboratory practicum: emphasizes patient-care applications of immunology, serology, virology and molecular techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MLSC 421 and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 431 - Clinical Bacteriology

Credits: 4

Emphasis on specimen collection, culture, identification and clinical significance of bacterial pathogens. Simulated clinical practice for the separation of normal flora from pathogenic microorganisms encountered in various body sites including the study of antimicrobial susceptibility testing.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 230 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 432 - Specialized Clinical Microbiology

Credits: 2

Study of mycobacteria, fungi and parasites associated in human infections. Emphasis on specimen collection and preservation, acid-fast testing, culture and identification procedures.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 431 and permission of program director

Repeatable: Repeatable

Schedule Type: Lecture, Lab

Term Offering: Spring

College Code: SHP

MLSC 433 - Clinical Microbiology Practicum

Credits: 4

Professional health-care laboratory practicum; emphasis in patient-care applications of bacteriology, mycology and parasitology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MLSC 431, MLSC 432 and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 441 - Immunohematology

Credits: 3

Blood grouping and typing; blood group systems; compatibility testing; antibody identification; quality control and quality assurance; donor recruitment and selection; component preparation; blood-banking records; grouping and compatibility problem solving; patient clinical state correlations.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 240 , MLSC 320 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 442 - Transfusion Medicine

Credits: 2

In-depth study of immunohematology testing results, clinical patient manifestations, blood component therapy and blood product requirements.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 441 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 443 - Clinical Immunohematology Practicum

Credits: 4

Professional health-care laboratory practicum; emphasis in patient-care applications of immunohematology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MLSC 441, MLSC 442 and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 451 - Clinical Chemistry I

Credits: 3

Theories, principles, and laboratory applications of Clinical Chemistry, with correlations with normal physiology, selected pathophysiological conditions. Analysis of relevant blood and body fluid constituents.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 350 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 452 - Clinical Chemistry II

Credits: 3

A continuation of MLSC 451 Clinical Chemistry I. Correlations with normal physiology, pathophysiological conditions of organs and systems, and special Clinical Chemistry topics. Analysis of relevant blood and body fluid constituents.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 451 and permission of program director

Schedule Type: Lecture, Lab

College Code: SHP

MLSC 453 - Clinical Chemistry Practicum

Credits: 3

Professional health-care laboratory practicum. Emphasis on patient-care applications in clinical chemistry.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MLSC 451, MLSC 452 and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 461 - Body Fluids

Credits: 1

Analysis of various body fluids such as serous fluids, synovial fluids, amniotic fluid, and urine. Correlations with normal physiology and selected pathological conditions.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): MLSC 451 and permission of the program director

Schedule Type: Lecture, Lab, Lecture/Lab

College Code: SHP

MLSC 463 - Body Fluids Practicum

Credits: 1

Professional health-care laboratory practicum. Emphasis in patient-care applications of body fluids.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): MLSC 461 and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 475 - Laboratory Operations

Credits: 2

Medical laboratory operations with emphasis on financial, operations, personnel, and quality management. Discussion of select topics such as quality assessment and problem solving, safety, laboratory mathematics, instrumentation, education and communication, laboratory information systems, and regulatory processes.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Permission of the program director

Schedule Type: Lecture

College Code: SHP

MLSC 478 - Medical Laboratory Science Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

Special Approval: Instructor permission required.

College Code: SHP

MLSC 483 - Comprehensive Review and Written Examination

Credits: 1

A comprehensive review of medical laboratory science concepts and written examination practice to enhance readiness for the Board of Certification examination by the American Society for Clinical Pathology.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): Permission of Program Director

Schedule Type: Independent

College Code: SHP

MLSC 490 - Topics in _____

Credits: 1–4

An in-depth study of selected topics in the medical laboratory sciences.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Permission of program director

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: SHP

MLSC 495 - Independent Project

Credits: 1–4

Topics may be from areas relevant to clinical laboratory practice and must be approved by the Program director.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Permission of program director

Repeatable: Repeatable with different topics

Schedule Type: Independent

College Code: SHP

MLSC 496 - Extended Clinical Practicum

Credits: 1

A twelve-week professional health-care laboratory practicum. Emphasis in patient-care applications. Subject areas are to be coordinated with the Clinical Site Education Coordinator and the program director.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): Successful completion of the 20-week clinical practica of the clinical-year program and permission of program director

Schedule Type: Practicum

College Code: SHP

MLSC 500 - Foundations for Graduate Study in Medical Laboratory Science

Credits: 1

Orientation designed for students to refine the skills needed for successful graduate work. Focus on academic and professional proficiencies such as critical thinking, principles of research, and scholarly writing. Written and oral presentation required.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): permission of graduate program coordinator.

Schedule Type: Lecture

College Code: SHP

MLSC 501 - Seminar in Medical Laboratory Science

Credits: 1

Literature review of current laboratory science topics. A service-based activity addressing a relevant issue in laboratory science required.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): permission of graduate program coordinator.

Schedule Type: Seminar

College Code: SHP

MLSC 561 - Laboratory Management: Issues and Strategies

Credits: 3

An overview of issues and strategies relevant to managing a medical laboratory. Topics include historic perspective of management; organizational structure; management responsibilities and functions; personnel resources; performance improvement; training and evaluation; safety regulations and health compliance; financial matters such as cost/benefit analysis, budgeting, and reimbursement; record keeping and data management; information systems; marketing; and ethics.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): permission of graduate program coordinator.

Schedule Type: Lecture

College Code: SHP

MLSC 562 - Issues in Laboratory Regulations and Practice

Credits: 3

Clinical laboratories are increasingly regulated by state, federal and other agencies. Applicable regulations will be examined and their impact on laboratory operations evaluated. A selected number of laboratory quality assurance procedures, as specified by CLIA '88 regulations, will be performed in the laboratory.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Statistics and permission of graduate program coordinator.

Schedule Type: Lecture

College Code: SHP

MLSC 585 - Applied Studies in Medical Laboratory Science

Credits: 5

Designed in consultation with and coordinated by the area specialty advisor. A proposal, cumulative report, presentation and defense required. Clinical placement depends on clinical site availability.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): Certification and/or licensure as a medical laboratory scientist and permission of graduate program coordinator.

Schedule Type: Lab

College Code: SHP

MLSC 595 - Independent Study/Readings/Research Project

Credits: 1-4

Topics may be from immunology, immunohematology, clinical chemistry, hematology, microbiology and other areas of patient-care science, clinical laboratory science education, management, or applications specially relevant to clinical laboratories.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): permission of graduate program coordinator.

Repeatable: Repeatable up to 4 credits with different topics

Schedule Type: Independent

College Code: SHP

MLSC 611 - Molecular Diagnostics in Health and Disease I

Credits: 3

Biomolecular foundations for clinical applications in molecular pathology, with emphasis on disorders of genetic origin, protein structure, and function.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Permission of Graduate Program Coordinator.

Schedule Type: Lecture

Term Offering: Fall

College Code: SHP

MLSC 612 - Molecular Diagnostics in Health and Disease II

Credits: 3

Clinical applications in molecular pathology with focus on disorders associated with the cell membrane structures, receptors, signaling, and origin of malignancies.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Permission of Graduate Program Coordinator.

Schedule Type: Lecture

College Code: SHP

MLSC 621 - Laboratory Applications of Molecular Pathology

Credits: 2

Operation of molecular laboratory equipment; extraction, hybridization, and quantification (or quantitation) of nucleic acids. Clinical applications of electrophoresis, nucleic acid amplification, sequencing, and detection techniques.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Permission of Graduate Program Coordinator.

Schedule Type: Lab

College Code: SHP

MLSC 646 - Integration of Spirituality in Health Care

Credits: 2-3

A discussion of spiritual values from a Christian perspective, how faith and Spirituality facilitates the healing process, and how they 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.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

MLSC 650 - Project Continuation

Credits: 0

Students may register for this course while clearing deferred grade (DG) and/or incomplete (I) courses with approval only. Registration for this course indicates full-time status.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Graduate program coordinator permission required.

College Code: SHP

MLSC 655 - Program Continuation

Credits: 0

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to the School of Graduate Studies & Research. Registration does not indicate full-time status.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Schedule Type: Independent

College Code: SHP

MLSC 678 - Medical Laboratory Science Study Tour

Credits: 0

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Blended Learning

College Code: SHP

PBTC 300 - Clinical Specimen Collection and Processing

Credits: 2

Review of anatomy and physiology of circulatory system pertaining to specimen collection. Study of clinical specimen collection techniques, specimen processing and handling, and laboratory operations for phlebotomy.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): One of the following BIOL 100 , BIOL 221 , BIOL 222 , BIOL 165 , BIOL 166 , and permission of the instructor.

Schedule Type: Lecture, Lab, Lecture/Lab

Term Offering: Spring

College Code: SHP

PBTC 303 - Clinical Specimen Collection and Processing

Practicum

Credits: 3

Professional phlebotomy practicum that involves contact with various patient types, in a variety of clinical scenarios that includes inpatient and outpatient settings.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PBTC 300 or permission of the instructor

Schedule Type: Practicum

College Code: SHP

Nursing

Marsh Hall (Second Floor)
269-471-3311 or (800) 877-2863
nursing@andrews.edu
www.andrews.edu/nursing

Faculty

Bea Ade-Oshifogun, Chair
Susan Allen
Grace C. Chi
Barbara Harrison
Shawna Henry
Leila Nogueira
Khonnah M. Weithers

Mission

The Andrews University Department of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research, and education. Through the following activities, the Department of Nursing encourages students to seek knowledge, affirm faith, and provide changes that impact the world of healthcare:

Seek Knowledge

- Prepare nurses that provide culturally competent, high quality, evidence-based patient-centered care.
- Prepare nurses for first-time licensing and certification success.
- Encourage lifelong learning.

Affirm Faith

- Prepare nurses to practice within the Christian context of "Restoration to the Image of God."
- Promote personal spiritual growth.
- Teach theoretical underpinning of wellness, illness, and disease within the context of the Great Controversy.

Change the World

- Teach with service/mission focus, medical evangelism.
- Teach current whole-person nursing care across the life span which addresses wellness and illness.
- Prepare nurse leaders with a mind set for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration.

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence, and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation's report on the Future of Nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

Program Accreditation

The Andrews University Nursing program is approved by the Michigan Board of Nursing and holds accreditation from the Accreditation Commission for Education in Nursing* (ACEN).

* ACEN

3343 Peachtree Rd NE, Suite 850
Atlanta GA 30326
Phone: 404-975-5000
Email: info@acenursing.org

Bachelors

Bachelors

Nursing BSN (Pre-licensure)

Students enter the university as declared nursing majors (pre-nursing), this eight-semester nursing program covers 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.

The first year includes general education courses, cognate courses, and NRSG 215 - Introduction to Professional Nursing Concepts. Transfer students will take NRSG 215 - Introduction to Professional Nursing Concepts in the Spring Semester of their Sophomore year.

An independent admissions process by the Department of Nursing is required for students who wish to enter the pre-licensure program (see admission requirements). The program is comprised of on-campus courses and clinical practica. Students will be charged a professional fee each semester.

Students are encouraged to apply for entrance into the professional nursing program prior to completion of the spring semester of their freshman year. Nursing application needs to be submitted by May 15, of the admission year.

Total Credits: 125

Major: Core Requirements— 65

- NRSG 211 - Nursing Pharmacology I **Credits: 2**
- NRSG 212 - Nursing Pharmacology II **Credits: 3**
- NRSG 215 - Introduction to Professional Nursing Concepts **Credits: 1**
- NRSG 216 - Fundamentals of Nursing Theory and Practice **Credits: 5**
- NRSG 240 - Psychiatric-Mental Health Nursing **Credits: 4**
- NRSG 305 - Health Assessment **Credits: 3**
- NRSG 315 - Pathophysiology **Credits: 3**
- NRSG 331 - Medical-Surgical I **Credits: 5**
- NRSG 332 - Medical-Surgical II **Credits: 6**
- NRSG 366 - Complementary Wellness and Restoration I **Credits: 1**
- NRSG 408 - Families in Stress and Crisis **Credits: 2**
- NRSG 414 - Critical Care Nursing **Credits: 3,4**
- NRSG 416 - Comprehensive Overview **Credits: 2**
- NRSG 418 - Leadership in Nursing **Credits: 3**
- NRSG 430 - The Childbearing Family **Credits: 4**
- NRSG 438 - Intercultural Mission Service in Nursing **Credits: 2**
- NRSG 440 - The Developing Child **Credits: 4**
- NRSG 445 - Nursing Research **Credits: 3,4** (3 credits required for program)
- NRSG 450 - Community Nursing **Credits: 4**
- NRSG 466 - Complementary Wellness and Restoration II **Credits: 2,3** (2 credits required for program)
- NRSG 480 - Senior Nursing Internship **Credits: 3**

Major: Additional Requirements

Practicum

Undergraduate nursing practicum: In nursing classes with a practicum, a ratio of four clock hours will be required for each semester of clinical credit. For example, a 1-credit clinical course meets for 60 clock hours, a 2-credit clinical course meets for 120 clock hours.

Undergraduate nursing laboratory: In nursing classes with laboratory hours, a ratio of two laboratory clock hours will be required for each semester of laboratory credit. For example, a 1-credit laboratory meets for 30 clock hours in the semester. Clinical hours are indicated in the bulletin in the course description.

Experience

Program Completion

Students who enter as Freshman, are expected to complete the BSN Pre-Licensure program within 6 years (maximum).

Students who enter as Sophomores, are expected to complete the BSN Pre-Licensure program within 4.5 years (maximum), beginning with NRSG 216 - Fundamentals of Nursing Theory and Practice.

Cognates—28

BIOL 221 - Anatomy and Physiology I **Credits:** 4
BIOL 222 - Anatomy and Physiology II **Credits:** 4
BIOL 260 - General Microbiology **Credits:** 4
CHEM 110 - Introduction to Inorganic Chemistry **Credits:** 4
FDNT 230 - Nutrition **Credits:** 3
PSYC 101 - Introduction to Psychology **Credits:** 3
PSYC 301 - Human Development **Credits:** 3
STAT 285 - Elementary Statistics **Credits:** 3

NOTE: *Please note that if any cognates (Anatomy & Physiology, Human Development, Microbiology, Nutrition, Psychology, Statistics) are older than five years they will not be accepted as credit and will need to be retaken as a class for credit or the student may take a standardized challenge exam, such as the CLEP exam as approved by the Department of Nursing. A grade of "C" or above is required for cognate courses.

Andrews Core Experience—32

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.

Religion

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3 (take in Junior or Senior year)

Life and Physical Sciences

FDNT 230 - Nutrition **Credits:** 3 (Fulfilled through Cognates)

Mathematics

MATH 145 - Mathematics for the (Mis)information Age **Credits:** 3

Service

Field service credit requirements are met in these classes.

NRSG 438 - Intercultural Mission Service in Nursing **Credits:** 2

NRSG 450 - Community Nursing **Credits:** 4

Social Sciences

PSYC 101 - Introduction to Psychology **Credits:** 3

Early Admission Requirements

The Early Admission track is available to incoming freshman students that have not attended college or university as a full-time student who meet the criteria below and complete the additional Department of Nursing requirements for acceptance into this track (medical requirements, background check & drug screen). This track ensures direct admission into the professional nursing program when progression criteria are met. Students must maintain cognate and overall GPA > 3.00 to continue in the program.

High School Cumulative GPA: 3.5

ACT Math, Science, and English & Reading Score: Individual scores of 22 or higher in each subject

Regular Admission Requirements

Application for admission may require a minimum of six weeks for processing evaluation. The deadline for applications for May 15 to be considered for entry into the nursing program in the Fall Semester.

Minimal overall GPA of 3.00

BIOL 221, 222, PSYC 301, FDNT 230, PSYC 101, CHEM 110

Minimal combined GPA for cognates of 3.00. A grade of C or higher is acceptable for any cognate course.

A math placement score of P2 or above; or successful completion of College Algebra MATH 145 or a higher level math class with a grade of C or better; or SAT 540/ACT 20 or above in math scores.

If you are a transfer student, evidence of taking a college algebra class with a C grade or higher will satisfy the nursing program admission requirements. Whether a Math Placement Exam is needed or not needed is determined by the Department of Mathematics.

Nelson Denny Reading Test score of 15 or SAT 540/ACT 20 or greater in Reading & English score.

An acceptable criminal background check from company recommended by Department of Nursing— <https://portal.castlebranch.com/NS39>.

A urine drug screen is required before admission and yearly after. Some clinical sites may require different drug screen times. Drug screens are completed by <https://portal.castlebranch.com/NS39>.

Physical examination report that must include:

- Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) and yearly evaluation thereafter
- Proof of immunization or serum immunity for MMR1 and MMR2 (Measles, Mumps and Rubella), T-dap (Tetanus, Diphtheria, Pertussis), and Hepatitis B
- Proof of immunization or serum immunity for varicella-zoster
- Annual flu shots taken October–December

All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA).

Depending upon the situation, a student may be required to have an interview

Meeting the minimal requirements does not guarantee admission.

All nursing students must be accepted into the nursing program by the Andrews University Department of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee before entering into any nursing class. Students must apply for admission to the nursing program by May 15. Typically this process is begun while taking NRSG 215: Introduction to Professional Nursing Concepts. Early admission students meeting progression requirements will automatically progress to sophomore year of the nursing program without additional application process

All students must complete the following cognate courses prior to entering the nursing program:

BIOL 221 - Anatomy and Physiology I Credits: 4
BIOL 222 - Anatomy and Physiology II Credits: 4
PSYC 301 - Human Development Credits: 3
FDNT 230 - Nutrition Credits: 3
PSYC 101 - Introduction to Psychology Credits: 3
CHEM 110 - Introduction to Inorganic Chemistry Credits: 4

NRSG 215 - Introduction to Professional Nursing Concepts —needs to be completed during the freshman year at Andrews University or during the first year of residency as a transfer, LPN, or 2nd degree student.

Cognates (Anatomy & Physiology, Microbiology, Chemistry, Human Development, Nutrition, Psychology and Statistics) older than five (5) years will not be accepted as credit and will need to be retaken as a class for credit or take a standardized challenge exam, such as the CLEP as approved by the Department of Nursing.

ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities.

If you feel that you have a learning, psychological, emotional disability it is mandatory that it be formally documented by the Andrews University Counseling & Testing Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by University Medical Specialties.

If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations.

NOTE: Students have the right to reapply to the program one time.

Progression

A GPA of at least 3.00 overall must be maintained throughout the nursing program.

- Should the GPA fall below 3.00, the student will be placed on departmental academic probationary status and may not be allowed to progress based upon a decision by the Andrews University Department of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee.
- If probationary status is granted by the committee, student will continue to progress, but the probationary status is valid for only one academic year and not renewable.
- Students not meeting the 3.00 GPA requirement after the one-year

probationary status will be dismissed.

d. Probationary status will not be granted for students going into the senior year.

Before progressing to senior year, all courses on the curriculum guide through junior year must be completed. Only senior level general education courses per nursing curriculum can be completed in the senior year

Only a grade of C and higher is accepted in cognate courses and a grade of B- or higher in nursing courses. Students may be allowed only one C+ grade in nursing courses before dismissal.

To better enable all nursing students in the continual pursuit of excellence in nursing, all students must: a. Pass each nursing class with a grade of 80%, equivalent to a "B-" or higher, and b. Have a test grade average of 80% or higher. The test average of 80% is applicable to all nursing classes, except NRS 215 Introduction to Professional Nursing Concepts and NRS 445 Nursing Research. nursing_handbook_20170815_2.indd 14 8/21/17 8:56 AM 15 The grading system for each class will be: 100–93 A 90–92 A- 83–86 B 80–82 B- 77–79 C+ 75–76 C 70–74 C- 60–69 D Below 60 F Nursing courses with a practicum component will require the student to successfully pass both the theory and practicum sections in order to receive a passing grade for the course.

When a student fails the clinical portion of a course, the student has failed the entire course. If a student withdraws from a nursing course, or changes from credit to audit due to potential failure, the student must understand that withdrawal is considered failure of the course.

Repeating courses:

a. Required cognates may be repeated only once

b. Nursing courses:

i. Only one (1) C+ grade in nursing courses is permitted in the program. This policy does not apply to courses with clinical failure. The second C+ grade or below will result in dismissal from the program. Students have the option to reapply one (1) time to the program. Reapplication does not guarantee readmission.

ii. Readmission is considered on an individual basis only by the APRG Committee. The application should be accompanied by a letter from the applicant showing evidence of professional growth achieved during the time out of the program (i.e. Nurse tech/CNA, mission work, improving cognate, remedial study skills with student success) and employment.

iii. The student may be interviewed by the APRG Committee before a final decision is made. If a student is readmitted and he/she fails one more nursing course or voluntarily withdraws from any nursing course they will be dismissed from the program.

iv. May be repeated only once if the student is readmitted to the program.

A medication dosage calculation test is required at the beginning of each clinical course beginning with NRS 216 Fundamentals of Nursing Theory and Practice. All medication calculation and remedial tests must be completed within the first three weeks of course start date. The passing score is 90%. Students are not permitted to attend clinicals until a test is passed. Students will have three opportunities to pass a medication dosage calculation test. If two failures occur, the student must demonstrate evidence of remedial training before attempting a third test. Failure to pass the test after the third try will result in clinical failure, which translates to course failure. (See course syllabus.) Students then have the option to withdraw from the course.

For NCLEX success the recommended "time frame" for completing the undergraduate nursing degree is 3–4 years, beginning with the sophomore year. To this end students are provided a curriculum guide to follow as advised.

Any student returning to the program that has been absent for one year must show competency theoretically and/or clinically with a standardized test passing score as determined by the nursing department in order to progress in the program. The primary nursing instructor for each class will make an evaluation and recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee, who will then make the final decision. Please be aware of the following:

- This will require a minimum of at least six weeks processing time.
- If a student does not pass the evaluation, they are required to retake

the class(es) before progressing in the program.

c. Competency may be evaluated only once.

d. Students will be responsible for the testing fees.

Any student that is transferring from another accredited bachelor's degree nursing program into the Andrews University bachelor's degree nursing program, may have their Fundamentals, Pathophysiology and/or Health Assessment transferred. However, they must first undergo an evaluation of this class work to determine if the requested transfer of credits is adequate and/or appropriate. The primary nursing instructor for each class will make an evaluation of theoretical and clinical knowledge of the transfer course(s) and make a recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee that will then make the final decision.

Methods of evaluation may include:

- NLN, Kaplan or other valid and reliable standardized tests
- Final grade for the nursing class (minimum score of 80% required)
- Course syllabus
- Clinical skill assessment (if determined by course content)

Petitions may be submitted to the Admissions, Progressions, Retention and Grievance (APRG) Committee.

- A student may petition credit transfer to the APRG Committee through their advisor.
- Petitions are normally submitted for the purpose of accepting comparable credits earned previously or at another location.
- Petitions for exemption from prerequisites and specific departmental policies are not normally considered.
- Students should petition for unusual or uncontrollable circumstances, upon the advice and with the consent of their advisor.
- Petitions must include the student's signature and their advisor's signature, then be submitted to the chairperson of the APRG Committee. Petitions are placed in the student's permanent file following the final decision.

Students are allowed to pre-register for nursing courses pending admission into the program. Adding or dropping courses on time is the student's responsibility.

In order to progress in clinical courses, students must renew the following requirements:

- Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) yearly
- Annual flu shots taken October–December
- Annual background check and drug screen
- American Heart Association Healthcare Provider CPR Certification (every two years)

Be expected to complete the BS Pre-licensure program within 3–4.5 years, beginning with NRS 216— Fundamentals of Nursing Theory and Practice.

A successful completion of the nursing exit examination is required in NRS 416 (Comprehensive Overview) before graduation.

Maintaining Academic Standing

Nursing courses must be taken in the required sequence.

A percentage as stated in the Department of Nursing Handbook is required to pass each nursing course.

A test average as stated in the Department of Nursing Handbook is required for identified nursing courses.

No grade lower than a B- is accepted in any undergraduate nursing course.

A minimum GPA of 3.00 is required for cumulative cognate GPA (with no grade lower than a C in any cognate) and cumulative overall GPA.

Independent study courses cannot replace required nursing courses.

Maintaining a current certification of the American Heart Association Health Care Provider CPR course.

There is an annual review of required health care competencies. (Please see the Department of Nursing Handbook for specifics.)

Class attendance is required: The Department of Nursing will uphold University Policy.

Clinical attendance is required: Please see the Department of Nursing Handbook.

Student will be asked to withdraw from the nursing program if one or more nursing courses are failed at any time.

Student will be required to show competence via a standardized external exam and remediation before progressing to certain classes.

Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the admissions and progressions committee.

A urine drug screen must be completed 20-30 days prior to the start of the first clinical rotation and at the beginning of each academic year.

Annual flu shots are required.

Annual criminal background check is required.

Nursing BSN (RN to BSN, Online)

For information, contact: nursing@andrews.edu, 269-471-3311

RN-BSN Online program provides the RN with an associate degree an opportunity to complete their Bachelor of Science in Nursing degree. The curriculum focuses on the professional and leadership roles of the BSN-prepared nurse. Normally students complete in two years (4 semesters and 2 summers). The program requirements will involve clinical activities that may not be carried out in the student's work unit.

Andrews University recognizes the associate degree as a whole package, leaving a minimum of 32 credit hours to be completed at the university for the bachelor's degree.

Applicants from countries other than U. S. will need to have equivalent transcripts evaluated by Andrews University.

Some general education courses (Andrews Core Experience) may have been fulfilled within the associate degree package. See Andrews Core Experience: Professional Degrees.

Additional general education courses needed to complete the BSN requirement can be taken online through School of Distance Education& International Partnerships.

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). In the interactive online format, courses have specific start and end dates. The interactive online program does not require any time on campus. Students in the interactive online program are encouraged to come to campus for graduation. Tuition for the interactive online degree is 50% of regular tuition. The Andrews Core Experience courses are offered year-round in a self-paced format and some ACE courses are available in the summer in an interactive online format.

Total Credits - 124

Nursing Requirements - 32

NRSG 305 - Health Assessment **Credits:** 3
 NRSG 315 - Pathophysiology **Credits:** 3
 NRSG 320 - Professional Nursing Concepts for the RN **Credits:** 3
 NRSG 433 - Leadership in Nursing Practice **Credits:** 4
 NRSG 438 - Intercultural Mission Service in Nursing **Credits:** 2
 NRSG 443 - Nursing Informatics **Credits:** 3
 4 Credits of NRSG 445 - Nursing Research **Credits:** 3,4
 NRSG 450 - Community Nursing **Credits:** 4
 4 Credits of NRSG 466 - Complementary Wellness and Restoration II **Credits:** 2,3
 NRSG 470 - Global Health Nursing **Credits:** 3

Andrews Core Experience

See Andrews Core Experience: Professional Degrees.

Admission Requirements

Admission requirements are as follows:

1. All registered nurses must meet Andrews University entrance requirements and be accepted for admission to the University before being admitted to the nursing program.
2. Application for admission may require a minimum of six weeks for processing evaluation.

3. A current United States RN license or equivalent nursing license in country of residence.
4. Minimal overall GPA of 2.50
5. An acceptable criminal background check from company recommended by Department of Nursing—<https://portal.castlebranch.com/NS39>
6. A urine drug screen is required before admission and yearly after. Some clinical sites may require different drug screen times. Drug screens are completed by <https://portal.castlebranch.com/NS39>
7. Physical examination report that must include: a. Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) and yearly evaluation thereafter b. Proof of immunization or serum immunity for MMR1 and MMR2 (measles, mumps, and rubella), T-dap (Tetanus, Diphtheria, Pertussis), and hepatitis B c. Proof of immunization or serum immunity for varicella-zoster. d. Annual flu shots taken October–December
8. All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA).
9. ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities. If you feel that you have a learning, psychological, emotional disability it is mandatory that it be formally documented by the Andrews University Counseling & Testing Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by the University Medical Specialties Center. If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations

Progression

RN-BSN nursing students in the online program need to understand that:

The Department of Nursing requires a minimum cumulative GPA of 2.5 to graduate.

Requirements for various clinical sites may vary and student must abide by the stated requirements.

Students must finish within 3 years of starting the program.

Class and clinical attendance are required: The Department of Nursing will uphold University Policy.

No course with a grade below C- may count towards the degree.

Students should refer to the Department of Nursing RN-BSN Student Handbook for further guidance on progression policies.

Post-Masters

Advanced Practice Registered Nurse DNP (Distance Education)

The DNP program is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNSc, and other research-focused nursing doctorates.

This DNP program offers three tracks:

BSN to DNP (65 Credits)
 MSN to DNP (56 Credits)
 APRN to DNP (40 Credits)

Interactive Online Programs

This is a fully interactive online program only (see School of Distance Education and International Partnerships Definitions). The courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with instructor throughout all courses. Most of the degree is done through online methods, but students should refer to the DNP Student Handbook for any expected on-campus time, especially in regards to comprehensive exams.

Information/Application Process

Students must apply first to the University's School of Graduate Studies and Research at: andrews.edu/apply. Then they must complete criminal background checks, health forms, and drug screen information to be sent to the Department of Nursing at: Marsh Hall, Room 200, 8475 University Boulevard, Berrien Springs, MI 49104 or e-mail to gradnursing@andrews.edu. For questions regarding the DNP Program, please call 269-471-3312.

Degree Core

All three options take the following core classes: **26 Credits**

- NRS 616 - Biostatistics for Clinical Data Management **Credits: 3**
- NRS 644 - Research Methods for Evaluation and Outcomes of Advanced Clinical Practice **Credits: 3**
- NRS 685 - DNP Advanced Practice Role **Credits: 2**
- NRS 700 - Theoretical Foundations for Scholarship in Advanced Practice Nursing **Credits: 2**
- NRS 705 - Christian Ethics and Advanced Practice Nursing **Credits: 2**
- NRS 710 - Principles of Epidemiology **Credits: 3**
- NRS 715 - Organizational Leadership in Health Care Systems **Credits: 2**
- NRS 720 - Information Systems and Patient Care Technology for Health Care **Credits: 2**
- NRS 730 - Health Care Policy for Advanced Practice Nursing **Credits: 2**
- NRS 801 - Scholarly Project I **Credits: 2**
- NRS 802 - Scholarly Project II **Credits: 3**

Option 1: BSN to DNP - 65

Family Nurse Practitioner (FNP) focus. This track offers nurses with a BSN degree the opportunity to complete a terminal degree in nursing practice, without needing to achieve the MSN degree first.

Bridge Courses: 4 credits

- NRS 726 - Interpersonal Dynamics and Cultural Issues in Advanced Practice Nursing **Credits: 2**
- NRS 727 - Clinical Health Promotion and Disease Prevention of Populations **Credits: 2**
- FNP Nurse Practitioner Concentration: 35 Credits**
- NRS 741 - Primary Care Management of Infants, Children and Adolescents **Credits: 2**
- NRS 742 - Primary Care Management of Infants, Children and Adolescents Practicum **Credits: 2**
- NRS 748 - Advanced Pathophysiology Across the Lifespan **Credits: 3**
- NRS 751 - Primary Care Management of Women's Health **Credits: 2**
- NRS 752 - Primary Care Management of Women's Health Practicum **Credits: 2**
- NRS 755 - Advanced Health Assessment Across the Lifespan **Credits: 3**
- NRS 756 - Advanced Health Assessment Practicum **Credits: 2**
- NRS 760 - Advanced Pharmacology Across the Lifespan **Credits: 3**
- NRS 763 - Primary Care Management of Adults **Credits: 3**
- NRS 764 - Primary Care Management of Adults Practicum **Credits: 2**
- NRS 767 - Evidence-based Family Nurse Practitioner Primary Care Management **Credits: 3**
- NRS 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum **Credits: 3**
- NRS 770 - Teaching Strategies **Credits: 3**
- NRS 775 - Learning Theories and Health Teaching **Credits: 2**

Option 2: MSN to DNP - 56

Family Nurse Practitioner (FNP) focus. This track offers nurses with an MSN degree, that is not advanced practice focused, the opportunity to complete a terminal degree in nursing practice.

FNP Nurse Practitioner Concentration: 30 Credits

- NRS 741 - Primary Care Management of Infants, Children and Adolescents **Credits: 2**
- NRS 742 - Primary Care Management of Infants, Children and Adolescents Practicum **Credits: 2**
- NRS 748 - Advanced Pathophysiology Across the Lifespan **Credits: 3**
- NRS 751 - Primary Care Management of Women's Health **Credits: 2**
- NRS 752 - Primary Care Management of Women's Health Practicum **Credits: 2**
- NRS 755 - Advanced Health Assessment Across the Lifespan **Credits: 3**
- NRS 756 - Advanced Health Assessment Practicum **Credits: 2**
- NRS 760 - Advanced Pharmacology Across the Lifespan **Credits: 3**
- NRS 763 - Primary Care Management of Adults **Credits: 3**
- NRS 764 - Primary Care Management of Adults Practicum **Credits: 2**
- NRS 767 - Evidence-based Family Nurse Practitioner Primary Care Management **Credits: 3**
- NRS 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum **Credits: 3**

Option 3: APRN to DNP - 42

Advanced Practice Registered Nurse (APRN) focus. This track offers nurses who already have advanced practice certification and are already functioning as either a: 1) nurse practitioner, 2) nurse anesthetist, or 3) clinical nurse specialist in a particular practice area, the opportunity to complete a terminal degree in nursing practice.

Terminal Degree Concentration: 14 Credits

- NRS 770 - Teaching Strategies **Credits: 3**
- NRS 775 - Learning Theories and Health Teaching **Credits: 2**
- NRS 780 - Nursing Education Outcomes **Credits: 3**
- NRS 785 - Curricular Development **Credits: 2**
- NRS 790 - Nursing Education Practicum **Credits: 4**

Admission Requirements

Must meet standard admission requirements for graduate admission at Andrews University.

No Graduate Record Examination (GRE) Required: Students who are applying for admission to the DNP program are not required to take the GRE.

GPA: 3.25 at admission; with matriculation to 3.5 GPA at graduation.

Experience:

Students with no clinical experience must work while in school to gain clinical experience in their first year of school

Letters of Recommendation (Three required):

Supervisor from current employment setting, who can address clinical competence;

Doctorally prepared faculty member, who can address academic competence and scholarly potential;

Professional colleague who holds at least a masters degree in nursing

Resume/CV

Three-page essay—on how they have promoted or advanced the profession of nursing in the past, and goals and objectives for the future, utilizing their advanced education

A statement—regarding the type of Capstone scholarly project they would be interested in conducting

Language: Must be able to speak English and present work in English.

Nursing Degrees: Must have degrees that are from schools accredited by ACEN or CCNE in the U.S. or whatever accrediting organization that exists within their country

Pre-requisites for BSN to DNP: Must have undergraduate statistics, research, health assessment and pathophysiology

Pre-requisites for MS to DNP: Must have graduate level statistics and research

Credentials: Must have RN License and APRN-DNP applicants must have Certifications of Advanced Practice (if applicable)

Criminal background check: Must have national background check.

Health Status: Immunization and physical exam health records required.

Drug Screen: Must submit drug screen for admission, and repeat before beginning clinical practicum.

CPR Certification: Required

Faculty reserve the right to require an interview of applicants based on reasons they identify.

Graduation Requirements

Number of Credits

The total number of credits required for the degree of BSN-DNP is 65.

Twenty-six (26) credits are DNP Nursing Core courses and 35 credits are DNP/FNP degree specific. Of those 35, 11 credits are practicum or internship courses. Five credits are a special focus in education. There is no dissertation, but there is a scholarly project that students will complete.

For those students who are not already FNPs and will be completing the MS to DNP curriculum, the total number of credits required for the degree is 56. Twenty-six (26) credits are DNP core courses and 30 credits are DNP/FNP-specific. Of those 30, 11 credits are practicum or internship courses. There is no dissertation, but there is a scholarly project that students will complete.

For those students who are already FNPs and wish to complete their DNP degree, the total number of credits required for the degree is 40. Twenty-six (26) credits are DNP core courses and 14 credits are DNP education specialty courses. Of those 14, four credits are for practicum. There is no dissertation, but there is a scholarly

project that students will complete.

Grade Point Average: In order to graduate, students must have a Grade Point Average (GPA) not lower than 3.5. During the program, students are allowed to receive a B- in one course only, but the GPA must be at least 3.0 when this occurs. Two courses below 3.0 will cause termination of the degree process

Progress towards Degree: Students will be enrolled in a cohort as part-time students per semester taking 5–10 credits per semester for a total of seven to ten semesters, depending on the degree option and course they are enrolled in. Cohorts with differing degree options have anticipated completion at differing times within three to five years. Any student dropping out of a cohort may resume with a subsequent cohort but must complete the degree in no more than seven years.

Program Completion Events

- Successful completion of Comprehensive Exam
- Satisfactory completion of the Capstone Scholarly Project
- Satisfactory completion of supervised Clinical/Practicums
- Satisfactory completion of Certification Preparation/Review course

Nursing

NRSRG 211 - Nursing Pharmacology I

Credits: 2
Beginning nursing knowledge related to pharmacology, medication administration, and related monitoring of therapeutic and non-therapeutic patient response that builds a foundation for safe practice.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSRG 216
Schedule Type: Lecture
College Code: SHP

NRSRG 212 - Nursing Pharmacology II

Credits: 3
A continuation of pharmacology principles that examines major classifications of medications. Focuses on uses, dosages, therapeutic and non-therapeutic effects, interactions, and nursing interventions.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSRG 211 or permission of the Department of Nursing.
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

NRSRG 215 - Introduction to Professional Nursing Concepts

Credits: 1
Introduces students to nursing history, mission, standards, language and critical thinking, and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God," along with other key nursing concepts. Must be taken spring semester of freshman year.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SHP

NRSRG 216 - Fundamentals of Nursing Theory and Practice

Credits: 5
Integrates the nursing process into basic nursing skills, medication administration, and assessment of the adult client; with special emphasis on older adults. Includes 3 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): BIOL 221, BIOL 222, PSYC 101, PSYC 301, FDNT 230, NRSRG 215 or permission of the Department of Nursing.
Schedule Type: Lecture, Lab, Practicum
Term Offering: Fall
College Code: SHP

NRSRG 240 - Psychiatric-Mental Health Nursing

Credits: 4
Presents the nurse's role in facilitation of mental health and prevention, assessment and management of mental illness. Includes 3 credits theory and 1 credit practicum.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSRG 211, NRSRG 216, PSYC 101 or permission of the Department of Nursing.
Schedule Type: Lecture, Practicum
Term Offering: Spring
College Code: SHP

NRSRG 305 - Health Assessment

Credits: 3
Introduces theoretical and practical skills for performing a focused and comprehensive health assessment. Emphasizes data collection for recognition of normal findings and common variations throughout the life span, and use of nursing diagnoses to describe areas needing restoration. Includes 2 credits theory and 1 credit lab.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSRG 216 or RN, LPN; BIOL 221, BIOL 222 or permission of the Department of Nursing.
Schedule Type: Lecture, Lab, Interactive Online
Term Offering: Fall
College Code: SHP

NRSRG 315 - Pathophysiology

Credits: 3
Explores physiological adaptations and changes that occur due to chronic and acute illnesses. Provides etiology of disease states to use as a basis for nursing interventions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSRG 216.
Prerequisite(s): BIOL 221, BIOL 222.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSRG 320 - Professional Nursing Concepts for the RN

Credits: 3
Introduces and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God," along with other key nursing concepts, and bridges educational preparation and role expectation of the associate degree nurse for functioning at the professional level. Must be taken during the first year of schooling by RN to BS students. (Needs to be taken before 418 and 450.)

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall, Summer
College Code: SHP

NRSRG 331 - Medical-Surgical I

Credits: 5
Integrates and applies the nursing process to prevent disease, manage, promote, restore or maintain health for adult clients with acute and chronic medical-surgical conditions. Includes 3 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSRG 211, NRSRG 240, NRSRG 305, NRSRG 315.
Schedule Type: Lecture, Practicum
Term Offering: Fall
College Code: SHP

NRSRG 332 - Medical-Surgical II

Credits: 6
Integrates and applies the nursing process to restore health, manage disease, and/or provide end-of-life care for adult clients and their families with acute medical-surgical conditions, in acute and critical-care settings. Includes 4 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSRG 212, NRSRG 331.

Schedule Type: Lecture, Practicum
Term Offering: Spring
College Code: SHP

NRSG 366 - Complementary Wellness and Restoration I

Credits: 1
Introduces the use of complementary therapies in disease prevention, and health promotion and maintenance towards restoration of clients, families and communities. Specific attention is given to the eight natural laws of health.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 408 - Families in Stress and Crisis

Credits: 2
Utilizes family systems and other theories as a basis for understanding family functioning. Prepares the students to be able to assess and intervene with families experiencing stress and/or crises.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): NRSG 331 or permission of the Department.
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 414 - Critical Care Nursing

Credits: 3,4
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.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSG 332 for Pre-licensure students, NRSG 315, NRSG 408, NRSG 430, NRSG 440.
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 416 - Comprehensive Overview

Credits: 2
Review of knowledge to serve as preparation of pre-licensure students for the NCLEX.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 430, NRSG 440.
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

NRSG 418 - Leadership in Nursing

Credits: 3
Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Prepares students for leadership roles in all areas of nursing, and instills the pursuit of lifelong learning and professional development.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 332; or NRSG 320.
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 430 - The Childbearing Family

Credits: 4
Emphasizes restorative and evidence-based nursing care of the childbearing family throughout preconception, pregnancy, postpartum, and the neonatal period with an added focus on women's health issues. Includes 3 credits theory and 1 credit practicum.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 332, PSYC 301.
Schedule Type: Lecture, Practicum
Term Offering: Fall
College Code: SHP

NRSG 433 - Leadership in Nursing Practice

Credits: 4
Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Emphasizes the role development for the professional nurse by exploring trends in leadership and management of human and financial resources. Prepares students for leadership roles in nursing practice. This course includes 3 credits theory and 1 credit internship with a nurse leader.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Interactive online, Internship
College Code: SHP

NRSG 438 - Intercultural Mission Service in Nursing

Credits: 2
* Field service credit requirements are met in this class. Prepares students to apply principles of the Andrews University Department of Nursing conceptual framework, "Restoration to the Image of God," while providing Christian nursing care and service in a worldwide context. Course includes principles and preparation for intercultural nursing practice.

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: NRSG 430, NRSG 440; or NRSG 414.
Schedule Type: Lecture, Blended Learning, Interactive Online
Term Offering: Fall, Spring
College Code: SHP

NRSG 440 - The Developing Child

Credits: 4
Emphasizes an evidence-based nursing practice in both the maintenance and restorative health needs of the growing and developing child, from newborn through adolescence. Includes 3 credits theory and 1 credit practicum.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): NRSG 332, PSYC 301.
Schedule Type: Lecture, Practicum
Term Offering: Fall
College Code: SHP

NRSG 443 - Nursing Informatics

Credits: 3
Nursing Informatics examines the history of healthcare informatics, current issues, basic informatics concepts and health information management systems. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be explored. Students will learn how to apply informatics concepts to a current clinical practice setting by suggesting methods that use technology to improve patient safety and work effectiveness.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

NRSG 445 - Nursing Research

Credits: 3,4
Provides foundational concepts on the research process and steps for utilizing research with the focus being on evidence-based practice. Introduces nursing perspectives related to critical thinking, scientific methods, ethical concerns, and search techniques necessary to the research process.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): NRSG 331 or NRSG 320; or permission of the Department of Nursing. (BS - Completion students take the class for 4 credits.)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 450 - Community Nursing

Credits: 4
* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the wellbeing, function, and/or existence of the community and its response to those problems. Includes 2 credits theory and 2 credits practicum.

Course/Lab Fee: Yes
Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): NRSRG 418, NRSRG 430, NRSRG 440; for BS -Completion NRSRG 320, andNRSRG 418.

Schedule Type: Lecture, Practicum, Interactive Online

Term Offering: Spring

College Code: SHP

NRSRG 460 - Topics in _____

Credits: 1–3

Study of selected topics relevant to professional nursing practice. Subject and credits to be announced in advance.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SHP

NRSRG 466 - Complementary Wellness and Restoration II

Credits: 2,3

An in-depth exploration of complementary therapies that can be utilized in conjunction with traditional therapies to assist clients with a chronic illness or high acuity need towards restoration to the image of God in wellness, health maintenance and disease management.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): NRSRG 414

Prerequisite(s): NRSRG 366, NRSRG 418 or permission of the Department of Nursing. (BS -Completion students take the class for 3 credits.)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSRG 470 - Global Health Nursing

Credits: 3

This course introduces students to concepts related global health issues. It explores the link between global health and socio-economic development. It focuses on measurement of risk factors in vulnerable populations, health status and disease burden within the global context

Grade Mode: Normal (A-F,I,W)

Schedule Type: Interactive online

College Code: SHP

NRSRG 478 - Study Tour:

Credits: 0

Travel to selected areas combined with lectures, directed readings, projects and assignments. The amount of credit and the geographic area are designated at the time a study tour is announced. Fee may be required.

Course/Lab Fee: Yes

Grade Mode: Noncredit (NC,W)

Schedule Type: Blended Learning

College Code: SHP

NRSRG 480 - Senior Nursing Internship

Credits: 3

A capstone practicum that integrates nursing skills and knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Includes 1 credit seminar and 2 credits practicum.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Corequisite(s): NRSRG 414, NRSRG 450.

Prerequisite(s): NRSRG 418, NRSRG 430, NRSRG 440.

Schedule Type: Practicum

Term Offering: Spring

College Code: SHP

NRSRG 495 - Independent Study_____

Credits: 1

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

NRSRG 515 - Teaching Strategies

Credits: 3

Explores the knowledge and competencies needed to develop and apply evidence based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSRG 616 - Biostatistics for Clinical Data Management

Credits: 3

Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical references.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSRG 644 - Research Methods for Evaluation and Outcomes of Advanced Clinical Practice

Credits: 3

The focus of this course is to provide the knowledge and skills to generate evidence-based knowledge using scientific inquiry to improve outcomes in patient care. The components of research and evaluation processes are explored, culminating in the dissemination of research, evaluation and other evidence-based materials to healthcare professionals.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Summer

College Code: SHP

NRSRG 658 - Learning Theory and Health Teaching

Credits: 2

Provides advanced practice nurses with evidence based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, community, nursing students and other healthcare professionals.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSRG 660 - Curricular Development

Credits: 2

Provides students with knowledge related to analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSRG 665 - Nursing Education Outcomes

Credits: 3

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): NRSRG 668

Prerequisite(s): NRSRG 658, NRSRG 660.

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSRG 668 - Roles in Nursing Education

Credits: 2

Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): NRSRG 658,NRSRG 660.

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSG 670 - Project Continuation

Credits: 0

Students may register for this continuation course while completing their capstone project, clearing deferred grade (DG) and/or incomplete (I) courses, and not enrolled in other program courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration which includes library privileges and access to an advisor. Requires advisor approval.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Program Director Permission Required

College Code: SHP

NRSG 675 - Program Continuation

Credits: 0

Students may register for this non-credit continuation course to maintain active status and while clearing deferred grade (DG) and/or incomplete (I) course. Registration for this course indicates active status, please see active status for additional information. Registration does not indicate full-time status. Requires program approval.

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Program Director Permission Required

College Code: SHP

NRSG 680 - Teaching Practicum

Credits: 4

Provides the student with the opportunity to utilize knowledge gained in the nursing-education courses, in a nursing-focused educational experience of their choosing. A total of 300 clock hours are required.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): NRSG 515, NRSG 658, NRSG 660, NRSG 665, NRSG 668.

Schedule Type: Practicum

Term Offering: Summer

College Code: SHP

NRSG 685 - DNP Advanced Practice Role

Credits: 2

This course explores the various roles of the Doctor of Nursing Practice Family Nurse Practitioner. Areas discussed include patient care, health professional education, health policy, research, leadership and more. Special focus is on Advanced practice.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Summer

College Code: SHP

NRSG 690 - Independent Study

Credits: 1–3

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

NRSG 700 - Theoretical Foundations for Scholarship in Advanced Practice Nursing

Credits: 2

Helps students examine theories from the fields of nursing, philosophy, biology, theology, humanities, psychology, sociology, behavior, and health beliefs, along with the Conceptual Framework of the Department of Nursing to build the underpinnings and foundational basis for their advanced practice. In addition, conceptualizations of person, environment, and health are explored as theories are examined.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSG 705 - Christian Ethics and Advanced Practice Nursing

Credits: 2

A study and exploration of ethical problems and dilemmas faced by Advanced Practice nurses in diagnosing, treating, billing, and communicating about care to clients, families, healthcare systems, community, and society as a whole. In addition, it provides strategies for addressing ethical dilemmas based within a Christian context.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSG 710 - Principles of Epidemiology

Credits: 3

Introduces the basic principles and applications of epidemiology. It describes the distribution and determinants of disease in human population; and introduces students to the theory, methods and body of knowledge of epidemiology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SHP

NRSG 715 - Organizational Leadership in Health Care Systems

Credits: 2

This course introduces the student to the science of complex organizational structures and designs, with an emphasis on leadership within complex health care systems. It focuses on health care environments in various venues such as: professional, organizational, political, government and more.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSG 720 - Information Systems and Patient Care Technology for Health Care

Credits: 2

This course focuses on information technology and its application in health care settings. Content covered includes theoretical models of nursing informatics and database management, in the context of health care systems.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSG 726 - Interpersonal Dynamics and Cultural Issues in Advanced Practice Nursing

Credits: 2

Provides advanced knowledge related to underlying interpersonal concepts, skills, and practical approaches, specifically for relationship building across various cultures as an advanced practice nurse. It is also important for effective communication in regards to all areas of health care cross culturally.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSG 727 - Clinical Health Promotion and Disease Prevention of Populations

Credits: 2

Explores theories of health promotion and disease prevention at the advanced practice level, with emphasis on patient education, epidemiology, health beliefs, and the eight natural laws of health. The health care provider is provided with tools for directing and managing preventive care of various populations across the lifespan.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSG 730 - Health Care Policy for Advanced Practice Nursing

Credits: 2

This course examines concepts of health care policy and political behavior, and generates strategies for exercising professional leadership in effecting change in health disciplines. The role of the DNP FNP in health politics for the workplace, organization, government and community will be presented.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

NRSRG 741 - Primary Care Management of Infants, Children and Adolescents

Credits: 2

This course provides the future DNP with theory in primary health care settings necessary for the management of primary child health care, including wellness promotion, illness prevention. And treatment of common health problems in children, from newborn through young adulthood. Emphasis is on critical thinking and evidence-based practice to promote wellness lifestyles and reduce illness risks for children and families

Grade Mode: Normal (A-F,I,W)

Schedule Type: Interactive online

College Code: SHP

NRSRG 742 - Primary Care Management of Infants, Children and Adolescents Practicum

Credits: 2

This course requires 150 literal hours of practicum. They are to be completed in a primary care pediatric clinic. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing the well child as well as episodic visits. Students are expected to apply theoretical knowledge gained from the primary care management of adolescents and children class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Practicum

College Code: SHP

NRSRG 748 - Advanced Pathophysiology Across the Lifespan

Credits: 3

The focus of this course is the application of advanced pathophysiologic concepts for frequently encountered conditions in clinical practice. It provides an in-depth analysis of epidemiology, risk factors, etiology, pathophysiology, clinical manifestations, and laboratory tests for selected acute and chronic illnesses across the lifespan. This is not an introductory course. It is expected that students already have a basic understanding of anatomy, physiology, pathophysiology, physical assessment, laboratory testing and pharmacology.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Summer

College Code: SHP

NRSRG 751 - Primary Care Management of Women's Health

Credits: 2

The focus of this course is the primary care assessment, diagnosis and management of women's health issues, exploration of major health issues concerning women today, with an emphasis on social, cultural, and medical influences at the advanced practice level.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Interactive online

College Code: SHP

NRSRG 752 - Primary Care Management of Women's Health Practicum

Credits: 2

This course requires 150 literal hours of practicum. They are to be completed at a women's health clinic. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing women's health. Students are expected to apply theoretical knowledge gained from the primary care management of women. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Practicum

College Code: SHP

NRSRG 755 - Advanced Health Assessment Across the Lifespan

Credits: 3

The focus of this course is the development of advanced health history and physical examination skills across the lifespan. Emphasis is on interview, communication, and psychomotor skill development, with an end goal of facilitating diagnoses of illness and disease. It also includes concepts related to health assessment which supports the basic tenets of health promotion and disease prevention.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Summer

College Code: SHP

NRSRG 756 - Advanced Health Assessment Practicum

Credits: 2

This course requires 150 literal hours of practicum in a primary care setting in which the student solidifies and strengthens their assessment skills and abilities on well and ill patients across the lifespan.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Practicum

Term Offering: Summer

College Code: SHP

NRSRG 760 - Advanced Pharmacology Across the Lifespan

Credits: 3

This course is designed to provide students with the knowledge and skills to select drug therapy for patients throughout the lifespan based on efficacy, safety, and cost for the management of select illnesses. The course also provides information about state and federal legal requirements for advanced practice nurse prescriptive authority.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSRG 763 - Primary Care Management of Adults

Credits: 3

The focus of this course is the clinical primary care assessment, diagnosis and management of acute illness of adults at the advanced practice level.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Fall

College Code: SHP

NRSRG 764 - Primary Care Management of Adults Practicum

Credits: 2

This course requires 150 literal hours of practicum in a primary care setting specific to adults. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing acute and chronic illnesses of adult patients. Students are expected to apply theoretical knowledge gained from the primary care management of adults class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem-solving.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Practicum

Term Offering: Fall

College Code: SHP

NRSRG 767 - Evidence-based Family Nurse Practitioner Primary Care Management

Credits: 3

This course provides a theoretical approach to advanced practice nursing as an FNP. Students are given knowledge, skills, and abilities related to primary care assessment, diagnosis, and management of acute and chronic illness and disease, as well as health promotion and disease prevention strategies of patient care across the lifespan. Students will examine the limits and boundaries of primary care in this role, juggling all roles and areas. Further, it includes issues related to scope of practice, billing, and more specific to Family Nurse Practitioners.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online

Term Offering: Summer
College Code: SHP

NRSG 768 - Evidence-based Family Nurse Practitioner Primary Care Management Practicum

Credits: 3

This course requires 225 literal hours of practicum all as a Family Nurse Practitioner under the preceptor-ship of a family nurse practitioner. In this practicum, students are to provide comprehensive care to patients across the lifespan that includes: assessment, diagnosis, prevention and management of care for acute and chronic illness and disease.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Practicum
College Code: SHP

NRSG 770 - Teaching Strategies

Credits: 3

This course explores the knowledge and competencies needed to develop and apply evidence-based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 775 - Learning Theories and Health Teaching

Credits: 2

Provides advanced practice nurses with evidence-based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, families, and populations.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 778 - Preparation for DNP Comprehensive Examinations

Credits: 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 780 - Nursing Education Outcomes

Credits: 3

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Summer
College Code: SHP

NRSG 785 - Curricular Development

Credits: 2

Provides students with knowledge related analysis, development or design, and redesign or improvement, and evaluation of client, student, or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Fall
College Code: SHP

NRSG 788 - Preparation for FNP Board Certification Examination and DNP Scholarly Project Presentation

Credits: 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 790 - Nursing Education Practicum

Credits: 4

This course requires 450 literal hours of practicum which would provide students with the opportunity to utilize knowledge gained in the nursing education courses, in a nursing higher education setting (i.e. ADN, BSN, MSN, DNP program).

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
Term Offering: Fall
College Code: SHP

NRSG 795 - DNP Comprehensive Examinations

Credits: 0

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

NRSG 801 - Scholarly Project I

Credits: 2

The purpose of this project is to synthesize knowledge and skills attained in the doctorate program of nursing, in an activity that directly moves research into clinical practice and positively influences patient care. The project culminates with a written scholarly paper and the development, implementation, and evaluation of a protocol for a specific health care.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Lecture, Interactive Online
Term Offering: Spring
College Code: SHP

NRSG 802 - Scholarly Project II

Credits: 3

The completion of work begun in Capstone Scholarly Project I.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
Term Offering: Fall
College Code: SHP

Public Health, Nutrition & Wellness

Mission

The mission of the Andrews University Department of Public Health, Nutrition & Wellness:

To prepare public health, nutrition, dietetic, fitness, and wellness professionals for service in their church, society and the world, by inspiring the community at large to affirm the Adventist lifestyle, including the vegetarian diet, benefits of regular exercise, fitness and a balanced life.

Main Office

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Fitness & Exercise Science

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Faculty

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Chair, Associate Professor

Dixon Anjejo, DrPH
Director, MPH Program & Associate Professor

Carol Burtnack, RD, MS
Assistant Professor

Magaly Hernandez, RD, MPH
Director, Internship Program in Nutrition and Dietetics & Assistant Professor

Gretchen Krivak, RD, MS, CGFI
Director, Didactic Program in Nutrition and Dietetics & Assistant Professor

Jasel McCoy, DrPH(c), MS, MBA
Director, Fitness and Exercise Science & Assistant Professor

Maximino Mejia, DrPH, RD
Liaison, MDiv/MPH Program & Associate Professor

Gregg Morrow, MS
Director, Aquatics & Instructor

Eric Paddock
Gymnics Coach & Instructor

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Professor and Dean

Adjunct Faculty

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Susan Singer, MPH

Emeritus

Winston Craig, PhD, RD, MPH
Professor Emeritus

Patricia Mutch, PhD, RD
Associate Professor

Adjunct Professors of Public Health

Z. Marcel-Charles, MD, DrPH
Joycelyn Peterson DrPH, RD, LD
Mark Ghamsary PhD
Fred Hardinge DrPH
Marc-Daniel Gutekunst, PhD, DIH&TM, MPH, CFII, MEI, CPL
Zaidia Cordero-McIntyre, PhD
Jessica Miller, MA, DrPH (c)
Sozina Katuli, DrPH
Olukemi Adeoye BDS, MPH, Instructor
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Bachelors

Exercise Science BS

Total Credits: 76

Major: Core Requirements - 46

FDNT 230 - Nutrition **Credits: 3**
FTES 325 - Sports Nutrition **Credits: 3**
FDNT 448 - Nutrition and Wellness **Credits: 3**
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings **Credits: 1**
FDNT 498 - Research Methods **Credits: 2**
HLED 210 - Philosophy of Health **Credits: 3**

HLED 380 - Natural Therapies **Credits: 3**
Or NRSG 466 - Complementary Wellness and Restoration II **Credits: 2,3**

HLED 411 - Community Health & Fitness I **Credits: 2**
HLED 412 - Community Health & Fitness II **Credits: 2**
FTES 305 - Current Concepts and Applications in Physical Fitness **Credits: 3**
FTES 355 - Methods of Fitness Instruction **Credits: 3**
FTES 410 - Issues in Exercise Science **Credits: 2**
FTES 465 - Exercise Physiology **Credits: 4**
FTES 475 - Kinesiology **Credits: 3**
FTES 497 - Internship **Credits: 2**
FTES 445 - Exercise Testing and Prescription **Credits: 3**
two additional FTES activity courses (1 credit each) selected in consultation with your advisor
FTES 490 - Exercise Science Program Review **Credits: 1**

Cognates - 30

BIOL 221 - Anatomy and Physiology I **Credits: 4**
BIOL 222 - Anatomy and Physiology II **Credits: 4**
PSYC 471 - Behavior Modification **Credits: 3**
CHEM 110 - Introduction to Inorganic Chemistry **Credits: 4**
BCHM 120 - Introduction to Organic and Biological Chemistry **Credits: 4**
STAT 285 - Elementary Statistics **Credits: 3**
PHYS 141 - General Physics I **Credits: 4**
PHYS 142 - General Physics II **Credits: 4**

Andrews Core Experience

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion

BPHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

Admission Requirements

Prospective exercise science students are accepted into the Wellness (Fitness Emphasis) BHS (Non-Professional Program). To transition into the professional program, students need to apply to the Director of the Fitness and Exercise Science Program in their sophomore year for acceptance into the BS Exercise Science by May 1 for the following fall semester. Successful completion of all prerequisites courses listed below with a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the sciences and FTES courses, is required for entry into BS Exercise Science. Upon acceptance into the professional program, the student's major will be changed to BS Exercise Science.

Graduation Requirements

The American College of Sports Medicine (ACSM) Certified Personal Trainer (CPT) Certification is required to be taken by the summer of the junior year (entering the senior year) for all Exercise Science majors.

At the end of the senior year, Exercise Science majors are required to sit for the ACSM certified Exercise Physiologist (EP-C) examination which will serve as an exit exam for all Exercise Science majors.

To graduate with a degree in Exercise Science students MUST have taken both exams at least once.

A minimum cumulative GPA of 3.0 is required for junior acceptance. Students are expected to complete a professional development portfolio during the BS Exercise Science program outlining their goals and accomplishments, including required hours of professional experience (based on class standing and previous experience). Successful completion of the portfolio is required for graduation.

Nutrition Science & Dietetics, Dietetics Concentration BS

The Nutrition Science and Dietetics with Dietetics Concentration is recommended for students wishing to become a Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN), or pursue a career in public health and/or graduate school. This BS also prepares students for dietetics registration eligibility.

Total Credits: 124

Major: Core Requirements - 35

FDNT 118 - The Profession of Dietetics **Credits: 1**
FDNT 124 - Food Science **Credits: 3**
FDNT 310 - Nutrition in the Life Cycle **Credits: 3**
FDNT 351 - Food Service Management I **Credits: 3**
FDNT 352 - Food Service Management II **Credits: 3**
FDNT 421 - Community Nutrition I **Credits: 2**
FDNT 422 - Community Nutrition II **Credits: 2**
FDNT 441 - Medical Nutrition Therapy I **Credits: 3**
FDNT 442 - Medical Nutrition Therapy II **Credits: 3**
FDNT 448 - Nutrition and Wellness **Credits: 3**
FDNT 451 - Medical Nutrition Therapy I Lab **Credits: 1**
FDNT 452 - Medical Nutrition Therapy II Lab **Credits: 1**
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings **Credits: 1**
FDNT 485 - Nutrition and Metabolism **Credits: 3**
FDNT 490 - Dietetic Program Review **Credits: 1**
FDNT 498 - Research Methods **Credits: 2**

Major: Additional Requirements

Professional Development Portfolio

Students are expected to complete a professional development portfolio during the DP program outlining their goals and accomplishments, including 200 hours of professional dietetic experience (125 hours for students transferring into Andrews University in the junior or senior year). A verification form for completion of the DP program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

Comprehensive Review Exam

Graduates are provided with a Didactic Program in Nutrition Science and Dietetics Verification Statement, testifying to the fact that they have successfully completed the requirements for a BS degree in Nutrition Science and Dietetics. Students must successfully pass a comprehensive review exam in their senior year before they are eligible to receive a DP verification form.

Cognates - 9

BSAD 355 - Principles of Management **Credits: 3**
BSAD 384 - Human Resource Management **Credits: 3**
MKTG 310 - Principles of Marketing **Credits: 3**

Registration Examination Eligibility

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (AND).

The DPD program, which meets the academic requirements for registration eligibility.

The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

Dietetic Internship

After completion of the BS course work for the Nutrition Science & Dietetics BS, students are eligible to apply for the an eight month accredited Dietetic Internship that must be completed by a dietetic student for registration eligibility. A minimum cumulative GPA of 3.0 and DP (Didactic program in Nutrition Science and Dietetics) GPA of 3.2 is recommended for admission into the program.

This supervised practice provides experiences in three main areas of dietetics—community nutrition, clinical nutrition, and food-service management. The Internship Program is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued an Internship Program verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by AND. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food service management, nutrition education, or research.

Andrews Core Experience - 43

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

Life and Physical Sciences

Fulfilled through pre-requisite courses

Service

FDNT 421 - Community Nutrition I **Credits: 2**

FDNT 422 - Community Nutrition II **Credits: 2**

Social Sciences

PSYC 101 - Introduction to Psychology **Credits: 3**

SOCI 119 - Principles of Sociology **Credits: 3**

Admission Requirements

Nutrition Science & Dietetics Program (Step 1)

Prospective students enter the **Nutrition Science & Dietetics program** upon acceptance to Andrews University. Students must apply to the professional program* at the end of their sophomore year. The Dietetics Emphasis is recommended for students wishing to become a Registered Dietitian/Registered Dietitian Nutritionist, or pursue a career in public health and/or graduate school.

Pre-requisite Courses: two years of the following:

introductory professional (e.g. Food Science and Nutrition)
sciences (e.g. Intro to Chemistry, Biochemistry, Anatomy & Physiology, and Microbiology)
social sciences (e.g. Sociology and Psychology)
math (e.g. MATH 145 or higher)
Andrews Core Experience (ACE)

These courses may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program in Nutrition Science & Dietetics (Step 2)

Applying to the Program*

To transition into the professional program, students need to apply to the director of the Didactic Program in Nutrition Science & Dietetics (DP) at the end of their sophomore year. Students must apply to the program in order to register for FDNT 351 Food Service Management, a required course for the major.

Courses

The professional program includes two years of study including courses in:

medical nutrition therapy
food-service management
nutrition and metabolism
community nutrition

These courses are to be obtained on the Andrews University campus.

Application Deadline

For acceptance to the program applications need to be submitted, to the program director, by the last Friday in March, September, or November for the following semester.

Acceptance

Full acceptance into the BS Nutrition Science & Dietetics Program requires successful completion of all prerequisite courses and a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the sciences and FDNT courses.

Students who are not fully accepted into the program by their senior year will be unable to register for FDNT 441 Medical Nutrition Therapy which is required for the completion of the program.

Prerequisite Courses - 29

BIOL 221 - Anatomy and Physiology I **Credits:** 4
BIOL 222 - Anatomy and Physiology II **Credits:** 4
CHEM 110 - Introduction to Inorganic Chemistry **Credits:** 4
BCHM 120 - Introduction to Organic and Biological Chemistry **Credits:** 4
SOCI 119 - Principles of Sociology **Credits:** 3
PSYC 101 - Introduction to Psychology **Credits:** 3
MATH 165 - College Algebra **Credits:** 3
BIOL 260 - General Microbiology **Credits:** 4

Graduation Requirements

Graduation is dependent upon the completion of all curriculum requirements for the professional Bachelor of Science in Nutrition Science and Dietetics degree with the maintenance of at least a minimal overall GPA of 2.85 and a minimal GPA of 2.25 in all dietetic and science courses. No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses). At least 124 semester hours are required for graduation.

NOTE: Students planning graduate study in nutrition or medical dietetics are recommended to take the following chemistry courses: CHEM 131, CHEM 132; CHEM 231, CHEM 232, CHEM 241, CHEM 242; BCHM 421, BCHM 422

Additional Information

Accreditation

The Didactic Program in Nutrition Science & Dietetics (DP) at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

Nutrition Science & Dietetics, Nutrition Science Concentration BS

The Nutrition Science Concentration is designed for students pursuing professional degrees in the fields of Nutrition, Dietetics, Medicine, Dentistry, Public Health, Research and other health related graduate degrees (ie Pre-Med, Pre-Dent). This BS also prepares students for dietetics registration eligibility.

Total Credits - 125

Major: Core Requirements - 40

FDNT 118 - The Profession of Dietetics **Credits:** 1
FDNT 124 - Food Science **Credits:** 3
FDNT 310 - Nutrition in the Life Cycle **Credits:** 3
FDNT 351 - Food Service Management I **Credits:** 3
FDNT 352 - Food Service Management II **Credits:** 3
FDNT 421 - Community Nutrition I **Credits:** 2
FDNT 422 - Community Nutrition II **Credits:** 2
FDNT 441 - Medical Nutrition Therapy I **Credits:** 3
FDNT 442 - Medical Nutrition Therapy II **Credits:** 3
FDNT 448 - Nutrition and Wellness **Credits:** 3
FDNT 451 - Medical Nutrition Therapy I Lab **Credits:** 1

FDNT 452 - Medical Nutrition Therapy II Lab **Credits:** 1
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings **Credits:** 1
FDNT 485 - Nutrition and Metabolism **Credits:** 3
FDNT 490 - Dietetic Program Review **Credits:** 1
FDNT 498 - Research Methods **Credits:** 2
PHYS 141 - General Physics I **Credits:** 4
FDNT 499 - Research Project in Nutrition Science & Dietetics **Credits:** 1-3

Major: Additional Requirements

Professional Development Portfolio

Students are expected to complete a professional development portfolio during the DP program outlining their goals and accomplishments, including 200 hours of professional dietetic experience (125 hours for students transferring into Andrews University in the junior or senior year). A verification form for completion of the DP program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

Comprehensive Review Exam

Graduates are provided with a Didactic Program in Nutrition Science and Dietetics Verification Statement, testifying to the fact that they have successfully completed the requirements for a BS degree in Nutrition Science and Dietetics. Students must successfully pass a comprehensive review exam in their senior year before they are eligible to receive a DP verification form.

Cognates - 9

BSAD 355 - Principles of Management **Credits:** 3
BSAD 384 - Human Resource Management **Credits:** 3
MKTG 310 - Principles of Marketing **Credits:** 3

Registration Examination Eligibility

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (AND).

The DPD program, which meets the academic requirements for registration eligibility.

The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

Dietetic Internship

After completion of the BS course work for the Nutrition Science & Dietetics BS, students are eligible to apply for the an eight month accredited Dietetic Internship that must be completed by a dietetic student for registration eligibility. A minimum cumulative GPA of 3.0 and DP (Didactic program in Nutrition Science and Dietetics) GPA of 3.2 is recommended for admission into the program.

This supervised practice provides experiences in three main areas of dietetics—community nutrition, clinical nutrition, and food-service management. The Internship Program is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued an Internship Program verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by AND. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food service management, nutrition education, or research.

Andrews Core Experience - 43

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Life and Physical Sciences

Fulfilled through pre-requisite courses

Service

FDNT 421 - Community Nutrition I **Credits:** 2
FDNT 422 - Community Nutrition II **Credits:** 2

Social Sciences

PSYC 101 - Introduction to Psychology **Credits:** 3

SOCI 119 - Principles of Sociology **Credits:** 3

Admission Requirements

Nutrition Science & Dietetics Program (Step 1)

Prospective students enter the **Nutrition Science & Dietetics program** upon acceptance to Andrews University. Students must apply to the professional program* at the end of their sophomore year. The Nutrition Science Emphasis is recommended for students wishing to pursue professional degrees in the fields of nutrition, medicine, dentistry, research and other health related graduate degrees.

Pre-requisite Courses: two years of the following:

- introductory professional (e.g. Food Science and Nutrition) sciences (e.g. General Chemistry, Organic Chemistry, Foundations of Biology, and Physics)
- social sciences (e.g. Sociology and Psychology)
- math (MATH 191 Calculus I)
- Andrews Core Experience (ACE)

These courses may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program in Nutrition Science & Dietetics (Step 2)

Applying to the Program*

To transition into the professional program, students need to apply to the director of the Didactic Program in Nutrition Science & Dietetics (DP) at the end of their sophomore year. Students must apply to the program in order to register for FDNT 351 Food Service Management, a required course for the major.

Courses

The professional program includes two years of study including courses in:

- medical nutrition therapy
- food-service management
- nutrition and metabolism
- community nutrition

These courses are to be obtained on the Andrews University campus.

Application Deadline

For acceptance to the program applications need to be submitted, to the program director, by the last Friday in March, September, or November for the following semester.

Acceptance

Full acceptance into the BS Nutrition Science & Dietetics Program requires successful completion of all prerequisite courses and a minimum cumulative GPA of 3.0, and a minimum overall GPA of 2.5 in the sciences and FDNT courses.

Students who are not fully accepted into the program by their senior year will be unable to register for FDNT 441 Medical Nutrition Therapy which is required for the completion of the program.

Prerequisite Courses - 45

- BIOL 165 - Foundations of Biology **Credits:** 4,5
- BIOL 166 - Foundations of Biology **Credits:** 4,5
- CHEM 131 - General Chemistry I **Credits:** 4
- CHEM 132 - General Chemistry II **Credits:** 4
- FDNT 230 - Nutrition **Credits:** 3
- CHEM 231 - Organic Chemistry I **Credits:** 3
- CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
- CHEM 232 - Organic Chemistry II **Credits:** 3
- CHEM 242 - Organic Chemistry Laboratory II **Credits:** 3
- SOCI 119 - Principles of Sociology **Credits:** 3
- PSYC 101 - Introduction to Psychology **Credits:** 3
- MATH 191 - Calculus I **Credits:** 4
- BIOL 260 - General Microbiology **Credits:** 4
- BCHM 421 - Biochemistry I **Credits:** 4

Graduation Requirements

Graduation is dependent upon the completion of all curriculum requirements for the professional Bachelor of Science in Nutrition Science and Dietetics degree with the maintenance of at least a minimal overall GPA of 3.0 and a minimal GPA of 2.5 in all dietetic and science courses. No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses). At least 125 semester hours are required for graduation.

NOTE: Students planning graduate study in nutrition or medical dietetics are recommended to take the following chemistry courses: CHEM 131, CHEM 132; CHEM 231, CHEM 232, CHEM 241, CHEM 242; BCHM 421, BCHM 422

Additional Information

Accreditation

The Didactic Program in Nutrition Science & Dietetics (DP) at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

Public Health, Environmental Health Concentration BSPH

Bachelor of Science in Public Health (BSPH) program with Environmental Health concentration is designed for students pursuing a professional degree in the field of Environmental Public Health. This program prepares students for certification as a Registered Environmental Health Specialists (REHS) that qualifies for entry-level positions in the field of environmental health.

The BSPH program in Environmental Health is the first of its kind at the undergraduate level in the Adventist Health School System. It is a rigorous yet flexible science-based applied program that prepares students for careers in public health as well as environmental health fields. This program is recommended for pre-medical, pre-dental students wishing to secure a job while preparing for medical, dental, or physical therapy, physician's assistant and pharmacy schools. This degree provides an excellent foundation for pursuing the online Master of Public Health public (MPH) degree at Andrews University or any MPH degree in general. Employment of environmental scientists and specialists is projected to grow 11 percent from 2014 to 2024 faster than the average for all occupations.

Environmental Health is the science and practice of preventing human injury and illness while promoting well-being by a) identifying and evaluating environmental sources and hazardous agents and b) limiting exposures to hazardous physical, chemical, and biological agents in air, water, food and other environmental media or settings that may adversely affect human health.

BSPH Program Mission

To prepare public health professionals who can plan, manage, evaluate and solve public health problems in the public and private sector. This mission will improve the health and well-being of individuals, communities, and populations, while preparing students to become Christ-centered scholars and global leaders in public health.

Total Credits: 124

Major Requirements - 33

Public Health Core

- PBHL 105 - Intro to Public Health **Credits:** 3
- PBHL 311 - Biostatistics **Credits:** 3
- PBHL 321 - Epidemiology **Credits:** 3
- PBHL 308 - Environmental Health **Credits:** 3
- PBHL 345 - Health Behavior & Chronic Diseases **Credits:** 3
- BSAD 380 - Healthcare Foundations **Credits:** 3

- FDNT 230 - Nutrition **Credits:** 3
- FDNT 310 - Nutrition in the Life Cycle **Credits:** 3
- FDNT 498 - Research Methods **Credits:** 2
- PBHL 315 - Environmental Toxicology **Credits:** 3
- PBHL 475 - Experiential Activities **Credits:** 2
- 2 Credits of PBHL 480 - Seminar in Current Environmental Health Topics **Credits:** 1,2

Concentration Requirements - 16-18

- HORT 365 - Urban Landscape Design **Credits:** 3
- PBHL 320 - Water & Air Quality **Credits:** 3
- PBHL 425 - Environmental Risk & Policy **Credits:** 2
- PBHL 445 - Environmental Sampling & Analysis **Credits:** 2

Choose one of the following

3 Credits of AGRI 345 - Topics in _____ **Credits:** 1–4 (Environmental Leadership & Sustainability)
Or HORT 150 - iGrow **Credits:** 4

3 Credits of ENGR 475 - Topics in **Credits:** 1–4 (Energy & Environment)
Or ARCH 336 - Environmental Technology II **Credits:** 4

FDNT 421 - Community Nutrition I **Credits:** 2

Social Sciences
SOCI 119 - Principles of Sociology **Credits:** 3

Cognates - 38

CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
PHYS 141 - General Physics I **Credits:** 4
PHYS 142 - General Physics II **Credits:** 4
5 Credits of BIOL 165 - Foundations of Biology **Credits:** 4,5
5 Credits of BIOL 166 - Foundations of Biology **Credits:** 4,5
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
BIOL 260 - General Microbiology **Credits:** 4

Additional Elective Options - 2

ARCH 336 - Environmental Technology II **Credits:** 4
3 Credits of ENGR 475 - Topics in **Credits:** 1–4
FDNT 469 - International Nutrition **Credits:** 2,3
FDNT 485 - Nutrition and Metabolism **Credits:** 3
PBHL 415 - Bio-terrorism and Preparedness **Credits:** 3

Major: Additional Requirements

Students are expected to complete a professional development portfolio during the BSPH program outlining their goals and accomplishments, including experiential activities conducted at both public and private public health agencies and organizations.

Experiential Activity

All students are required to complete a cumulative, integrative and scholarly (or applied) experience that serves as a capstone to the educational experience. This can also be an inquiry project. These experiences may include, but are not limited to, internships, service learning projects, senior seminars, portfolio projects, research papers or honors thesis. Exposure to local-level public health professionals and/or agencies that engage in public health practice is encouraged.

REHS Credential

A Professional Credential from National Environmental Health Association (NEHA)
Students in the BSPH program in environmental health are eligible to take the Registered Environmental Health Specialist certification exam. The REHS is the most prevalent NEHA credential and professionals demonstrate competency in an impressive range of environmental health issues, directing and training personnel to respond to routine or emergency environmental situations, as well as educating community members about environmental health concerns. In addition, REHS credential holders are key members in ensuring that communities are in compliance with local, state and federal environmental health regulations. For additional information visit the site below.

<http://www.neha.org/professional-development/credentials/rehsrs-credential>

Andrews Core Experience - 35-36

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following specific requirements.

Religion

RELT 100 - God and Human Life **Credits:** 3
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Life/Physical Sciences

BIOL 165 - Foundations of Biology **Credits:** 4,5
CHEM 131 - General Chemistry I **Credits:** 4

Mathematics

MATH 165 - College Algebra **Credits:** 3
Or
MATH 191 - Calculus I **Credits:** 4

Service

Admission Requirements

Bachelor of Science in Public Health (BSPH) (Step 1)

Prospective students enter the **Bachelor of Science in Public Health program** upon acceptance to Andrews University. Students must apply to the professional program* at the end of their sophomore year. The **Environmental Health concentration** is recommended for pre-medical, pre-dental students wishing to secure a job while preparing for medical, dental, or physical therapy, physician's assistant and pharmacy schools. This degree provides an excellent foundation for pursuing the online Master of Public Health (MPH) degree at Andrews University or any MPH degree in general.

Pre-requisite Courses: two years of the following:

CHEM 131 General Chemistry I 4
CHEM 132 General Chemistry II 4
PHYS 141 General Physics I 4
PHYS 142 General Physics II 4
BIOL 165 Foundations of Biology 4,5
BIOL 166 Foundations of Biology 4,5
CHEM 231 Organic Chemistry I 3
CHEM 232 Organic Chemistry II 3
CHEM 241 Organic Chemistry Laboratory I 1
CHEM 242 Organic Chemistry Laboratory II 1
BIOL 260 General Microbiology 4
Andrews Core Experience: BA & BS Degrees

These courses may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Professional Program - Bachelor of Science in Public Health (BSPH) (Step 2)

Applying to the Program*

To transition into the professional program, students need to apply to the director of the BSPH at the end of their sophomore year. Students must apply to the program in order to register for PBHL 308 - Environmental Health, a required course for the major.

Courses

The professional program includes two years of study including courses in (but not limited to) the following:

Environmental health
Environmental Sampling and Analysis
Environmental Toxicology
Water & Air Quality
Research Methods
Experiential Activities
Environmental Risk & Policy

These courses are encouraged to be obtained on the Andrews University campus.

Application Deadline

To transition into the professional program, students need to apply to the Director of BSPH in their sophomore year for acceptance by May 1 for the following Fall semester. Successful completion of all pre- requisites and cognate courses as listed above, with a minimum cumulative GPA of 3.0 and a cognate GPA of 2.75 is required for acceptance into the professional program BSPH

Prerequisite Course

CHEM 131 - General Chemistry I **Credits:** 4
CHEM 132 - General Chemistry II **Credits:** 4
PHYS 141 - General Physics I **Credits:** 4
PHYS 142 - General Physics II **Credits:** 4
BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5
CHEM 231 - Organic Chemistry I **Credits:** 3
CHEM 232 - Organic Chemistry II **Credits:** 3
CHEM 241 - Organic Chemistry Laboratory I **Credits:** 1
CHEM 242 - Organic Chemistry Laboratory II **Credits:** 1
BIOL 260 - General Microbiology **Credits:** 4

Graduation Requirements

Graduation is dependent upon the completion of all curriculum requirements for the professional BSPH degree with the maintenance of at least a minimum of overall GPA of 2.85 and a minimum GPA of 2.75 in all didactic and science courses. No grade below C- is accepted for prerequisite and cognate courses (or below a C for didactic courses). At least 125 semester hours are recommended for graduation.

Additional Information

Accreditation

The Bachelor of Science in Public Health at Andrews University is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910. www.ceph.org

Public Health, Social and Behavioral Sciences Concentration BSPH

Total Credits: 124

Major Requirements - 33

Public Health Core

PBHL 105 - Intro to Public Health **Credits:** 3
PBHL 311 - Biostatistics **Credits:** 3
PBHL 321 - Epidemiology **Credits:** 3
PBHL 308 - Environmental Health **Credits:** 3
PBHL 345 - Health Behavior & Chronic Diseases **Credits:** 3
BSAD 380 - Healthcare Foundations **Credits:** 3

FDNT 230 - Nutrition **Credits:** 3
FDNT 310 - Nutrition in the Life Cycle **Credits:** 3
FDNT 498 - Research Methods **Credits:** 2
PBHL 315 - Environmental Toxicology **Credits:** 3
PBHL 475 - Experiential Activities **Credits:** 2
2 Credits of PBHL 480 - Seminar in Current Environmental Health Topics **Credits:** 1,2

Concentration Requirements - 29-30

ANTH 200 - Cultural Anthropology **Credits:** 3
FTES 445 - Exercise Testing and Prescription **Credits:** 3
PSYC 319 - Stress Management **Credits:** 3
PSYC 366 - Drugs and Behavior **Credits:** 3
PSYC 450 - Social Psychology **Credits:** 3
PSYC 460 - Psychology of Abnormal Behavior **Credits:** 3
PSYC 471 - Behavior Modification **Credits:** 3
SOCI 420 - Medical Sociology **Credits:** 3
SOCI 425 - Racial and Ethnic Relations **Credits:** 3

SOCI 350 - Social Policy **Credits:** 2
Or SOCI 455 - Development Policy and Analysis **Credits:** 3

Cognates - 18

ANTH 455 - Ethnography **Credits:** 3
HLED 120 - Fit for Life **Credits:** 1
HLED 210 - Philosophy of Health **Credits:** 3
HLED 411 - Community Health & Fitness I **Credits:** 2
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3
PSYC 210 - Introduction to Health Psychology **Credits:** 3
RELT 348 - Christians and the Environment **Credits:** 3

Major Additional Requirements

Students are expected to complete a professional development portfolio during the BSPH program outlining their goals and accomplishments, including experiential activities conducted at both public and private public health agencies and organizations.

Experiential Activity

All students are required to complete a cumulative, integrative and scholarly (or applied) experience that serves as a capstone to the educational experience. This can also be an inquiry project. These experiences may include, but are not limited to, internships, service learning projects, senior seminars, portfolio projects, research papers or honors thesis. Exposure to local-level public health professionals and/or agencies that engage in public health practice is encouraged.

Andrews Core Experience - 35-36

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

History

HIST 110 - Worldviews, Cultures and Gods **Credits:** 3

Religion

RELT 100 - God and Human Life **Credits:** 3
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Life/Physical Sciences

BIOL 165 - Foundations of Biology **Credits:** 4,5
Or BIOL 221 - Anatomy and Physiology I **Credits:** 4

And

BIOL 222 - Anatomy and Physiology II **Credits:** 4
CHEM 131 - General Chemistry I **Credits:** 4

Math

MATH 145 - Mathematics for the (Mis)Information Age **Credits:** 3

Service

FDNT 421 - Community Nutrition I **Credits:** 2

Social Sciences

SOCI 119 - Principles of Sociology **Credits:** 3

General Electives - 7-9

Admission Requirements

Bachelor of Science in Public Health (BSPH) Program (Step 1)

Prospective students enter the **Bachelor of Science in Public Health** upon acceptance to Andrews University. The **Social and Behavioral Sciences Concentration** is recommended for students wishing to pursue professional degrees in the fields of Preventive Care, Doctor of Osteopathic Medicine, other health professions, Research, Policy, Health Promotion, Social Justice and Integrative Health. Careers may also be pursued in business, politics and government, counseling, psychology and mental health, education and even law.

Graduation Requirements

Graduation is dependent upon the completion of all curriculum requirements for the professional BSPH degree with the maintenance of at least a minimum of overall GPA of 2.85 and a minimum GPA of 2.75 in all didactic and science courses. No grade below C- is accepted for prerequisite and cognate courses (or below a C for didactic courses). At least 124 semester hours are recommended for graduation.

Additional Information

Accreditation

The Bachelor of Science in Public Health at Andrews University is accredited by the Council on Education for Public Health (CEPH), 1010 Wayne Avenue, Suite 220, Silver Spring, MD 20910. www.ceph.org

Wellness BHS

Major: Core Requirements

FDNT 230 - Nutrition **Credits:** 3

FDNT 448 - Nutrition and Wellness **Credits:** 3
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings **Credits:** 1
HLED 120 - Fit for Life **Credits:** 1
HLED 445 - Consumer Health **Credits:** 2
FTES 205 - Fitness Conditioning **Credits:** 2

Major: Concentration Requirements

Choose one of the following concentrations.

Speech Pathology and Audiology - 29

SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3
SPPA 270 - Preclinical Observation **Credits:** 1
SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits:** 4
SPPA 285 - Applied Phonetics **Credits:** 3
SPPA 310 - Speech Science **Credits:** 3
SPPA 321 - Normal Language Development **Credits:** 3
SPPA 322 - Child Language Disorders **Credits:** 3
SPPA 331 - Basic Audiology **Credits:** 3
SPPA 332 - Audiological Procedures **Credits:** 3
SPPA 374 - Articulation and Phonology: Development and Disorders **Credits:** 3

Fitness - 23

FTES 210 - Personal Fitness Plan **Credits:** 1
FTES 305 - Current Concepts and Applications in Physical Fitness **Credits:** 3
FTES 355 - Methods of Fitness Instruction **Credits:** 3
FTES 410 - Issues in Exercise Science **Credits:** 2
FTES 465 - Exercise Physiology **Credits:** 4
FTES 475 - Kinesiology **Credits:** 3
FTES 495 - Independent Study/Reading/Research/Project **Credits:** 1–4
NRSG 466 - Complementary Wellness and Restoration II **Credits:** 2,3

FTES 214 - Weight Training and Conditioning (Men/Women) **Credits:** 1
Or FTES 214-002 - Women's Strength Training and Toning **Credits:** 1
HLED 411 - Community Health & Fitness I **Credits:** 2
HLED 412 - Community Health & Fitness II **Credits:** 2

Nutrition - 30

FDNT 118 - The Profession of Dietetics **Credits:** 1
FDNT 124 - Food Science **Credits:** 3
FDNT 310 - Nutrition in the Life Cycle **Credits:** 3
FDNT 351 - Food Service Management I **Credits:** 3
FDNT 352 - Food Service Management II **Credits:** 3
FDNT 421 - Community Nutrition I **Credits:** 2
FDNT 422 - Community Nutrition II **Credits:** 2
FDNT 476 - Nutrition and Aging **Credits:** 2
FDNT 498 - Research Methods **Credits:** 2
BSAD 355 - Principles of Management **Credits:** 3
BSAD 384 - Human Resource Management **Credits:** 3
MKTG 310 - Principles of Marketing **Credits:** 3

Graduation Requirements

The Department of Public Health, Nutrition & Wellness offers the option for certification from the American Council on Exercise (ACE) in the following areas: Certified Personal Trainer, Group Fitness Instructor, Lifestyle & Weight Management Consultant, and Advanced Health & Fitness Specialist. The exams for these certifications will be held on-campus. This degree requires BHS Wellness/Fitness students to take the American Council on Exercise (ACE) Health Coach Certification. This certification exam will serve as the exit examination for BHS Wellness/Fitness students.

Students are expected to complete a portfolio during the BHS Wellness program outlining their goals and accomplishments, including required hours of professional experience (based on class standing & previous experience). Successful completion of the portfolio is required for graduation.

Cognates - 12+

Choose one of the following

BIOL 260 - General Microbiology **Credits:** 4
Or
MLSC 230 - Fundamentals of Clinical Microbiology **Credits:** 3
Or
SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits:** 4
Or

PHYS 141 - General Physics I **Credits:** 4
And PHYS 142 - General Physics II **Credits:** 4

Choose one of the following

BIOL 221 - Anatomy and Physiology I **Credits:** 4
BIOL 222 - Anatomy and Physiology II **Credits:** 4
Or
BIOL 165 - Foundations of Biology **Credits:** 4,5
BIOL 166 - Foundations of Biology **Credits:** 4,5
Or
BIOL 165 - Foundations of Biology Credits: 4,5
BIOL 221 - Anatomy and Physiology I Credits 4
Or
BIOL 100 - Human Biology **Credits:** 4
Or
BIOL 221 - Anatomy and Physiology I Credits: 4

Choose from the following courses

CHEM 110 - Introduction to Inorganic Chemistry **Credits:** 4
BCHM 120 - Introduction to Organic and Biological Chemistry **Credits:** 4
Or
CHEM 131 - General Chemistry I **Credits:** 4
BCHM 120 - Introduction to Organic and Biological Chemistry Credits: 4
Or
PHYS 225 - Sound and Waves **Credits:** 4

Undergraduate Electives: 5-12

Courses are to be selected in consultation with advisor.

Andrews Core Experience - 44

Students must take all courses designated in the Professional Degree Requirements of the Andrews Core Experience while noting the following specific requirements.

Religion

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Psychology

An introductory psychology course
PSYC 101 - Introduction to Psychology **Credits:** 3
PSYC 301 - Human Development **Credits:** 3

Graduation Requirements

Students are expected to complete a professional development portfolio during the BHS Wellness program outlining their goals and accomplishments, including required hours of professional experience (based on class standing and previous experience). Successful completion of the portfolio is required for graduation. A student needs to maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

Undergraduate Minors

Fitness Education Minor

Total Credits: 20

Minor Requirements

BIOL 221 - Anatomy and Physiology I **Credits:** 4
BIOL 222 - Anatomy and Physiology II **Credits:** 4
FTES 205 - Fitness Conditioning **Credits:** 1
FTES 305 - Current Concepts and Applications in Physical Fitness **Credits:** 3
FTES 355 - Methods of Fitness Instruction **Credits:** 3
FDNT 230 - Nutrition **Credits:** 3
FTES 210 - Personal Fitness Plan **Credits:** 2

FTES 214 - Weight Training and Conditioning (Men/Women) **Credits:** 1
Or FTES 214-002 - Women's Strength Training and Toning **Credits:** 1

Certification

American College of Sports Medicine (ACSM)

Students taking the Minor in Fitness Education have the option of sitting for the Certified Personal Trainer (CPT) or Group Fitness Instructor Certification (GFI) that is offered through the American College of Sports Medicine (ACSM) or American Council on Exercise (ACE). If student seeks to take an ACE or ACSM National Fitness Certification Exam, it is recommended they also take FTES 465 prior to the exam. **NOTE:** This minor is not approved for Michigan elementary or secondary teaching certification.

Minor Objectives

Each class includes both the fitness component as well as skills instruction. The goals of the fitness & exercise courses are:

- To aid individuals in the development of Christ like attitudes and conduct in recreational activities, and to promote learning opportunities for cooperative teamwork.
- To promote the development of physical fitness and physical skills that will continue throughout life and enhance the quality of one's life.
- To provide a variety of physical activities designed to meet the needs and desires of a diverse student population.

Health Minor

Total Credits: 20

Minor Requirements

FDNT 230 - Nutrition **Credits: 3**
FDNT 240 - Nutrition Laboratory **Credits: 1**
HLED 120 - Fit for Life **Credits: 1**
HLED 210 - Philosophy of Health **Credits: 3**
HLED 445 - Consumer Health **Credits: 2**
Plus 9 credits selected from HLED, FDNT, FTES or other health-related courses approved by the program director.

FTES 214 - Weight Training and Conditioning (Men/Women) **Credits: 1**
Or FTES 214-002 - Women's Strength Training and Toning **Credits: 1**

Certification

American Council on Exercise (ACE) students taking the Minor in Health have the option of sitting for the Health Coach Certification this is offered through the American Council on Exercise (ACE).

Nutrition and Wellness Minor

Total Credits: 20

Minor Requirements

FDNT 124 - Food Science **Credits: 3**
FDNT 230 - Nutrition **Credits: 3**
FDNT 310 - Nutrition in the Life Cycle **Credits: 3**
FDNT 448 - Nutrition and Wellness **Credits: 3**
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings **Credits: 1**
HLED 120 - Fit for Life **Credits: 1**
plus 6 credits selected from the Department of Public Health, Nutrition and Wellness approved by the director of the Dietetics program.

Course Options:

FTES 325 - Sports Nutrition **Credits: 3**
HLED 445 - Consumer Health **Credits: 2**
FDNT 485 - Nutrition and Metabolism **Credits: 3**
FDNT 422 - Community Nutrition II **Credits: 2**
FDNT 351 - Food Service Management I **Credits: 3**
BHSC 405 - Introduction to Public Health **Credits: 3**

Masters

Public Health, Nutrition and Wellness Concentration MPH

The mission of the Master of Public Health (MPH) Program is to prepare highly competent public health professionals to prevent disease and restore health in local, national and global communities. This mission is accomplished through excellence in graduate teaching, and through public health research to develop or implement evidence-based lifestyle solutions to improve health while addressing public health problems from a holistic perspective. We offer a distinctive program with a concentration in Nutrition & Wellness providing a unique emphasis in vegetarian nutrition. See the Department of Public Health Nutrition and Wellness Website for the statement of value and goals of the program.

Delivery: This program is offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time.

Total Credits: 42

Degree Requirements

In addition to the Graduate Academic Requirements for graduate degrees the following departmental requirements should be noted:

A minimum of 42 semester credits
Public Health Core - 17 Credits
Research - 8 Credits
Concentration - 15 Credits
Practicum - 2 Credits
Culminating Activity

Public Health Core - 17

PBHL 500 - Introduction to Public Health **Credits: 2**
PBHL 511 - Biostatistics **Credits: 3**
PBHL 521 - Principles of Epidemiology **Credits: 3**
PBHL 525 - Principles of Environmental Health **Credits: 3**
PBHL 531 - Principles of Health Behavior **Credits: 3**
PBHL 535 - Principles of Health Administration **Credits: 3**

Research - 8

FDNT 560 - Health Research Methods **Credits: 3**
FDNT 680 - Research Seminar **Credits: 1**
4 Credits of PBHL 698 - Capstone Research Project **Credits: 1-3**

Concentration - 15

FDNT 565 - Current Issues in Nutrition and Wellness **Credits: 3**
FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits: 3**
FTES 510 - Fitness and Health Promotion **Credits: 2**
PBHL 540 - Grant Writing **Credits: 2**
PBHL 545 - Program Planning and Evaluation **Credits: 3**
2 Credits of PBHL 646 - Integration of Spirituality in Health Care **Credits: 2**

Practicum - 2

2 Credit of PBHL 580 - Field Practicum **Credits: 2**
(200 hours)

Culminating Activity

Student is required to demonstrate ability to integrate specific areas of public health: Administration, Epidemiology, Statistics, Environmental Health, Health Behavior and Nutrition during culminating activity experiences.

Culminating activity includes: A written comprehensive exam, field experience/research project/dietetic internship after completion of all courses,

professional portfolio, and an exit interview with the department chairman at conclusion of program.

Admission Requirements

To be eligible for admission to the MPH program, you must have completed a bachelor's degree or equivalent with a grade point average (GPA) of 3.0 or better (on a 4.0 scale). A limited number of students whose background and experience show potential for success but whose GPAs are less than 3.0 may be admitted on a provisional basis. A candidate who has a bachelor degree but without the prerequisites below may also be admitted on a provisional basis.

For details on applying to the program and admission requirements, go to the School of Graduate Studies website.

Corequisites

The candidate is required to have completed the courses listed below at the undergraduate level:

- Biology or Physiology or Anatomy and Physiology
- Two courses in nutrition: One introductory nutrition course similar to FDNT 230 Nutrition or equivalent and one intermediate level nutrition course similar to FDNT 310 Nutrition in the Life Cycle or equivalent.

Masters Dual Degrees

Master of Public Health/ Master of Divinity Dual Degree MPH/MDiv

Andrews University has established a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition, & Wellness in the School of Health Professions. Students are able to complete two degrees in 4 years; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition & Wellness. The MDiv is available on campus while the MPH courses are in an online format. Completion of the dual degree requires strict adherence to course sequence and curriculum design as students will travel as a cohort through each program.

If in the United States, International Students need to take courses concurrently with MDiv courses to maintain their Student Visa status.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition and Wellness in the School of Health Professions. Students can potentially complete the two degrees (MDiv/MPH) in 4 years or less; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition and Wellness .

This dual degree is designed to prepare students for various forms of ministry in which public health skills and theology are needed. Likewise, it will also enable students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit. Furthermore, it will sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to prevention, nutrition, wellness, environmental health, and health behaviors.

Since the MDiv and MPH programs share certain cognate courses to achieve a more streamlined and efficient program, The MDiv degree must be conferred simultaneously with the MPH in order to fulfill the requirements of both degrees. In the event that the MPH was completed prior to enrollment in the MDiv, the cognate requirements for the MDiv will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 113

Graduation requirements consist of the satisfactory completion of 113 semester credits with an overall grade point average of 2.75 or better in the MDiv and 3.0 or

better in the MPH. 71 credits are MDiv credits, and 42 credits are Master of Public Health credits. 7 of those credits are shared between the MDiv and the MPH programs:

- FDNT 520 Vegetarian Nutrition and Disease Prevention (3 Cr) replaces CHMN 567 Health Ministry (1 Cr)
- 6 credits of MDiv electives are 6 MPH concentration credits

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

- 1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
OR Biblical Literacy Exam 80% - August
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2
OR Church Policy Exam 80% - August, September
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2
- 2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- 3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3
OR Adventist Heritage Placement Exam 80%
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.
- 2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3
- 2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3
- 2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2
- 2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2
- 2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (C- or higher)
OR Greek Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (C or higher)
OR Greek Placement Exam 60% or higher - May, August
- 2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3
- 2 Credits of OTST 565 - Pentateuch **Credits:** 3
- 3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (C- or higher)
OR Hebrew Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (C+ or higher)
OR Hebrew Placement Exam 65% or higher - May, August
- 3 Credits of THST 521 - Christian Theology I **Credits:** 2,3
- 3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

MDiv Degree Requirements: 69

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.
GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits: 2,3**

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law & Sabbath" from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits: 0**

Christian Ministry Credits: 18

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits: 3**

2 Credits of CHMN 543 - Christian Leadership in a Changing World **Credits: 2,3**

2 Credits of CHMN 555 - Pastoral Counseling **Credits: 2,3**

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits: 2-6**

CHMN 644 - Field Evangelism: Chaplaincy **Credits: 3**

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits: 3-6**

2 Credits of CHMN 560 - Theological Field Education **Credits: 1,2**

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

2 Credits of CHMN 523 - Worship: Word and Music **Credits: 2,3**

Choose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits: 2,3**

CHMN 607 - Preaching from the Old Testament **Credits: 2,3**

CHMN 609 - Media Ministry **Credits: 2,3**

CHMN 614 - Preaching from Daniel or Revelation **Credits: 2,3**

CHMN 627 - Black Preaching **Credits: 2,3**

CHMN 632 - Contextualized Preaching: _____ **Credits: 2,3**

CHMN 633 - Preaching the Literary Forms of the Bible **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 637 - Seminar in Preaching **Credits: 2,3**

Choose one 2 credit Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education **Credits: 2-8**

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits: 2,3**

CHMN 606 - Mission-Shaped Church Planting **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 641 - Practicum in Military Chaplaincy **Credits: 2-8**

CHMN 656 - Evangelistic Small Groups **Credits: 2,3**

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3** Must be taken in entry semester (Fall or Spring) of MDiv Program

2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**

2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits: 2,3**

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**

2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits: 2**

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 **Credits: 2,3**

CHIS 609 - The Church in the Middle Ages **Credits: 2,3**

CHIS 620 - Seminar in Christian Biography **Credits: 2,3**

CHIS 625 - Seminar in Church-State Thought **Credits: 2,3**

CHIS 629 - History of Christian Spirituality **Credits: 2,3**

CHIS 630 - History of Jewish Experience **Credits: 2,3**

CHIS 634 - Reformation Theology **Credits: 2,3**

CHIS 635 - History of the African American Churches **Credits: 2,3**

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

CHIS 640 - Reformation: _____ **Credits: 2,3**

CHIS 650 - English Reformation and Rise of Puritanism **Credits: 2,3**

CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits: 3**

CHIS 655 - Wesley and Methodism **Credits: 2,3**

CHIS 657 - Seminar in Reformation Theology **Credits: 3**

CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits: 3**

CHIS 660 - History of Religion in America **Credits: 2,3**

CHIS 664 - History of American Religious Thought **Credits: 2,3**

CHIS 665 - Modern Church History **Credits: 2,3**

CHIS 668 - History of Religious Liberty **Credits: 2,3**

CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits: 2,3**

CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 680 - History of Sabbath and Sunday **Credits: 2,3**

CHIS 682 - Seminar in Church History **Credits: 3**

CHIS 683 - The Pastor, Church and Civil Law **Credits: 3**

CHIS 684 - Seminar in History of Sabbath and Sunday **Credits: 3**

CHIS 685 - Studies in Church History **Credits: 2,3**

CHIS 686 - Development of Prophetic Interpretation **Credits: 2,3**

CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits: 2,3**

CHIS 688 - Contemporary Trends **Credits: 2,3**

CHIS 689 - History of Worship and Liturgy **Credits: 3**

CHIS 690 - Independent Study **Credits: 1-3**

World Mission Credits: 6

MSSN 546 - Mission in Cultural and Religious Context **Credits: 3**

MSSN 561 - Christian Witness and World Religions **Credits: 3**

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins **Credits: 2,3**

3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits: 3**

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

THST 615 - Doctrine of the Church **Credits: 2,3**

THST 616 - Doctrine of God **Credits: 2,3**

THST 617 - The Works of God **Credits: 2,3**

THST 618 - The Works of Christ **Credits: 2,3**

THST 619 - Principles and Methods of Theology **Credits: 2,3**

THST 630 - Doctrine of Christ **Credits: 2,3**

THST 637 - Biblical Eschatology **Credits: 2,3**

THST 639 - Doctrine of the Holy Spirit **Credits: 2,3**

THST 640 - Doctrine of Salvation **Credits: 2,3**

THST 647 - Human Nature and Destiny **Credits: 2,3**

THST 649 - Seminar in Theological

Issues: _____ **Credits: 2,3**

THST 678 - Science and Religion **Credits: 2,3**

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

THST 623 - Contemporary Adventist Theological Issues **Credits: 2,3**

THST 624 - Protestant Theological Heritage **Credits: 2,3**

THST 625 - Early Christian Theology **Credits: 2,3**

THST 626 - Modern Christian Theology **Credits: 2,3**

THST 627 - Roman Catholic Life & Thought **Credits: 2,3**

THST 628 - Contemporary Theology **Credits: 2,3**

THST 629 - History and Theology of Ecumenism **Credits:** 2,3
 THST 656 - Seminar in Historical
 Theology: _____ **Credits:** 2,3
 THST 667 - Postmodernism and the Church **Credits:** 2,3
 THST 676 - History of Philosophy **Credits:** 2,3
 3 Credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3
OR Students who have taken an undergraduate course in Ethics may
 choose an advanced Ethics course in place of the required THST605
 Principles of Christian Ethics.

**For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core
 Elective (THST List C):**

THST 600 - Christian Personal Ethics **Credits:** 2,3
 THST 634 - Christian Social Ethics **Credits:** 2,3
 THST 643 - Christian Professional Ethics **Credits:** 2,3
 THST 644 - Theological Ethics **Credits:** 2,3
 THST 659 - Seminar in Philosophy, Theology, and
 Ethics: _____ **Credits:** 2,3
 THST 660 - Church and Society **Credits:** 2,3
 CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits:** 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for
 Greek Language and/or other course prerequisites.

**One of the following MUST be taken to fulfill a New Testament Core
 Elective:**

NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)
OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective
- Intermediate Greek proficiency required. (NTST List A):

NTST 645 - Hebrews **Credits:** 2,3
 NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3
 NTST 648 - Revelation **Credits:** 2,3
 NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3
 NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3
 NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3
 NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective
- Intermediate Greek proficiency required. (NTST List B):

NTST 613 - Love, Marriage and Divorce **Credits:** 2,3
 NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3
 NTST 616 - Theology of Luke-Acts **Credits:** 2,3
 NTST 623 - New Testament Theology of Prayer **Credits:** 2,3
 NTST 627 - New Testament Theology of Salvation **Credits:** 2,3
 NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3
 NTST 629 - New Testament Ecclesiology **Credits:** 2,3
 NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3
 NTST 633 - Social Issues in the New Testament **Credits:** 2,3
 NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3
 NTST 641 - Theology of the Johannine Writings **Credits:** 2,3
 NTST 647 - Eschatology **Credits:** 2,3
 NTST 667 - Topics in New Testament Theology **Credits:** 2,3
 NTST 668 - New Testament Ethics **Credits:** 2,3
 NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3
 NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3
 NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

**Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective
 (NTST List C):**

NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3
 NTST 615 - New Testament Archaeology **Credits:** 2,3
 NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
 NTST 635 - Intertestamental Literature **Credits:** 2,3
 NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3
 NTST 654 - Second Century Christianity **Credits:** 2,3
 NTST 680 - Greco-Roman World **Credits:** 2,3
 NTST 684 - Judaism and the New Testament **Credits:** 2,3
 NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3
 NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for
 Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective
- Intermediate Hebrew proficiency required (OTST List A):

OTST 628 - Methods of OT Exegesis **Credits:** 2,3
 OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3
 OTST 664 - Pentateuch **Credits:** 3
 OTST 666 - Historical Books **Credits:** 3
 OTST 668 - Psalms/Wisdom Literature **Credits:** 3
 OTST 675 - Minor Prophets **Credits:** 3
 OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3
 OTST 686 - Major Prophets **Credits:** 3

**Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics
 Core Elective - Intermediate Hebrew proficiency required (OTST List B):**

OTST 619 - Theology of the Old Testament **Credits:** 2,3
 OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3
 OTST 627 - Jewish Life and Thought **Credits:** 2,3
 OTST 685 - Principles of Hermeneutics **Credits:** 2,3
 2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3

OR Students who have taken an undergraduate course in Biblical
 Archaeology may choose an advanced Archaeology course in place of the
 required **OTST510 Archaeology & the Bible.**

**For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical
 Archaeology Core Elective (OTST List C):**

NTST 615 - New Testament Archaeology **Credits:** 2,3
 OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3
 OTST 604 - History of the Ancient Near East **Credits:** 2,3
 OTST 635 - History of Israel **Credits:** 2,3

Master of Public Health (MPH) Requirements Credits: 42

MPH Core Requirements Credits: 17

PBHL 500 - Introduction to Public Health **Credits:** 2
 PBHL 511 - Biostatistics **Credits:** 3
 PBHL 521 - Principles of Epidemiology **Credits:** 3
 PBHL 525 - Principles of Environmental Health **Credits:** 3
 PBHL 531 - Principles of Health Behavior **Credits:** 3
 PBHL 535 - Principles of Health Administration **Credits:** 3

Research Credits: 4

FDNT 560 - Health Research Methods **Credits:** 3
 FDNT 680 - Research Seminar **Credits:** 1

Concentration Credits: 15

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3
 FDNT 565 - Current Issues in Nutrition and Wellness **Credits:** 3
 FTES 510 - Fitness and Health Promotion **Credits:** 2
 PBHL 540 - Grant Writing **Credits:** 2
 PBHL 545 - Program Planning and Evaluation **Credits:** 3
 2 Credits of PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

Practicum Credits: 6

2 Credits of PBHL 580 - Field Practicum **Credits:** 2
 4 Credits of PBHL 698 - Capstone Research Project **Credits:** 1–3

Certification

The curriculum for the MPH is designed to help prepare students to take the
 Certified Health Education Specialist Exam (CHES) administered by the National
 Commission for Health Education Credentialing (NCHEC).

Studentes will be expected to meet the Seven Areas of Responsibility of a Health
 Education Specialist.

- Assessing individual and community needs for health education.
- Planning effective health education programs.
- Implementing health education programs.
- Evaluating effectiveness of health education programs.
- Coordinating provision for health education services.
- Acting as a resource person in health education.
- Communicating health and education needs, concerns and resources.

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

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.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations

Church board where the applicant is a member

Church administrator, pastor, or elder

General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

TOEFL Paper-based - 565

TOEFL Internet-based - 85

MELAB - 81

IELTS - 6.5

PTE - 58

Master of Public Health

Baccalaureate Degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Undergraduate GPA: A minimum GPA of 3.00.

Recommendations: Three recommendations are required from professionals—such as advisors, major professors, and employers—excluding relatives. You are asked to provide names and email addresses on the online application, and then recommenders will receive an email with a direct link to the form.

Resume or Curriculum Vitae

Statement of Purpose

English Proficiency: Students whose language of instruction is not English must demonstrate English proficiency by meeting the TOEFL minimum scores. To learn more please visit our entrance exams page.

Corequisites:

Biology or Anatomy & Physiology or Physiology course

Two nutrition courses

Program Objectives

To prepare students for various forms of ministry in which public health skills and theology are needed.

To enable students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit.

To sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to nutrition, prevention, wellness, environmental health, and health behaviors.

Certificates

Nutrition & Dietetics Graduate Certificate (Dietetic Internship)

Program Description

The Andrews University Internship Program of Nutrition and Dietetics is a post-baccalaureate, supervised practice program that qualifies graduates to take the examination to become a Registered Dietitian Nutritionist. Dietetic Interns enroll in a full-time program requiring 40 hours of participation per week for 32 weeks. The program goals reflect the major points of our philosophy: quality instruction with broad-based training concurrent with ongoing supervision, feedback, and evaluation.

Certificate Requirements - 12

The program is comprised of a three-day orientation at Andrews University as well as, 5 months of clinical nutrition, 2 months of foodservice management, and 1 month of community nutrition at the internship site. Each rotation contains a series of competencies, objectives, activities, and assignments that must be completed in order to receive credit for the hours completed. Formal evaluations will be received by each intern at the end of each rotation, and will indicate whether or not the intern has successfully completed the competencies and objectives for that particular rotation. All interns will complete at least 1200 supervised practice hours during the 32-week period. Weekly reports completed by interns are sent to the program director to monitor intern progress and compliance with all policies. Intern progress will be evaluated by the preceptors following each rotation and there will be a formal evaluation between the intern and site coordinator at midterm and again at the end of the program.

FDNT 595 - Graduate Certificate Internship I **Credits:** 6

FDNT 596 - Graduate Certificate Internship II **Credits:** 6

Registration Examination Eligibility

At the successful completion of all program requirements, interns are eligible for a verification statement and allowed to sit for the Registration Examination for Dietitians.

Admission Requirements

Students who have successfully completed a B.S. degree in Nutrition and Dietetics can apply to a supervised practice, hands-on experience in the Internship program. The internship enables the student to be eligible to take the Registration Exam for Dietitians to become a Registered Dietitian Nutritionist. The internship is an 8-month supervised practice program that is conducted at an affiliated hospital. Students must apply to the internship online through DICAS (Dietetic Internship Centralized Application System) and register for internship matching with D&D Digital (www.dnddigital.com)

Additional Information

Accreditation

The Internship Program at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

Nutrition

FDNT 118 - The Profession of Dietetics

Credits: 1

A discussion of the dietetics profession and the role of the dietitian within the health-care team. Ethical concerns in the practice of dietetics.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

Term Offering: Spring

College Code: SHP

FDNT 124 - Food Science

Credits: 3

Chemical and physical properties of foods that affect food handling, preparation, and preservation. Lab procedures apply the principles studied to the preparation of foods.

Lecture/Lab: Weekly: 2 lectures and a 3-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: SHP

FDNT 230 - Nutrition

Credits: 3

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240.

Lecture/Lab: Weekly: 3 lectures

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

Term Offering: Fall, Spring

College Code: SHP

FDNT 240 - Nutrition Laboratory

Credits: 1

Discovering principles of nutrition science in the laboratory.

Lecture/Lab: Weekly: 3-hour lab. Lab required for those students needing life science general education credit.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lab, Self-Paced

Term Offering: Fall, Spring

College Code: SHP

FDNT 310 - Nutrition in the Life Cycle

Credits: 3

Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural, and psychological factors on food and nutritional behavior.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FDNT 230.

Schedule Type: Lecture, Self-Paced

Term Offering: Fall

College Code: SHP

FDNT 351 - Food Service Management I

Credits: 3

Introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations.

Lecture/Lab: Weekly: 2-hour lecture and a 3 to 4 hour practicum

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Corequisite(s): FDNT 124, BIOL 260

Prerequisite(s): MATH 145 or equivalent, and a passing grade of 85% on a departmental math skills test.

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: SHP

FDNT 352 - Food Service Management II

Credits: 3

Application of management functions and principles to foodservice organizations. Specific attention to marketing processes, CQI, and integration of foodservice subsystems. Includes the management of human, material, spatial, and financial resources in environmentally responsible ways.

Lecture/Lab: Weekly: 2-hour lecture and up to 4-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FDNT 351; BSAD 355.

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Spring

College Code: SHP

FDNT 415 - Professional Experience

Credits: 1–4

A supervised lab experience introducing the student to the role of a professional in the workplace.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

Term Offering: Fall, Spring

College Code: SHP

FDNT 421 - Community Nutrition I

Credits: 2

Principles for presenting nutrition information to individuals and groups. Community assessment and planning a community nutrition program.

Lecture/Lab: Weekly: 1-hour lecture and a 3-hour lab

Course/Lab Fee: Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FDNT 310. FallOffered alternate years

Schedule Type: Lecture/Lab

Year Offering: Alternate years

Term Offering: Fall

College Code: SHP

FDNT 422 - Community Nutrition II

Credits: 2

Analysis of local and national nutrition programs and services. Impact of nutrition policies on community health. Implementing and evaluating a community nutrition program.

Lecture/Lab: Weekly: 1-hour lecture and a 3-hour lab

Course/Lab Fee: Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Course Attribute: Service course

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FDNT 421.

Schedule Type: Lecture, Lab

Year Offering: Alternate years

Term Offering: Spring

College Code: SHP

FDNT 440 - Topics in

Credits: 1–3

Selected topics in nutrition.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: SHP

FDNT 441 - Medical Nutrition Therapy I

Credits: 3

Introduction to medical nutrition therapy. Medical terminology for healthcare professionals. Assessment of nutritional status by various methods. Development

of nutritional care plans. Theory and techniques of counseling in various settings.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 310 , FDNT 485
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FDNT 442 - Medical Nutrition Therapy II

Credits: 3
Implement medical nutrition therapy through the assessment of nutritional status and development of care plans for a variety of clinical conditions, such as chronic diseases, oncology, nutrition support, and renal disease.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 441.
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FDNT 448 - Nutrition and Wellness

Credits: 3
The dietary factors associated with the major chronic diseases of Western society. The use of plant-based diets in health promotion and disease prevention. Discussion of herbal therapies.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 230.
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FDNT 451 - Medical Nutrition Therapy I Lab

Credits: 1
Review of care plans and case studies

Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Corequisite(s): FDNT 441
Schedule Type: Lab
Term Offering: Fall
College Code: SHP

FDNT 452 - Medical Nutrition Therapy II Lab

Credits: 1
Analysis of care plans and care studies.

Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Corequisite(s): FDNT 442
Schedule Type: Lab
Term Offering: Spring
College Code: SHP

FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings

Credits: 1
Review of contemporary issues and/or current literature in nutrition. An analysis of the nutrition and health writings of Ellen G. White to determine the meaning and importance of her writings within their cultural context and provide a comparison to modern day literature.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Seminar

Term Offering: Spring
College Code: SHP

FDNT 469 - International Nutrition

Credits: 2,3
A study of world food production, supply, storage, and marketing. Causes and symptoms of nutritional deficiencies in the developing world. Diseases of the affluent. Effects of nutritional deprivation on health and productivity. Effects of social and cultural factors in nutrition.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FDNT 476 - Nutrition and Aging

Credits: 2
Physiological changes in aging. Food-selection patterns, nutritional needs, nutritional disorders, and chronic diseases.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 230.
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FDNT 478 - Study Tour:

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 4 credits
Schedule Type: Blended Learning
College Code: SHP

FDNT 485 - Nutrition and Metabolism

Credits: 3
Study of the nutrients and their functions within the living cell and the complex organism. Discussion of the major metabolic pathways.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): BCHM 120, FDNT 230.
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FDNT 490 - Dietetic Program Review

Credits: 1
A comprehensive review of the major elements of the undergraduate dietetics program (DPD). The senior comprehensive exam will be given at the end of the semester.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Lecture
College Code: SHP

FDNT 495 - Independent Study/Readings

Credits: 1–3
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 4 credits in independent study and 4 credits in readings on nutrition and dietetics
Schedule Type: Independent

Special Approval: Instructor permission required.

College Code: SHP

FDNT 497 - Internship

Credits: 2

Supervised field experience in an approved health institution or health promotion program for a total of 200 hours. Application of knowledge and competencies learned in the health program.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Practicum

College Code: SHP

FDNT 498 - Research Methods

Credits: 2

A study of research methodology, survey methods, and applied statistics as they relate to dietetics.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

Term Offering: Fall

College Code: SHP

FDNT 499 - Research Project in Nutrition Science & Dietetics

Credits: 1–3

A research project in Nutrition Science & Dietetics supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take research project courses up to 6 credits with no more than 3 credits per semester. Recommendation: Consult with faculty before registering.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Instructor permission required.

College Code: SHP

FDNT 520 - Vegetarian Nutrition and Disease Prevention

Credits: 3

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The role of plant-based diets and exercise in health promotion and prevention of major chronic diseases of affluent societies. The impact of complementary nutrition on personal health.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SHP

FDNT 540 - Maternal and Child Nutrition

Credits: 2

Role of nutrition in human growth and development, with emphasis on prenatal period, infancy, childhood, and adolescence.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FDNT 545 - Nutrition and Wellness Programs

Credits: 2–4

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Development of nutrition and wellness programs for community groups emphasizing health promotion. Includes participation in community assessment, program planning, implementation, and evaluation of a program.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FDNT 448.

Repeatable: Repeatable up to 4 credits

Schedule Type: Lecture, Interactive Online

College Code: SHP

FDNT 555 - Advanced Human Nutrition I

Credits: 3

Functions and nutritional metabolism of simple and complex carbohydrates, lipids, amino acids, and proteins. Public health applications.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): A course in biochemistry.

Schedule Type: Lecture

Term Offering: Fall

College Code: SHP

FDNT 556 - Advanced Human Nutrition II

Credits: 3

Functions and nutritional metabolism and interactions of fat-soluble and water-soluble vitamins, minerals, and trace minerals. Public health applications.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): A course in biochemistry.

Repeatable: Repeatable

Schedule Type: Lecture

Term Offering: Spring

College Code: SHP

FDNT 560 - Health Research Methods

Credits: 3

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The study of research methodology, statistical analysis, and the evaluation of research papers.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SHP

FDNT 565 - Current Issues in Nutrition and Wellness

Credits: 3

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Discussion of current issues in nutrition, food safety, public health, and wellness.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): FDNT 230.

Schedule Type: Lecture, Interactive Online

Term Offering: Spring

College Code: SHP

FDNT 570 - Maternal and Child Health

Credits: 3

Preventive health care and conditions necessary for mother and child well-being in developing countries. Community-based interventions for child survival. Management of maternal and child health programs.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FDNT 585 - Topics in _____

Credits: 1–4

Selected topics in the areas of nutrition and wellness.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable up to 6 credits

Schedule Type: Lecture, Blended Learning

College Code: SHP

FDNT 586 - Professional Experience

Credits: 1–4

Opportunities for unique supervised practical experiences in various organizations to introduce the student to the role of a professional. A maximum of 4 credits per semester can be taken.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

College Code: SHP

FDNT 595 - Graduate Certificate Internship I

Credits: 6

The Internship Program, during the fall semester, will cover the community and food service rotations. The community rotations will take place in WIC clinics,

wellness programs and school lunch programs. Interns will be teaching nutrition classes to members of the community and will learn how to develop wellness activities. During the food service rotations the interns will learn a variety of food service management skills; this rotation will occur in a hospital or university setting. Interns are required to pass 2 online tests in community and food service areas for the completion of the fall semester. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

FDNT 596 - Graduate Certificate Internship II

Credits: 6
The Internship Program, during the spring semester, will be completely dedicated to the Medical Nutrition Therapy rotations. Interns will learn how to assess and counsel patients with a variety of health conditions. Interns are required to pass a clinical online test and a comprehensive test that will cover the 3 major areas: food service, community and MNT for the completion of the spring semester. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

FDNT 600 - Research Design

Credits: 1
Criteria for the organization, analysis, and reporting of research in nutrition. Preparation of a proposal for a master's thesis or project.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 498 or equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FDNT 648 - Workshop

Credits: 1–4
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SHP

FDNT 650 - Project Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 655 - Program Continuation

Credits: 0
Students may register for this non-credit continuation course to maintain active status. Please refer to Active Status for additional information. Registration does not indicate full-time status.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 660 - Thesis Continuation

Credits: 0
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 665 - Preparation for Comprehensive Exams

Credits: 0
Advisor approval required. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 670 - Comprehensive Exam

Credits: 0
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 680 - Research Seminar

Credits: 1
Individual reports and discussion of recent research data. (Repeatable)

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Prerequisite(s): Consent of instructor required.
Repeatable: Repeatable up to 2 credits
Schedule Type: Seminar, Interactive Online
College Code: SHP

FDNT 690 - Independent Study

Credits: 1–6
Individual study and/or research. Consent of instructor required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SHP

FDNT 698 - Research Project

Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Provides students with guidelines and supervision for data collection, analysis, project preparation and oral presentation.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SHP

FDNT 699 - Master's Thesis

Credits: 3–6
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Independent
College Code: SHP

Fitness & Exercise Studies

FTES 106 - Beginning Basketball

Credits: 1
Instruction in the fundamental skills of shooting, passing, ball-handling, man-to-man defensive play, basic rules, offensive strategy, basic rules and team play.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 107 - Beginning Volleyball

Credits: 1
Instruction in the basic skills of serving, setting, passing and spiking, and the basic instruction on rules, and 2-, 3-, 4-, and 6-person team play.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 109 - Beginning Softball

Credits: 1
Instruction in the fundamental skills of throwing, catching, base running, batting and fielding of ground and fly balls. Position play, game situation drills, scrimmages and rules are covered. Student must supply own glove.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 114 - Soccer

Credits: 1
Learning the fundamental skills of ball control, passing, blocking and shooting goals. Indoor or outdoor games depending upon the season and weather.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 115 - Disc Sports

Credits: 1
Development of basic skills for "Disc Sports" like disc golf and ultimate frisbee. Students will learn the basic strokes, rules and techniques to allow them to be proficient in these lifetime activities.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 116 - Weight Control

Credits: 1
Study of the factors involved in weight loss and health improvement using a combination of concepts and applications in physical fitness, healthy nutrition and self-control. Cardiovascular, strength and flexibility exercises will be introduced and practiced throughout this course.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 118 - Badminton

Credits: 1
Analysis and practice of basic strokes, singles and doubles play, strategy and rule interpretations.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 119 - Tennis

Credits: 1
Instruction in the fundamental skills of ground strokes, serving, volleying, team play, basic strategy and rules. Students must supply their own racquet and balls.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 120 - Scuba

Credits: 1
An entry-level course in scuba diving. Includes instruction in the buddy system, dive planning, donning and removing equipment in the water, alternate air

sources, buddy breathing, entries, communication and navigation. Swimming pretest required. Students will earn scuba license upon completion. Additional fees apply.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 124 - Backpacking

Credits: 1
Students will gain knowledge of outdoor elements like one match and friction fires, orienteering, lightweight backpacking, and many other necessary skills. The class also uses and applies the current leave no trace principles and how they affect everyday life. The class culminates with a four-day backpacking trip that occurs over a long weekend where the skills and adventure of living outdoors are put into practice. The student will be responsible for providing their own backpack. The department will supply all necessary additional gear.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 125 - Canoeing

Credits: 1
Emphasis on precise canoe handling through paddle control. Based on traditional strokes. Practice conducted on local lakes and rivers. One all-day canoe trip or two half-day canoe trips are required.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FTES 126 - Cycling

Credits: 1
A study of the various types of cycling, cycling techniques and the proper maintenance of a bicycle.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 127 - Rock Climbing

Credits: 1
A safe introductory course that includes learning climbing skills, essential climbing knots, proper equipment and safety, and self-rescue.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 128 - Golf

Credits: 1
Study of the basic techniques of the golf swing. An introduction to the game, rules and etiquette of golf. Students must supply their own equipment.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 129 - Beginning Racquetball

Credits: 1
Introduction to basic strokes, singles and doubles play, strategy and rule interpretations. Students must supply their own racquet, balls and eye-guards.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 130 - Special Activities

Credits: 1

Special areas beyond normally offered courses: Cardinal Athletics, personalized fitness activities, horseback riding. Consult the current class schedule for activities offered each year.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Self-Paced

College Code: SHP

FTES 131 - Pilates

Credits: 1

The student will learn the Pilates fundamentals and essential mat work exercises, then work towards mastery of these basic skills. Pilates exercises help to strengthen core muscles and increase flexibility, endurance, posture and body awareness.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 132 - Cardio Kick

Credits: 1

The student will participate in a high-intensity, cardio workout utilizing kickboxing techniques and aerobic movements. In addition, the student will learn abdominal exercises and whole body strengthening exercises.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 135 - Self-Defense

Credits: 1

The purpose of this class is to provide the student with the appropriate level of knowledge and skills in self-defense. As a result of the class the student will improve his/her general physical fitness and skill performance. Principles, techniques and safe practices of self-defense will be taught.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 138 - Cardio Development

Credits: 1

A study of basic-fitness concepts and principles focused on cardiovascular endurance and flexibility. Students will be required to develop a personalized exercise program for physical fitness based on their current fitness level. Weekly independent workouts are required.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture, Interactive Online, Self-Paced

College Code: SHP

FTES 140 - Aqua Aerobics

Credits: 1

This course is designed to use water resistance and rhythmic movements for both low and non-weight bearing improvements in cardiovascular fitness, muscle strength and endurance as well as flexibility.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 144 - Floor Hockey

Credits: 1

Introduction to the game, including team composition, rules and fundamental skills.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 150 - Swimming

Credits: 1

Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate and advanced. No swimming ability necessary.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 174 - Cross-Country Skiing

Credits: 1

Instruction in cross-country skiing technique, conditioning, equipment and winter safety.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 205 - Fitness Conditioning

Credits: 1

This class is designed to inspire a lifelong fitness program using dynamic movements and natural body resistance. Will explore ways to gain maximum results using the minimal equipment, such as the new suspension system 'TRX.' All workouts will target the anaerobic zone while strength training.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 206 - Intermediate Basketball

Credits: 1

Analysis of and drills in fundamental skills, offensive and defensive strategies. Emphasis is given to team play.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 207 - Intermediate Volleyball

Credits: 1

Instruction in advanced team play, offensive and defensive strategies. Game scrimmages will help to perfect fundamental skills.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 210 - Personal Fitness Plan

Credits: 1

A study of basic-fitness concepts and principles in conjunction with a personalized exercise program for physical fitness. Weekly independent workouts are required.

Course/Lab Fee: Yes

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

FTES 214 - Weight Training and Conditioning (Men/Women)

Credits: 1

A study of the basic principles in strength training and conditioning for men and women as well as the application of different methods of muscular strength and endurance training.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

FTES 214-002 - Women's Strength Training and Toning

Credits: 1

A study of the basic principles in strength training and conditioning for men and women as well as the application of different methods of muscular strength and endurance training.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 240 - Gymnics

Credits: 0,1
The student will be a part of a demonstration acrobatic team that will perform for various audiences both spiritual and secular in nature. Students will learn to perform various acrobatics, increase their physical fitness level and learn teamwork. Students will develop tolerance both for others and for themselves as they become a part of the team and will have an opportunity to share what God has done and what He is ready to do again in their lives. Class meets four nights a week for 2 hours throughout the fall and spring semesters of the school year. Registration for this class is contingent upon being selected for the team following tryouts. All students on the team must register each semester. Course can be taken for credit one semester per academic year.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

FTES 266 - Officiating

Credits: 1
Practical field experience in officiating. Rules, officiating mechanics and signals, learned and practiced. MHSAA certification available. Certified officials have opportunities to earn up to \$50.00 a game for officiating elementary school, middle school and high school athletic contests.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Previous knowledge of the game and/or experience playing the game.
Schedule Type: Lecture
College Code: SHP

FTES 275 - Outdoor Trips-N-Treks:

Credits: 1
One- to two-week trips beyond the normally offered activity courses: Biking, Backpacking, Skiing. Consult the current class schedule for activities offered each year. Normally involves out-of-state destinations when school is not in regular session.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
Special Approval: Instructor permission required.

College Code: SHP

FTES 278 - Study Tour:

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SHP

FTES 300 - Lifeguarding

Credits: 1
Instruction in accident prevention, aquatic facility supervision, and water-rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): Ability to swim 500 yards in 10 minutes or less.
Schedule Type: Lecture, Lab
College Code: SHP

FTES 305 - Current Concepts and Applications in Physical Fitness

Credits: 3
A foundational course surveying the current trends and practices in the area of physical fitness. Understanding and critically analyzing the concepts, principles, and guidelines for fitness exercise and related activities.
510

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Term Offering: Fall
College Code: SHP

FTES 325 - Sports Nutrition

Credits: 3
A study of the association between nutrition and exercise performance. Metabolism of carbohydrates, fats, proteins, vitamins, minerals and water and their effect on training. Nutrition assessment of athletes and how to measure body composition. Sport specific nutrition recommendations and the use of ergogenic aids.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FDNT 230
Schedule Type: Lecture
College Code: SHP

FTES 330 - Outdoor Adventure

Credits: 1
Instruction in camping and outdoor techniques, open fire cooking, orienteering, backpacking, wilderness first aid and edible wild plants. Department supplies all necessary equipment except backpack. One weekend trip required where students will day hike and live outdoors.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

FTES 350 - Water Safety Instructor

Credits: 0,1
Instruction in techniques for teaching American Red Cross swimming courses. Current CPR certification required. Swimming pretest required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Lab
College Code: SHP

FTES 355 - Methods of Fitness Instruction

Credits: 3
A course providing knowledge and practical application for instructing safe and effective exercise programming for apparently healthy individuals. Teaching and evaluating of a variety of individual and group exercise sessions including several different types of physical activities.

Course/Lab Fee: Yes
Grade Mode: Normal (A-F,I,W)
Prerequisite(s): FTES 305.
Schedule Type: Lecture
Term Offering: Spring
College Code: SHP

FTES 389 - WSI Internship

Credits: 1
Students who have a current American Red Cross Water Safety Instructor's Certification or equivalent can take advantage of this opportunity. Participants will teach and organize a class of students for the Learn-To-Swim program. Teachers will be expected to provide lesson plans and teach all the required lessons.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

FTES 410 - Issues in Exercise Science

Credits: 2
Addresses a variety of current issues within exercise science in the 21st century related to special populations, weight management, nutrition, appropriate methods and safety.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

FTES 445 - Exercise Testing and Prescription

Credits: 3

The purpose of this course is to provide students with the skills and knowledge necessary for careers in the health/fitness and wellness setting, such as corporate wellness or a personal training facility. Specifically, students will obtain the skills needed to evaluate medical history questionnaires, administer preliminary health screening, administer fitness assessments, assess, design, and implement exercise programs for apparently healthy individuals and special populations, as well as skills needed to instruct various cardiorespiratory, resistance, and flexibility exercises. This course also prepares students for the American College of Sports Medicine Certified Exercise Physiologist Certification.

Grade Mode: Normal (A-F,I,W)**Schedule Type:** Lecture**College Code:** SHP**FTES 465 - Exercise Physiology****Credits:** 4

Study of the body's physiological response to exercise.

Lecture/Lab: Weekly: 3 lectures and a 3-hour lab**Course/Lab Fee:** Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): BIOL 221, BIOL 222 or equivalent. Must be a junior or senior to register for this course.

Schedule Type: Lecture, Lab**Term Offering:** Spring**College Code:** SHP**FTES 475 - Kinesiology****Credits:** 3

An understanding of how the structure of the humans body determines its function, how movement is produced, and how exercise can maintain, rehabilitate, and improve body structure.

Grade Mode: Normal (A-F,I,W)**Prerequisite(s):** BIOL 221, BIOL 222**Schedule Type:** Lecture/Lab**College Code:** SHP**FTES 490 - Exercise Science Program Review****Credits:** 1

This course will serve as a review for students to prepare for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (EP-C) examination, which will serve as an exit exam for Exercise Science majors. Students who pass the exam will be certified personal trainers (CPT) along with being certified to work with individuals with certain chronic illnesses (ie emphysema, arthritis, osteoporosis). The course will assist in portfolio completion and explain graduation requirements.

Grade Mode: Normal (A-F,I,W)**Schedule Type:** Lecture**College Code:** SHP**FTES 495 - Independent Study/Reading/Research/Project****Credits:** 1–4

Independent Study: Directed study in an area of interest resulting in a formal term paper. Independent Readings: Weekly meetings with the instructor for individual assignments and reports. Independent Research: Design and execution of an experiment or causal-comparative research. Independent Project: Practical or creative experience or project in consultation with instructor. Permission required from the instructor and department chair. Thirty hours of involvement required for each credit. Contract of proposed activity required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)**Repeatable:** Repeatable up to 4 credits**Schedule Type:** Independent**Term Offering:** Fall, Spring**College Code:** SHP**FTES 497 - Internship****Credits:** 2

Supervised field experience in an approved health, fitness or wellness facility engaged in a health promotion program for a total of 90 hours. Application of knowledge and competencies learned in the fitness and wellness program.

Grade Mode: Normal (A-F,I,W)**Repeatable:** Repeatable up to 4 credits**Schedule Type:** Practicum**Term Offering:** Fall, Spring, Summer**College Code:** SHP**FTES 499 - Research Project in Fitness & Exercise Science****Credits:** 1–3

A research project in *Fitness & Exercise Science* supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take research project courses up to 6 credits with no more than 3 credits per semester. Recommendation: Consult with faculty before registering.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)**Repeatable:** Repeatable**Schedule Type:** Independent**Special Approval:** Instructor permission required.**College Code:** SHP**FTES 510 - Fitness and Health Promotion****Credits:** 2

The role that fitness plays in promoting personal and community health. The challenges involved in achieving personal fitness and weight management.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)**Schedule Type:** Lecture, Interactive Online**College Code:** SHP

Health Education

HLED 120 - Fit for Life**Credits:** 1

A balanced up-to-date coverage of all critical areas of wellness including physical fitness, nutrition, weight management and stress, as well as the principles of health according to the Bible and Ellen G. White will be studied. Practical tools will be given to help adopt and model healthier lifestyles.

Course/Lab Fee: Yes**Grade Mode:** Normal (A-F,I,W)**Schedule Type:** Lecture, Interactive Online, Self-Paced**College Code:** SHP**HLED 210 - Philosophy of Health****Credits:** 3

The Biblical basis of health. A study of the historical development and basis of the health message in the Seventh-day Adventist Church. The role of health promotion in current society.

Grade Mode: Normal (A-F,I,W)**Schedule Type:** Lecture**College Code:** SHP**HLED 380 - Natural Therapies****Credits:** 3

The study of simple natural therapeutic remedies, including massage, hydrotherapy and herbal therapies.

Grade Mode: Normal (A-F,I,W)**Schedule Type:** Lecture**College Code:** SHP**HLED 411 - Community Health & Fitness I****Credits:** 2

In this course the Precede/Proceed Planning Model and other relevant health planning models are introduced and discussed. Students will design and evaluate professional health education programs in a variety of settings: school, worksite, medical care, and community. Students will learn to set behavioral and learning objectives as well as determine the appropriate intervention type based on various learning theories and strategies geared for specific populations.

Grade Mode: Normal (A-F,I,W)**Schedule Type:** Lecture/Lab**College Code:** SHP**HLED 412 - Community Health & Fitness II**

Credits: 2
This course reviews the methods and planning of community programs related to obesity prevention and lifestyle interventions conducted in multiple settings (e.g., individual, family, and community settings, as well as policy-level interventions). Topics include physical activity, nutrition, and weight-loss interventions in various populations. This course is intended to further enhance the student's skills in implementing and evaluating lifestyle interventions.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture/Lab
College Code: SHP

HLED 425 - Health & Fitness Evangelism

Credits: 3
Explores the principles and concepts of biblical evangelism and applies those teachings within the context of health and fitness in modern society. A deeper exploration of the practical applications of physical activity from the outset of the Seventh-day Adventist Church and how it applies to the current times. A strategic approach in developing modern methods for health and fitness evangelism to strengthen the "right arm" of the church's effort in ministry.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

HLED 445 - Consumer Health

Credits: 2
An analysis of the various fads in society today, and the methods and techniques used by promoters of healthcare products and services. A study of ways in which consumers are vulnerable to certain health claims and scams, and the protection provided to the consumer by governmental agencies.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

Public Health

PBHL 105 - Intro to Public Health

Credits: 3
Provides student with an overview of the field of public health. Major topics include: public health competencies, careers in public health, health disparities, cultural competence, and public health ethics. Current hot topics in public health; Public health policy challenges facing United States and the global community.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 308 - Environmental Health

Credits: 3
Presents concepts, principles, and applications that form the basis of environmental health. Describes environmental health hazards; the sources, and pathways of exposure. Describes methods of control of the principal physical, chemical, biologic, and sociologic factors that impact human health in ambient, indoor and occupational environments. Discusses strategies for preventing or controlling environmental health hazards that pose risk to human health.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 311 - Biostatistics

Credits: 3
Introduces statistical concepts and analytical methods as applied to data encountered in the discipline of public health. Emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences. Interprets statistical results from published public health data

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 315 - Environmental Toxicology

Credits: 3
Principles and mechanisms of toxicology as applied to environmentally encountered toxic agents. Toxicants of current public health importance and their pathologic effect on representative tissues and organs. Quantitate dose-response
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relationships; hazard and risk assessment; Determination of toxicity of environmental carcinogens, teratogens, mutagens, pesticides, metals, plastics, and organic solvents.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 320 - Water & Air Quality

Credits: 3
Principles and processes involved in providing safe and potable water supplies. Sources and characteristics of water and air pollutants & contaminants, and their effects on humans and the environment. Management of municipal liquid waste disposal. Methods used in sampling of pollutants, controls; and abatement of air-quality standards violations. Social and technical factors associated with nonindustrial, and indoor air-quality issues.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 321 - Epidemiology

Credits: 3
Introduces the basic principles and applications of epidemiology. Explains the role of epidemiology as the basic science for public health by discussing uses and applications of epidemiology in public health. Describes the distribution and determinants of disease in human populations. Introduces students to the theory, methods, and body of the knowledge of epidemiology.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 345 - Health Behavior & Chronic Diseases

Credits: 3
Examines the behavioral factors that influence health, with particular emphasis on chronic disease outcomes and lifestyle interventions. Discusses behavioral science theories & models along with principles of health research that determine health behavior.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 415 - Bio-terrorism and Preparedness

Credits: 3
Examines critical public health considerations and environmental health issues of concern in an emergency, or disaster. Describes public health responsibilities of assessment of water, food, shelter, sanitation in an emergency situation and prevention of communicable diseases. Utilizes case studies to provide practical application of the principles of bioterrorism and emergency preparedness during natural disasters.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 425 - Environmental Risk & Policy

Credits: 2
Describe principles and methods of risk assessment associated with human exposure to toxic chemicals and other environmental hazards. Quantitate risk-assessment methodologies and approaches. Define major environmental health policy challenges facing United States. Apply risk assessment and risk management concepts to develop effective guidelines and policies to mitigate and manage environmental and occupational hazards and improve health outcomes.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare

Credits: 3
Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare. Required course for all majors in the School of Health Professions with the exception of students transferring to AU in their senior year.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture
Term Offering: Fall, Spring
College Code: SHP

PBHL 445 - Environmental Sampling & Analysis

Credits: 2
Practical laboratory experience serves as an introduction to techniques used in measurement and evaluation of environmental health problems. Techniques pertinent to air, water, and food sanitation will be explored. Quantitates occupational stressors and radiological health.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 475 - Experiential Activities

Credits: 2
Students are required to complete a cumulative, integrative and scholarly (or applied) experience that serves as a capstone to the educational experience. Capstone can also be or inquiry project. These experiences may include, but are not limited to: internships, service learning projects, senior seminars, portfolio projects, and research papers or honors thesis. Program should encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PBHL 480 - Seminar in Current Environmental Health Topics

Credits: 1,2
Departmental seminar series devoted to topics in current environmental health research as presented by students, faculty, and guest speakers.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SHP

PBHL 500 - Introduction to Public Health

Credits: 2
Provides student with an overview of the field of public health. Major topics include: public health competencies, careers in public health, health disparities, cultural competence, and public health ethics.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 511 - Biostatistics

Credits: 3
Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data, and statistical inferences.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): MATH 165, STAT 285
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 521 - Principles of Epidemiology

Credits: 3
Introduces the basic principles and applications of epidemiology. Epidemiology is one of the pillars of public health. Describes the distribution and determinants of disease in human populations. Introduces students to the theory, methods, and body of knowledge of epidemiology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 525 - Principles of Environmental Health

Credits: 3
Presents concepts, principles, and applications that form the basis of environmental health. Describes the sources, pathways of exposure, and methods of control of the principal physical, chemical, biologic, and sociologic factors that impact human health in ambient, indoor and occupational environments.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 526 - Cultural Competence and Minority Health

Credits: 2
Overview of culture and diversity. Explore the determinants and elimination of health disparities and other topics related to minority health.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

PBHL 531 - Principles of Health Behavior

Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Examines the psycho-social, behavioral, and educational principles that determine health behavior. Describes the philosophical, ethical and theoretical foundations of health education in schools, community, work site and hospital settings.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 535 - Principles of Health Administration

Credits: 3
Describes the application of administrative theory to health delivery, policy, and planning. Examines structures and functions of management and their application in public health.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 540 - Grant Writing

Credits: 2
Overview of the basic principles and practice of effective health education and health promotion grant writing. Provides guidance for identifying potential funding sources and writing a grant proposal that is ready for submission.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 545 - Program Planning and Evaluation

Credits: 3
*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. Introduces principles of program development and evaluation. Develop a health promotion and education program with an evaluation component for community groups. Major topics includes: community needs and assets assessment; program planning, implementation and evaluation of a program.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 546 - Adventist Health and Healing

Credits: 3
Overview of the history the Adventist health message. Discussion of key features of the Adventist health message and application to health evangelism.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

PBHL 550 - Addictions Prevention and Treatment

Credits: 3
Discuss addictions theory, treatment and prevention programs.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 555 - Health Promotion and Education Seminar

Credits: 2
Develop capstone research project

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SHP

PBHL 575 - Integrated Public Health Capstone

Credits: 3

The Integrated Public Health Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that is of interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. Completion of the capstone project requires both written and oral components. The capstone is typically completed in the last two terms of the program. The project is done under the direction of a capstone advisor.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 580 - Field Practicum

Credits: 2

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. A minimum of 180 hours required per credit

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SHP

PBHL 646 - Integration of Spirituality in Health Care

Credits: 2

A discussion of spiritual values from a Christian perspective, how faith and Spirituality facilitates the healing process, and how they 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. (DPT and DScPT students register for PTH 646)

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 697 - Capstone Program Project

Credits: 1–3

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that are of interest to them. Completion of the capstone project requires both written and oral components. The capstone is completed in the last semester of the program. The project is done under the direction of a capstone project advisor.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SHP

PBHL 698 - Capstone Research Project

Credits: 1–3

*May assist students in achieving competencies needed for preparation to complete the Certified Health Education Specialist (CHES) exam. The Capstone project is a requirement for graduation for students in the MPH program. It is an opportunity for students to work on public health practice projects that are of interest to them. Completion of the capstone project requires both written and oral components. The capstone is completed in the last semester of the program. The project is done under the direction of a capstone project advisor.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SHP

Physical Therapy

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Berrien Springs MI 49104-0420
269-471-AUPT or 800-827-AUPT
FAX: 269-471-2866
<http://www.andrews.edu/shp/pt>
Admissions Fax: 269-471-2867
Admissions E-mail: pt-info@andrews.edu

Faculty

Kim Ferreira, *Chair, DPT Program Director*
Bill Scott, *Clinical Education Director*
Greg Almeter, *Orthopedic Musculoskeletal Coordinator*
Valerie Coolman, *Postprofessional Program Director*
Sozina Katuli, *Research Coordinator*
Caryn Pierce, *Behavioral Science Coordinator*
Elizabeth Oakley, *Clinical Science Coordinator*
Lee E. Olson, *Neuromuscular Coordinator*
Ryan Orrison, *Foundation Science Coordinator*
David P. Village, *General Medicine Coordinator*

Emeritus

John Carlos, Jr., PT, PhD - Professor of Physical Therapy, Emeritus
William C. Habenicht, MPH - Professor of Physical Therapy, Emeritus
Wayne L. Perry, PT, MBA, PhD - Professor of Physical Therapy, Emeritus

Mission

PT Mission - To empower students who dream of becoming excellent physical therapists.

PT Core Values - The core values of family-spirit, servant heart and inquisitive mind shape the culture of the department and the way in which we empower our students to become excellent physical therapists.

The Department of Physical Therapy provides a quality physical therapist education within a cooperative learning environment that promotes Christian values. The physical therapy department provides resources and encourages faculty to continue their educational, professional, and spiritual growth. The physical therapy faculty delivers, within a Christ-centered environment, the knowledge base and clinical skills that will prepare students for contemporary physical therapy practice. Physical therapy graduates will serve Christ as evidenced by their ministering to the needs of others through the delivery of effective professional healthcare. The physical therapy department faculty and graduates comprise a Christian network that is balanced in the development of the spiritual, mental, physical, and social life of its members.

Physical therapy is a health profession dedicated to evaluating, treating, and preventing physical injury and disease. Physical therapists design and implement the necessary therapeutic interventions to promote fitness, health and improve the quality of life in patients. They also become active in consultation, education and research.

Physical therapists work closely with their client's family, physician, and other members of the medical team to help their client return to their home environment and resume activities and relationships of normal daily living.

Academic Calendar. Contact the Department of Physical Therapy for academic dates.

Bachelors

Physical Therapy BHS (Interim Degree)

Students successfully completing the appropriate prerequisites, and PT-1 and PT-2 of the professional program (36 credits) qualify for the Bachelor of Health Science Degree. Successful completion of the BHS is defined as:

An earned minimum grade of "C+" (2.33) or "S" (in a "S/U" course) in each DPT program course. The BHS program courses include PTH 501, PTH 505, PTH 510, PTH 515, PTH 516, PTH 518, PTH 520, PTH 525, PTH 526, PTH 528, PTH 530, PTH 535, PTH 562, PTH 565, PTH 575, and PTH 580.

No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).

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.

Maintain a cumulative GPA of 3.00 or greater in all credits used to meet the BHS degree requirements.

Undergraduate DPT students entering the graduate phase of the program (PT-3) must have completed all requirements for their bachelor's degree and have their degree conferred.

Post-Masters

Physical Therapy DPT

This three-year program begins after a student completes 92 semester credits of specific college prerequisites. Students taking the appropriate prerequisites will earn a Bachelor of Health Science (BHS) after the first two semesters in the professional program and the DPT degree upon successful completion of the program. A previous bachelor's degree is not required, however applicants holding a bachelor's degree are eligible to apply as well. All core prerequisites must be completed within ten years prior to application.

Program Accreditation

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax, Alexandria, VA 22314. After receiving the DPT degree graduates may apply to take the physical therapy licensure exam in the state of their choice.

Information/Application Process

Please call 1-800-827-2878, e-mail pt-info@andrews.edu or visit <http://www.andrews.edu/shp/pt> for application instructions and admission requirements. Information is available by June of each year. Successful completion of prerequisite courses does not guarantee acceptance into the DPT program.

All applicants applying for admission to the DPT professional entry program must apply via the Physical Therapy Centralized Application Service at www.PTCAS.org. The soft due date for priority application processing is November 11, with the firm or final due date being January 15.

Admission Requirements

GPA: A minimum GPA of 3.20 is required in all core PT prerequisite courses. A grade of "C" or better is required for all other courses.

Graduate Record Exam (GRE): Submit scores from the General Test, taken less than 5 years prior to enrollment in the program. Required minimum scores are: Verbal and Quantitative scores of 142 *each*, and a Written score of 3.0.

Clinical Observation: Students must complete a minimum of 80 observation hours supervised by a licensed physical therapist in at least 3 different settings; at least 20 hours must be in an inpatient acute care or hospital setting. Please note that sub-acute, rehab, skilled nursing home or extended care facilities do not qualify as a hospital or acute care setting. See PTCAS for a copy of an Observation Hours Verification form.

Personal Interview: Applicants who meet eligibility requirements are invited for a personal interview. Phone interviews may be acceptable, though not preferred.

English Proficiency: Applicants who have been given any part of their education outside the U.S. or Canada or whose first language is not English must demonstrate English proficiency by providing evidence through one of the following methods. Exceptions may be granted by the Department of Physical Therapy on an individual basis. Test must be taken within one year prior to application. **TOEFL internet-based test (iBT) is preferred.** Official TOEFL scores must be sent directly to PTCAS from Educational Testing Service (ETS). The PTCAS ETS code is 531.

Minimum Requirements	
TOEFL Internet-based test (iBT)(preferred)	111 (minimum of 15 in Reading, 15 in Listening, 18 in Speaking and 17 in Writing)
TOEFL Paper-based test	640 (minimum of 56 in each section)
IELTS Academic Version	8.0
MELAB	92 (minimum of 80 in each section)

Prerequisite courses including general education requirements for students WITHOUT an earned bachelor's degree

Requires a minimum of 92 semester credits, with at least 15 credits being upper-division, including 9 in one content area or a minor. Applicants are considered when a minimum of 5 or more prerequisite science courses have been completed.

General Education Requirements
See professional program requirements and note the following **specific** requirements:

Religion:
one religion course per academic year of attendance at Andrews University.
Required course:
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Language/Communication:
professional degree requirements

History:
professional degree requirements

Fine Arts/Humanities:
professional degree requirements

Life/Physical Sciences:

Life Science:
A full sequence of Anatomy and Physiology with labs, **and**
Two additional human biology courses, one must be 3-semester credit *upper division* course, with lab.

Physical Science:
A full sequence of General Physics with labs, as required for pre-med students
A full sequence of General Chemistry with labs, as required for pre-med students

Mathematics:
A basic statistics or research methods course

Service:
fulfilled through professional components of the program

Social Sciences:

Psychology
An introductory psychology course.

Fitness Education:
Recommend Andrews freshmen take HLED 120 and one additional course from personal fitness, outdoor skills or team activity. Non-Andrews students take two from the three categories above.

Human Development:
A course which covers human development throughout the lifespan.

Medical Terminology:
A course in basic medical terminology. May be taken by distance learning.

Electives:
To fulfill the 92 total semester credits, some elective course suggestions include business, ethics, culture and diversity, arts and humanities, nutrition and physical activity courses.

Prerequisite courses for students WITH an earned bachelor's degree:

Life/Physical Sciences

Life Science:
A full sequence of Anatomy and Physiology with labs, **and**
Two additional human biology courses, one must be 3-semester credit *upper division* course, with lab.

Physical Science:
A full sequence of General Physics with labs, as required for pre-med students
A full sequence of General Chemistry with labs, as required for pre-med students

Mathematics:
A basic statistics or research methods course.

Social Sciences

Psychology
An introductory psychology course.

Human Development
A course which covers human development throughout the lifespan.

Medical Terminology:
A course in basic medical terminology. May be taken by distance learning.

DPT: Doctor of Physical Therapy

Upon successful completion of the professional phase of the program (116 credits) students earn the Doctor of Physical Therapy degree. All coursework scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion of the DPT program is defined as:
Completion of a bachelor's degree (BHS or other).

An earned minimum grade of "C+" (2.33) or "S" in each DPT program course.
DPT program courses include: PTH 501, PTH 505, PTH 510, PTH 515, PTH 516, PTH 518, PTH 520, PTH 525, PTH 526, PTH 528, PTH 530, PTH 535, PTH 540, PTH 562, PTH 565, PTH 575, PTH 580, PTH 601, PTH 602, PTH 610, PTH 611, PTH 612, PTH 616, PTH 617, PTH 620, PTH 622, PTH 625, PTH 627, PTH 632, PTH 635, PTH 637, PTH 640, PTH 645, PTH 646, PTH 647, PTH 650, PTH 651, PTH 652, PTH 661, PTH 662, PTH 680, PTH 711, PTH 712, PTH 721, PTH 722, PTH 726, PTH 736, PTH 743, PTH 765, PTH 768, PTH 770, PTH 799, PTH 870, PTH 880, PTH 881, PTH 882, PTH 883, PTH 884.

Maintain a cumulative DPT program GPA of 3.00.
No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).

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.

Satisfactory completion of the practical and written comprehensive exams:
PTH 770, PTH 870.

Satisfactory completion of a capstone project and presentation.
Satisfactory completion of five clinical education experiences and the associated "Clinical Performance Instrument."
Satisfactory completion of the Graduate Exit Survey.

Continued Enrollment Requirements
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.
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.
Students who receive less than a "C+" (2.33) or a "U" on a "S/U" course or clinical will be given "grade points" equal to the semester credit for the course. A student who accumulates six or more points will academically disqualify him/herself from continuing in the program.

PTH 501 - DPT Orientation **Credits:** 0
PTH 505 - Anatomy **Credits:** 4
PTH 510 - PT Assessment Skills **Credits:** 3
PTH 515 - Anatomy Laboratory **Credits:** 3

PTH 516 - Pathokinesiology **Credits:** 3
 PTH 518 - General Medicine **Credits:** 2
 PTH 520 - PT Assessment Skills Laboratory **Credits:** 3
 PTH 525 - Therapeutic Interventions **Credits:** 3
 PTH 526 - Pathokinesiology Laboratory **Credits:** 2
 PTH 528 - General Medicine Laboratory **Credits:** 1
 PTH 530 - Pathophysiology I **Credits:** 3
 PTH 535 - Therapeutic Interventions Laboratory **Credits:** 2
 PTH 540 - Pathophysiology II **Credits:** 2
 PTH 562 - Topics in Comparative Religion **Credits:** 2
 PTH 565 - Neuroscience and Motor Control **Credits:** 3
 PTH 575 - Neuroscience and Motor Control Laboratory **Credits:** 1
 PTH 580 - Introduction to Orthopedic Physical Therapy **Credits:** 1
 PTH 595 - Independent Study/Readings/Research/Projects **Credits:** 1–4
 PTH 601 - Orthopedics I **Credits:** 2
 PTH 602 - Orthopedics II **Credits:** 2
 PTH 610 - Principles of Therapeutic Exercise **Credits:** 2
 PTH 611 - Orthopedics I Laboratory **Credits:** 2
 PTH 612 - Orthopedics II Laboratory **Credits:** 2
 PTH 616 - Scholarly Inquiry and Dissemination I **Credits:** 1
 PTH 617 - Scholarly Inquiry and Dissemination II **Credits:** 1
 PTH 620 - Principles of Therapeutic Exercise Laboratory **Credits:** 2
 PTH 622 - Research Statistics **Credits:** 1
 PTH 625 - Cardiopulmonary **Credits:** 2
 PTH 627 - Orthotics and Prosthetics **Credits:** 1
 PTH 632 - Research Statistics Laboratory **Credits:** 1
 PTH 635 - Cardiopulmonary Laboratory **Credits:** 1
 PTH 637 - Orthotics and Prosthetics Laboratory **Credits:** 1
 PTH 640 - Pediatrics **Credits:** 2
 PTH 645 - PT Administration **Credits:** 3
 PTH 646 - Integration of Spirituality in Health Care **Credits:** 2,3
 PTH 647 - Differential Diagnosis **Credits:** 2,3
 PTH 650 - Pediatrics Laboratory **Credits:** 2
 PTH 651 - Neurology I **Credits:** 2
 PTH 652 - Neurology II **Credits:** 2
 PTH 661 - Neurology I Laboratory **Credits:** 2
 PTH 662 - Neurology II Laboratory **Credits:** 2
 PTH 680 - Clinical Practicum **Credits:** 2
 PTH 711 - Musculoskeletal Clinical Reasoning **Credits:** 1
 PTH 712 - Neuromuscular Clinical Reasoning **Credits:** 1
 PTH 721 - Musculoskeletal Clinical Reasoning Laboratory **Credits:** 1
 PTH 722 - Neuromuscular Clinical Reasoning Laboratory **Credits:** 1
 PTH 726 - Geriatrics **Credits:** 2
 PTH 736 - Psychosocial Issues in Healthcare **Credits:** 3
 PTH 743 - Health Promotion and Wellness **Credits:** 3
 PTH 765 - Ethical & Legal Issues in Healthcare **Credits:** 1
 PTH 768 - Professional Compendium **Credits:** 1
 PTH 770 - Practical Comprehensive Examination **Credits:** 0
 PTH 799 - Research Project (topic) **Credits:** 1–4
 PTH 870 - Written Comprehensive Examination **Credits:** 0
 PTH 880 - PT Seminar **Credits:** 1
 PTH 881 - Clinical Education I **Credits:** 4
 PTH 882 - Clinical Education II **Credits:** 4
 PTH 883 - Clinical Education III **Credits:** 5
 PTH 884 - Clinical Education IV **Credits:** 5

Physical Therapy DPT (Transitional, Distance Education)

Interactive Online Delivery

This program is delivered mostly online, but has 11 days of required on-campus attendance (see School of Distance Education and International Partnerships Definitions). There are two on campus sessions within the first year of the program, one in August for 5 days and the second in December for 6 days. All of the courses follow fixed enrollment with specific start and end dates. Participants interact with each other and with instructor throughout all courses. Students are encouraged to come to campus for graduation.

Total Credits - 35

Degree Core Requirements - 24

PTH 700 - Doctoral Colloquium **Credits:** 2
 PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
 PTH 744 - Principles of Contemporary Leadership **Credits:** 3
 2 credits of PTH 790 - Topics in _____ **Credits:** 1–12
 PTH 716 - Clinical Pharmacology **Credits:** 2
 3 Credits of PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3
 PTH 818 - Clinical Screening & Differential Diagnosis **Credits:** 3
 PTH 830 - Medical Diagnostics **Credits:** 2
 2 Credits of PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 1,2
 PTH 750 - Professional Communication & Consulting **Credits:** 2

Research Curriculum - 11

PTH 732 - Clinical Research **Credits:** 2
 PTH 840 - Advanced Topics in Clinical Research **Credits:** 3
 PTH 860 - Applications in Clinical Research **Credits:** 2
 4 credits of PTH 799 - Research Project (topic) **Credits:** 1–4

Admission Requirements

Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.

Students must have the equivalent of a four-year U.S. bachelor's degree. Students with a bachelor's degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.

Students must submit graduate application.

Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.

Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.

Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.

Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.

For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master's degree in physical therapy is required.

English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

Graduation Requirements

A minimum of 70% of credits must be taken at regular tuition for degree conferral.

No grade lower than "C" (2.00) in any course.

A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 4 credits of PTH 799 Research Project (topic)

Satisfactory completion of the program exit interview.

Physical Therapy DPT (Transitional, On-campus)

The transitional Doctor of Physical Therapy (t-DPT) is designed to provide advanced learning for practicing physical therapists. The t-DPT student will enhance their skills in medical screening, differential diagnosis, clinical leadership and administration, imaging and laboratory science, therapeutic exercise prescription, education and research.

This degree transitions the clinician to the academic standard of the entry-level DPT graduate and truly trains the clinician to become a direct access practitioner.

Total Credits - 35

Degree Core Requirements - 24

PTH 700 - Doctoral Colloquium **Credits:** 2
PTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic **Credits:** 3
PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
PTH 744 - Principles of Contemporary Leadership **Credits:** 3
PTH 716 - Clinical Pharmacology **Credits:** 2
3 Credits of PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3
2 Credits of PTH 647 - Differential Diagnosis **Credits:** 2,3
PTH 830 - Medical Diagnostics **Credits:** 2
2 Credits of PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 1,2

Program Elective - 2 Plus two approved elective credits.

Research Curriculum - 11

PTH 732 - Clinical Research **Credits:** 2
PTH 840 - Advanced Topics in Clinical Research **Credits:** 3
PTH 860 - Applications in Clinical Research **Credits:** 2
4 credits of PTH 799 - Research Project (topic) **Credits:** 1–4

Admission Requirements

- Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.
- Students must have the equivalent of a four-year U.S. bachelor's degree. Students with a bachelor's degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.
- Students must submit graduate application.
- Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.
- Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.
- Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.
- Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.
- For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master's degree in physical therapy is required.
- English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

Graduation Requirements

- A minimum of 70% of credits must be taken at regular tuition for degree conferral.
- No grade lower than "C" (2.00) in any course.
- A minimum cumulative GPA of 3.00.

- Successful completion of the capstone project. Completed by registering for 4 credits of PTH 799 Research Project (topic)
- Satisfactory completion of the program exit interview.

Physical Therapy, Orthopedic Manual Therapy Concentration DScPT (Distance Education)

Interactive Online Delivery

This program is delivered mostly in an interactive online format, but has nine sessions of required on-campus attendance (see School of Distance Education and International Partnerships Definitions). All of the the courses follow fixed enrollment with specific start and end dates. Participants interact with each other and with instructor throughout all courses. Students are encouraged to come to campus for graduation.

Program Description

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.

Option 1: Total Credits - 64

This Distance Learning option is for students with a BS or Masters degree.

Core Requirements - 20

PTH 700 - Doctoral Colloquium **Credits:** 2
PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3
PTH 744 - Principles of Contemporary Leadership **Credits:** 3
PTH 716 - Clinical Pharmacology **Credits:** 2
3 credits of PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3
PTH 818 - Clinical Screening & Differential Diagnosis **Credits:** 3
PTH 830 - Medical Diagnostics **Credits:** 2
2 credits of PTH 748 - Educational Techniques for Health Care Professionals **Credits:** 1,2

Research Curriculum - 13

PTH 732 - Clinical Research **Credits:** 2
PTH 840 - Advanced Topics in Clinical Research **Credits:** 3
PTH 860 - Applications in Clinical Research **Credits:** 2
6 credits of PTH 898 - Dissertation Project **Credits:** 1–10

Manual Therapy Concentration - 26

PTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic **Credits:** 3
PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant **Credits:** 3
PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant **Credits:** 3
PTH 757 - NAIOMT Level III: Advanced Upper Quadrant **Credits:** 3
PTH 752 - NAIOMT Level III: Advanced Lower Quadrant **Credits:** 3
PTH 848 - NAIOMT Level IV: High Velocity Manipulation **Credits:** 3
4 credits of PTH 850 - NAIOMT Supervised Clinical Practice **Credits:** 1–4
PTH 746 - NAIOMT: Thoracic Spine **Credits:** 2
PTH 762 - NAIOMT Advanced Clinical Reasoning **Credits:** 2
PTH 742 - Level II Practical Exam **Credits:** 0
PTH 845 - COMT Practical Comprehensive Examination **Credits:** 0

Program Electives - 5

Plus 5 approved elective credits.

Option 2: Total Credits - 45

This Distance Learning option is for students with a DPT degree.

Core Requirements - 8

PTH 700 - Doctoral Colloquium **Credits:** 2
PTH 744 - Principles of Contemporary Leadership **Credits:** 3
PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3

Manual Therapy Concentration - 26

PTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic **Credits:** 3
PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant **Credits:** 3
PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant **Credits:** 3

PTH 757 - NAIOMT Level III: Advanced Upper Quadrant **Credits:** 3
 PTH 752 - NAIOMT Level III: Advanced Lower Quadrant **Credits:** 3
 PTH 848 - NAIOMT Level IV: High Velocity Manipulation **Credits:** 3
 4 credits of PTH 850 - NAIOMT Supervised Clinical Practice **Credits:** 1–4
 PTH 746 - NAIOMT: Thoracic Spine **Credits:** 2
 PTH 762 - NAIOMT Advanced Clinical Reasoning **Credits:** 2
 PTH 742 - Level II Practical Exam **Credits:** 0
 PTH 845 - COMT Practical Comprehensive Examination **Credits:** 0

Research Curriculum - 11

PTH 840 - Advanced Topics in Clinical Research **Credits:** 3
 PTH 860 - Applications in Clinical Research **Credits:** 2
 6 credits of PTH 898 - Dissertation Project **Credits:** 1–10

Option 3: Total Credits - 43

This Distance Learning option is for students with a DPT degree who have already completed the Orthopedic Clinical Residency Program at Andrews University. 17 credits from the Andrews University Orthopedic Residency Program will apply towards the 43 credits required to complete this degree.

Core Requirements - 5

PTH 700 - Doctoral Colloquium **Credits:** 2
 PTH 744 - Principles of Contemporary Leadership **Credits:** 3

Manual Therapy Concentration - 13

PTH 757 - NAIOMT Level III: Advanced Upper Quadrant **Credits:** 3
 PTH 752 - NAIOMT Level III: Advanced Lower Quadrant **Credits:** 3
 PTH 848 - NAIOMT Level IV: High Velocity Manipulation **Credits:** 3
 2 credits of PTH 850 - NAIOMT Supervised Clinical Practice **Credits:** 1–4
 PTH 762 - NAIOMT Advanced Clinical Reasoning **Credits:** 2
 PTH 742 - Level II Practical Exam **Credits:** 0
 PTH 845 - COMT Practical Comprehensive Examination **Credits:** 0

Research Curriculum - 8

PTH 860 - Applications in Clinical Research **Credits:** 2
 6 credits of PTH 898 - Dissertation Project **Credits:** 1–10

Option 4: Total Credits - 42

This is a specialized Distance Learning option for students with a DPT degree who already have FAAOMPT or manual therapy certification from another approved institution.

Core Requirements - 8

PTH 700 - Doctoral Colloquium **Credits:** 2
 PTH 744 - Principles of Contemporary Leadership **Credits:** 3
 PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3

Manual Therapy Concentration - 3

PTH 848 - NAIOMT Level IV: High Velocity Manipulation **Credits:** 3

Research Curriculum - 11

PTH 840 - Advanced Topics in Clinical Research **Credits:** 3
 PTH 860 - Applications in Clinical Research **Credits:** 2
 6 credits of PTH 898 - Dissertation Project **Credits:** 1–10

Program Electives - 20

Remaining curriculum is to be individually arranged by the director with input from the student.

Admission Requirements

Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.

Students must have the equivalent of a four-year U.S. bachelor's degree. Students with a bachelor's degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.

Students must submit graduate application.

Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.

Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.

Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.

Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.

For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master's degree in physical therapy is required.

English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

Graduation Requirements

A minimum of 50% of credits must be taken at regular tuition for degree conferral.* Exception: For candidates completing the DPT-DScPT option, a minimum of 70% of credits must be taken at regular tuition for degree conferral.

Level II certification through NAIOMT or equivalent certification from another approved program. Completed by registering for PTH 742 - Level II Practical Exam .

Level III/IV Manual Therapy Certification through NAIOMT or equivalent certification from another approved program. Completed by registering for and passing PTH 845 - COMT Practical Comprehensive Examination

No grade lower than "C" (2.00) in any course.

A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 6 credits of PTH 898 - Dissertation Project

Satisfactory completion of the program exit interview.

Physical Therapy, Orthopedic Manual Therapy Concentration DScPT (On-Campus)

The Doctor of Science in Physical Therapy (DScPT) degree represents the highest clinical specialty doctorate in the world. It is an advanced degree for bachelors, masters, and doctoral trained physical therapists.

It is a unique degree designed to not only train the clinician to become a direct access provider and a competent researcher, but will also train the clinician to become a specialist in orthopedic manual therapy.

Andrews University partners with the *North American Institute of Orthopedic Manual Therapy (NAIOMT)*, an APTA accredited fellowship program, to provide the clinician with the skills needed to become a certified manipulative therapist.

This degree will further enhance key areas such as medical screening, differential diagnosis, education, research, therapeutic exercise prescription, imaging and laboratory science, along with clinical leadership.

This degree truly allows the clinician to become a master clinician, a teacher and a researcher. Many of our graduates are faculty members at Universities within the United States and Canada attesting to the terminal nature of this degree.

Program Description

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.

Total Credits - 64

Degree Core Requirements - 23

PTH 700 - Doctoral Colloquium **Credits:** 2

PTH 741 - Physiological Basis for Exercise Prescription: Level I **Credits:** 3

PTH 744 - Principles of Contemporary Leadership **Credits:** 3

3 Credits of PTH 790 - Topics in _____ **Credits:** 1–12

PTH 716 - Clinical Pharmacology **Credits:** 2

3 Credits of PTH 846 - Integration of Spirituality in Health Care **Credits:** 2,3

3 Credits of PTH 647 - Differential Diagnosis **Credits:** 2,3

PTH 830 - Medical Diagnostics **Credits:** 2

2 Credits of PTH 748 - Educational Techniques for Health Care Professionals
Credits: 1,2

Research Curriculum - 15

PTH 732 - Clinical Research **Credits:** 2

PTH 840 - Advanced Topics in Clinical Research **Credits:** 3

PTH 860 - Applications in Clinical Research **Credits:** 2

PTH 709 - Evidence Based Orthopedic Clinical Practice: A Research Review **Credits:** 2

6 credits of PTH 898 - Dissertation Project **Credits:** 1–10

Concentration - 26

PTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic **Credits:** 3

PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant **Credits:** 3

PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant **Credits:** 3

PTH 742 - Level II Practical Exam **Credits:** 0

PTH 746 - NAIOMT: Thoracic Spine **Credits:** 2

PTH 752 - NAIOMT Level III: Advanced Lower Quadrant **Credits:** 3

PTH 757 - NAIOMT Level III: Advanced Upper Quadrant **Credits:** 3

PTH 762 - NAIOMT Advanced Clinical Reasoning **Credits:** 2

PTH 845 - COMT Practical Comprehensive Examination **Credits:** 0

PTH 848 - NAIOMT Level IV: High Velocity Manipulation **Credits:** 3

4 credits of PTH 850 - NAIOMT Supervised Clinical Practice **Credits:** 1–4

Admission Requirements

Students must have graduated from an approved school of physical therapy and be licensed to practice physical therapy in their country of origin or county in which they live.

Students must have the equivalent of a four-year U.S. bachelor's degree. Students with a bachelor's degree must have two years of experience working in an orthopedic setting as a physical therapist prior to applying.

Students must submit graduate application.

Students must submit an original copy of all academic transcripts from any institution where classes were taken. In addition, if the transcripts are not written in English, a copy in the original language as well as the English translation are required.

Students must submit a copy of physical therapy license. If license is not in English a translated copy must be submitted as well.

Students must submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor or supervisor, and one from another person familiar with the candidate.

Foreign trained physical therapists must complete the Foreign Credentialing Commission on Physical Therapy (FCCPT) application and fully satisfy course content, credit and requirements. Candidates must also submit PTET scores if requested.

For U.S. and Canadian trained candidates holding only a Bachelors degree in physical therapy, completion and submission of the APTA Physical Therapy Evaluation Tool (PTET) proving competency towards an entry-level master's degree in physical therapy is required.

English Proficiency - Students whose language of education is not English must submit a minimum TOEFL or MELAB score of 80.

Graduation Requirements

A minimum of 50% of credits must be taken at regular tuition for degree conferral.* Exception: For candidates completing the DPT-DScPT

option, a minimum of 70% of credits must be taken at regular tuition for degree conferral.

Level II certification through NAIOMT or equivalent certification from another approved program. Completed by registering for PTH 742 - Level II Practical Exam .

Level III/IV Manual Therapy Certification through NAIOMT or equivalent certification from another approved program. Completed by registering for and passing PTH 845 - COMT Practical Comprehensive Examination

No grade lower than "C" (2.00) in any course.

A minimum cumulative GPA of 3.00.

Successful completion of the capstone project. Completed by registering for 6 credits of PTH 898 - Dissertation Project

Satisfactory completion of the program exit interview.

Certificates

Orthopedic Clinical Residency Program

This program is designed for the licensed physical therapist seeking to become a board certified orthopedic clinical specialist and is a jointly sponsored program between Andrews University and the North American Institute of Orthopedic Manual Therapy. Following successful completion of this program, students will receive a certificate of completion.

Certificate Requirements

The following certificate requirements apply to students successfully completing the orthopedic clinical residency program.

Satisfactory completion of the following courses - 17 credits:

PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant

PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant

PTH 746 - NAIOMT: Thoracic Spine

PTH 608 - Post Operative Management of Common Orthopedic Surgeries

PTH 609 - Evidenced Based Orthopedic Clinical Practice: A Research Review

PTH 830 - Medical Diagnostics

Successful completion of the oral/practical live patient examinations given through NAIOMT.

Successful completion of the NAIOMT supervised clinical hour requirement at an approved clinical mentorship site.

An earned minimum grade of "C" (2.00) or "S" (in a "S/U" course) in each program course.

A minimum cumulative GPA of 3.00.

Admission Requirements

The following admissions requirements apply.

Graduate of an accredited physical therapy program.

Hold or be in the process of obtaining licensure as a physical therapist in the U.S. or Canada.

Submit residency program application.

Submit a portfolio following program guidelines.

Submit a minimum of three satisfactory recommendations: one from the ACCE of the physical therapy program applicant attended; one from a faculty member of the physical therapy program applicant attended; one from a clinical supervisor the applicant interned with during physical therapy school. In the case of applicants who have been out of school longer than 3–5 years, the letters of recommendation may follow the same standards as the DScPT applicants.

Submission of a mission statement and reasons for applying to this program.

Physical Therapy-Professional & Post-Professional

PTH 416 - Pathokinesiology

Credits: 3

The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 400 , PTH 410 and PTH 426 .

Schedule Type: Lecture

College Code: SHP

PTH 445 - Neuroscience

Credits: 2

Basic anatomy and functions of the central and peripheral nervous systems and their related structures. Pathways of the central and peripheral nervous system are examined along with a detailed study of each of the 12 pairs of cranial nerves.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 455 .

Prerequisite(s): PTH 400 and PTH 410 .

Schedule Type: Lecture

College Code: SHP

PTH 450 - Neurology of Motor Control

Credits: 1

An introduction to the function and interaction of the primary areas of the nervous system involved in controlling human movement, including the cortex, spinal cord, peripheral receptor system, basal ganglia, cerebellum, and the vestibular systems. Students are introduced to terminology and concepts associated with both normal function and pathology in these areas.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 457 - Orthopedic Medicine

Credits: 1

Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 495 - Independent Study/Readings/Research/Projects

Credits: 1–4

Permission of department chair required prior to registration for all independent work.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

College Code: SHP

PTH 507 - Applied Clinical Anatomy & Kinesiology

Credits: 3

Lecture/lab course studying regional anatomy and biomechanics as they relate to normal movement and the potential development of movement dysfunctions. Correlations between pathomechanics, clinical presentation of pathology and

decision making for therapeutic interventions will be drawn.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 540 - Pathophysiology II

Credits: 2

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): PTH 440 .

Schedule Type: Lecture

College Code: SHP

PTH 542 - Physiological Basis for Exercise Prescription: Level II

Credits: 2

Expanding on the knowledge presented in Level I, this course will go into more complex scenarios of patient impairments and more in depth spinal rehabilitation including advanced computer software training.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

PTH 545 - Advanced Clinical Physiology

Credits: 3

The review of human physiological function of the major body systems with clinical application to musculoskeletal, cardiovascular and pulmonary conditions. Detailed information on exercise physiology will be discussed along with clinical applications among patients with compromised health.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

PTH 580 - Introduction to Orthopedic Physical Therapy

Credits: 1

Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 589 - Professional Seminar

Credits: 1,2

Grade Mode: Normal (A-F,I,W)

Schedule Type: Seminar

College Code: SHP

PTH 601 - Orthopedics I

Credits: 2

Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 611.

Schedule Type: Lecture

College Code: SHP

PTH 602 - Orthopedics II

Credits: 2

A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 612.
Schedule Type: Lecture
College Code: SHP

PTH 610 - Principles of Therapeutic Exercise

Credits: 2
Examines the systemic responses to exercise as related to both an acute nature and in response to training. Specific pathological conditions are discussed in relation to exercise testing and prescription, and a clinical decision making process is presented for working with additional pathological conditions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 620.
Schedule Type: Lecture
College Code: SHP

PTH 611 - Orthopedics I Laboratory

Credits: 2
Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 601
Schedule Type: Lab
College Code: SHP

PTH 612 - Orthopedics II Laboratory

Credits: 2
Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 602.
Schedule Type: Lab
College Code: SHP

PTH 616 - Scholarly Inquiry and Dissemination I

Credits: 1
Introduction to the principles and practice of research including: research and null hypothesis, research questions, research design, research ethics and IRB protocol, sampling, validity and reliability, methodology, hypothesis testing and critical evaluation of physical therapy literature. Knowledge of the concepts needed for writing a graduate research proposal is interwoven throughout this course to prepare students for the Capstone Project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

PTH 617 - Scholarly Inquiry and Dissemination II

Credits: 1
Application of the principles and practice of research, including designs, IRB, ethics, hypothesis testing and critical evaluation of clinical literature as they relate to preparation of the Capstone Research Project. Preparation and development of a graduate research proposal is interwoven throughout this course.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

PTH 620 - Principles of Therapeutic Exercise Laboratory

Credits: 2
Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the Physical Therapy Guide to Practice are highlighted.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 610.
Schedule Type: Lab
College Code: SHP

PTH 622 - Research Statistics

Credits: 1
Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 632.
Schedule Type: Lecture
College Code: SHP

PTH 625 - Cardiopulmonary

Credits: 2
Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 635.
Schedule Type: Lecture
College Code: SHP

PTH 627 - Orthotics and Prosthetics

Credits: 1
Prosthetic management of amputees, management of patients with disabilities requiring orthotic intervention, and application/management of traction and orthotic devices.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 637.
Schedule Type: Lecture
College Code: SHP

PTH 632 - Research Statistics Laboratory

Credits: 1
Practice in the computation of statistical data using appropriate formulas. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 622.
Schedule Type: Lab
College Code: SHP

PTH 635 - Cardiopulmonary Laboratory

Credits: 1
Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the Physical Therapy Guide to Practice.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 625.
Schedule Type: Lab
College Code: SHP

PTH 637 - Orthotics and Prosthetics Laboratory

Credits: 1
Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho-rehab apparatus, and other assistive/adaptive devices included.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 627.
Schedule Type: Lab
College Code: SHP

PTH 640 - Pediatrics

Credits: 2
An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches.

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 650.
Schedule Type: Lecture
College Code: SHP

PTH 645 - PT Administration

Credits: 3
A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship

of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 646 - Integration of Spirituality in Health Care

Credits: 2,3

A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SHP

PTH 647 - Differential Diagnosis

Credits: 2,3

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. For students in the DScPT program, additional collaborative learning experiences include case study presentations and compilations of additional resources for use in the clinic.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 650 - Pediatrics Laboratory

Credits: 2

Practice of physical therapy assessment of the infant/child that addresses different developmental domains. Practice in the special techniques required in assessment and treatment of pediatric patients diagnosed with selected pathologies. Introduces current treatment approaches, such as Neurodevelopmental Treatment (NDT), with their effects on treatment goals.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 640.

Schedule Type: Lab

College Code: SHP

PTH 651 - Neurology I

Credits: 2

Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 661.

Schedule Type: Lecture

College Code: SHP

PTH 652 - Neurology II

Credits: 2

Continuation of PTH 651 - Neurology I, focusing on assessment and intervention with selected neurologic conditions. Common treatment techniques are compared with rationale for use of each.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 662.

Prerequisite(s): PTH 651.

Schedule Type: Lecture

College Code: SHP

PTH 655 - Program Continuation

Credits: 0

Students may register for this non-credit continuation course while clearing deferred grade (DG) and/or incomplete (I) courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of

registration. Requires program approval.

Course/Lab Fee: Yes

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 661 - Neurology I Laboratory

Credits: 2

Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 651.

Schedule Type: Lab

College Code: SHP

PTH 662 - Neurology II Laboratory

Credits: 2

Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques appropriate for use with neurologic patients and evaluation of patient response to treatment.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 652.

Prerequisite(s): PTH 661.

Schedule Type: Lab

College Code: SHP

PTH 680 - Clinical Practicum

Credits: 2

Practice of the knowledge and skills developed in the classroom and laboratory in a patient-care setting. This practicum consists of 4 weeks full-time physical therapy experience in clinical facilities affiliated with the university.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Practicum

College Code: SHP

PTH 697 - Independent Learning Contract

Credits: 2

The student, working with their advisor and following degree/course guidelines, will develop an independent 40-hour learning contract with a qualified clinical specialist to facilitate intensive focused clinical training in a field of study of their choosing.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 700 - Doctoral Colloquium

Credits: 2

A degree orientation course, which includes introduction to the degree(s), utilization of services at Andrews University; introduction to the Guide to Physical Therapy Practice; development of the degree contract and portfolio.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning

College Code: SHP

PTH 708 - Post Operative Management of Common Orthopedic Surgeries

Credits: 2

This course covers the surgical techniques, guidelines for acute postoperative management and principles needed to safely design a rehabilitation program which will enable the patient to return to their previous level of function.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Interactive online

Term Offering: fall

College Code: SHP

PTH 709 - Evidence Based Orthopedic Clinical Practice: A

Research Review

Credits: 2

This course covers an up-to-date understanding of evidence supporting the evaluation and treatment of orthopedic pathologies. Keys to a working knowledge of contemporary research methodology and design along with the ability to analyze results of published studies from the perspective of statistical analysis will be presented.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Interactive Online

Term Offering: Spring

College Code: SHP

PTH 711 - Musculoskeletal Clinical Reasoning

Credits: 1

A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enters into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): Corerequisite: PTH 721.

Schedule Type: Lecture

College Code: SHP

PTH 712 - Neuromuscular Clinical Reasoning

Credits: 1

A continuation of PTH 711 Musculoskeletal Clinical Reasoning.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 722.

Prerequisite(s): PTH 711.

Schedule Type: Lecture

College Code: SHP

PTH 716 - Clinical Pharmacology

Credits: 2

Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Interactive Online

College Code: SHP

PTH 721 - Musculoskeletal Clinical Reasoning Laboratory

Credits: 1

A continuation of PTH 711. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 711.

Schedule Type: Lab

College Code: SHP

PTH 722 - Neuromuscular Clinical Reasoning Laboratory

Credits: 1

A continuation of PTH 721 Neuromuscular Clinical Reasoning Laboratory.

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 712.

Prerequisite(s): PTH 721.

Schedule Type: Lab

College Code: SHP

PTH 726 - Geriatrics

Credits: 2

Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 732 - Clinical Research

524

Credits: 2

This course provides an introduction to clinical research methods. Course content includes: formulating a research question, defining variables, designing the study, instrumentation, validity and reliability of measurement and design, data collection procedures, basic data analysis, and ethical and legal responsibilities of the researcher.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning, Interactive Online

College Code: SHP

PTH 733 - NAIOMT Level I: Introduction to Fundamentals of Orthopedic

Credits: 3

Manual Therapy & Differential Diagnosis Appropriate skills in basic and objective selective tissue examination necessary for generating a provisional differential diagnosis of spinal dysfunction. Signs, symptoms, pathology, and management of common spinal pathologies are reviewed. Selective tissue tensioning techniques for the peripheral joints are introduced. Cyriax's principles are presented.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning

College Code: SHP

PTH 734 - NAIOMT Level II: Intermediate Upper Quadrant

Credits: 3

A comprehensive biomechanical and anatomical review of the upper thoracic, upper and lower cervical spine, shoulder, elbow, wrist, and hand. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and mechanical dysfunctions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning

College Code: SHP

PTH 736 - Psychosocial Issues in Healthcare

Credits: 3

An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 738 - NAIOMT Level II: Intermediate Lower Quadrant

Credits: 3

A comprehensive biomechanical and anatomical review of the lower thoracic and lumbar spines, the hip, knee, ankle, and foot. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and dysfunctions.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning

College Code: SHP

PTH 741 - Physiological Basis for Exercise Prescription: Level I

Credits: 3

Using the system of Medical Exercise Therapy founded by Odvar Holten, this course covers the physiological basis for exercise prescription specifically related to the healing process. Testing strategies, formulas for exercise dosing and equipment conducive to this approach will be presented along with computer software developed to assist dosage and patient tracking.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning

College Code: SHP

PTH 742 - Level II Practical Exam

Credits: 0

This oral practical examination allows the student to demonstrate proficiency in the Level I and Level II NAIOMT coursework.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 743 - Health Promotion and Wellness

Credits: 3

An exploration of the role of the physical therapist in teaching, learning and leadership in the classroom, clinical setting and community. Examination and application of education theory and skills. Analysis and application of prevention, health promotion, wellness and fitness for individuals, groups and communities. Identification of personal strengths and preferred leadership styles, and applications of personal and interpersonal principles of leadership. Synthesis of the role of Physical Therapist's in teaching, learning and leadership through design and integration of a community assessment and prevention of disability service project.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

PTH 744 - Principles of Contemporary Leadership

Credits: 3

Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigms; presentation of methods to maximize personal and professional life.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Interactive Online

College Code: SHP

PTH 746 - NAIOMT: Thoracic Spine

Credits: 2

Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on a biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning

College Code: SHP

PTH 748 - Educational Techniques for Health Care Professionals

Credits: 1,2

Examines and applies educational theory to skills utilized by the physical therapist in the classroom, community, and clinical facility. Topics include the educational role of the physical therapist, the taxonomies of learning, learning styles, multiple intelligence, and educational technology.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Blended Learning, Interactive Online

College Code: SHP

PTH 750 - Professional Communication & Consulting

Credits: 2

An introduction to the integration of the physical therapist as consultant. Discussion will include applying physical therapy consultation services to individuals, business, schools, government agencies and/or other organizations.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Interactive Online

College Code: SHP

PTH 752 - NAIOMT Level III: Advanced Lower Quadrant

Credits: 3

Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PTH 738

Schedule Type: Blended Learning

College Code: SHP

PTH 757 - NAIOMT Level III: Advanced Upper Quadrant

Credits: 3

Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be casual or contributory. Advanced techniques are demonstrated along with new material on temporo-mandibular-joint material and peripheral manipulation skills.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PTH 734

Schedule Type: Lecture, Blended Learning

College Code: SHP

PTH 762 - NAIOMT Advanced Clinical Reasoning

Credits: 2

This course helps the student integrate the clinical reasoning from the Level I through Level III series of NAIOMT courses. Using case based instruction, data from the subjective examination and selective tissue tensioning exam will be analyzed to arrive at a reasonable differential diagnosis. Clinical reasoning of treatment selection will also be integrated into this class.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning

Term Offering: Fall

College Code: SHP

PTH 765 - Ethical & Legal Issues in Healthcare

Credits: 1

Contemporary ethical issues are explored, including the relationships among peers, superiors, subordinates, institutions, clients, and patients. Illustrations include actual cases related to Christian biblical principles.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 768 - Professional Compendium

Credits: 1

Summarization of previous or added learning experiences relative to contemporary issues in physical therapy. An overview of the new graduate's role and responsibility to his/her patients and their families, employer, and community in the expanding physical therapy profession.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PTH 770 - Practical Comprehensive Examination

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 788 - Research Project Continuation

Credits: 0

Students register for this continuation course while completing their capstone project and not enrolled in other program courses. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration which includes library privileges and access to an advisor. Requires advisor approval.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 790 - Topics in _____

Credits: 1-12

Selected topics in physical therapy.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): Specific prerequisites may be required for some subject areas.

Repeatable: Repeatable

Schedule Type: Lecture, Independent, Interactive Online

College Code: SHP

PTH 799 - Research Project (topic)

Credits: 1-4

Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 4 credits

Schedule Type: Independent

College Code: SHP

PTH 818 - Clinical Screening & Differential Diagnosis

Credits: 3

Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through comparison of systematic signs and symptoms. Appropriate diagnostic tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Enhances professional communication with other healthcare practitioners included in the referral process.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning

College Code: SHP

PTH 830 - Medical Diagnostics

Credits: 2

Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning, Interactive Online

College Code: SHP

PTH 840 - Advanced Topics in Clinical Research

Credits: 3

This course is designed to prepare students to match research questions with study design, perform the appropriate statistical analysis, and report results. Students use SPSS to run descriptive and inferential statistics including measures of central tendency and variability of a frequency distribution as well as tests of difference or relationship: t-tests, ANOVAs, correlations, regression analysis, Chi-square and non-parametric equivalents.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning

College Code: SHP

PTH 845 - COMT Practical Comprehensive Examination

Credits: 0

The scope of the COMT examination includes the depth and breadth of the NAIOMT core-course curricula. The COMT examination will focus on clinical reasoning and the quadrant inter-relationships. Testing content will include mobilization/ manipulation (thrust) to joint and soft tissue techniques to all parts of appendicular/extremity and axial/spinal skeleton, in addition to shoulder and pelvic girdles and temporomandibular joint.

Course/Lab Fee: Yes

Grade Mode: Satisfactory (S,U,I,W)

Prerequisite(s): Prior to registering for the COMT Practical Comprehensive Examination, students must successfully complete NAIOMT Levels I-IV and the CMPT exam.

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 846 - Integration of Spirituality in Health Care

Credits: 2,3

This course provides a discussion of personal spiritual values including how faith and spirituality facilitate the healing process and how these values can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of the patients/clients, family members, and ancillary medical staff in a professional environment. Information is presented from a Christian perspective with the intent to understand worldviews.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SHP

PTH 848 - NAIOMT Level IV: High Velocity Manipulation

Credits: 3

Instructs the student on the indications and contra-indications, as well as the safe and effective application of spinal, pelvic, and costal manipulation techniques.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): PTH 757 and PTH 752

Schedule Type: Lecture, Blended Learning

College Code: SHP

PTH 850 - NAIOMT Supervised Clinical Practice

Credits: 1–4

Using a 3-to1 model, students will be required to do a minimum of 60 supervised clinical hours applying hands-on techniques with patients under the supervision of a certified NAIOMT clinical instructor, FAAOMPT, or other approved instructors. These hours can be split up into two 30-hour blocks, or other increments as agreed upon by the student and CI. No less than 15 hours can be registered for at any given time.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 4 credits

Schedule Type: Practicum

College Code: SHP

PTH 860 - Applications in Clinical Research

Credits: 2

This course provides an in-depth review of study designs and serves to develop researchers' skills in evaluating both quantitative and qualitative research. Information is presented on grant writing and IRB application as well as disseminating completed research projects through manuscript, poster, and oral presentation.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Blended Learning, Interactive Online

College Code: SHP

PTH 870 - Written Comprehensive Examination

Credits: 0

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

PTH 880 - PT Seminar

Credits: 1

Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Seminar

College Code: SHP

PTH 890 - Independent Study

Credits: 1–4

Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

College Code: SHP

PTH 898 - Dissertation Project

Credits: 1–10

Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work of the post-professional doctoral degree and demonstrates the ability of the DPT/DScPT to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

Physical Therapy

PHTH 120 - Introduction to Physical Therapy

Credits: 2

An introduction to the profession of physical therapy with an overview of duties and responsibilities physical therapists perform. Partially fulfills the clinical observation prerequisites for admission to the professional program. Students must have their own transportation for the clinical observation.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

PHTH 417 - Human Anatomy

Credits: 3

Comprehensive study of human anatomy covering all systems of head, neck, trunk, and extremities. A solid morphological basis for a synthesis of anatomy, physiology, and clinical sciences provided. Dissection and identification of structures in the cadaver, and the study of charts, models, and prosected materials.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PHTH 427

Prerequisite(s): BIOL 221, BIOL 222 or BIOL 165, BIOL 166 or equivalent. See instructor for additional requirements.

Schedule Type: Lecture

College Code: SHP

PHTH 427 - Human Anatomy Laboratory

Credits: 1

Study of the prosected extremity, head and neck anatomy, and dissection of the abdominal and thoracic organ systems.

Course/Lab Fee: Yes

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PHTH 417

Prerequisite(s): same as for PHTH 417 .

Schedule Type: Lab

College Code: SHP

PHTH 480 - Physical Therapy Clinical Experience

Credits: 0–5

A course which provides hands-on, patient contact experiences in a variety of settings. The clinical experiences are coordinated to correspond to the requirements of the physical therapy program. As a facilitator, the clinical instructor will assist in developing the student's clinical thinking skills. The student is expected to become independent with the evaluation and treatment of noncomplex patients within that practice setting. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable up to 5 credits

Schedule Type: Practicum

College Code: SHP

PTH 501 - DPT Orientation

Credits: 0

The orientation course reviews the principle and practices underlying the Curriculum and Instruction of DPT Program. Mandatory for all incoming DPT students.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Lecture

Term Offering: Fall

College Code: SHP

PTH 505 - Anatomy

Credits: 4

A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Co requisite: PTH410.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 515

Schedule Type: Lecture

College Code: SHP

PTH 510 - PT Assessment Skills

Credits: 3

Introduction to assessment principles and examination skills utilized in all areas of physical therapy. The PT Guide to Physical Therapy Practice is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Co requisite: PTH425.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 520

Schedule Type: Lecture

College Code: SHP

PTH 515 - Anatomy Laboratory

Credits: 3

Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are utilized to identify anatomical landmarks and configurations. Co requisite: PTH400.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 505

Schedule Type: Lab

College Code: SHP

PTH 516 - Pathokinesiology

Credits: 3

The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Prerequisites: PTH400 and 410. Co requisite: PTH426.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 505, PTH 515

Schedule Type: Lecture

College Code: SHP

PTH 518 - General Medicine

Credits: 2

Clinical techniques applied to the examination, evaluation, treatment, and discharge planning of patients in general medical and acute-care. Emphasis on physical therapy intervention with relevant factors, management of pain and physical complications during medical treatment, and examination and treatment of special populations including wound and burn care.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 528

Schedule Type: Lecture

College Code: SHP

PTH 520 - PT Assessment Skills Laboratory

Credits: 3

Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength, sensation, vital signs, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Co requisite: PTH415.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)

Corequisite(s): PTH 510

Schedule Type: Lab

College Code: SHP

PTH 525 - Therapeutic Interventions

Credits: 3

Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 535
Schedule Type: Lecture
College Code: SHP

PTH 526 - Pathokinesiology Laboratory

Credits: 2
Biomechanical and observational analysis of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 505, PTH 515
Schedule Type: Lab
College Code: SHP

PTH 528 - General Medicine Laboroatry

Credits: 1
Practice in assessment modified for the acute-care environment. Applications include home- and work-place evaluation for architectural barriers, functional evaluation tools, casting, and modification of treatment for acute care including goal setting and professional note writing.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 518
Schedule Type: Lab
College Code: SHP

PTH 530 - Pathophysiology I

Credits: 3
Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): PTH 505 and PTH 515
Schedule Type: Lecture
College Code: SHP

PTH 535 - Therapeutic Interventions Laboratory

Credits: 2
Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response. Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 525
Schedule Type: Lab
College Code: SHP

PTH 562 - Topics in Comparative Religion

Credits: 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.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

PTH 565 - Neuroscience and Motor Control

Credits: 3
An examination of the basic anatomy and function of the central and peripheral nervous system with an emphasis on those structures involved in the control of 528

human movement. Students are introduced to terminology and concepts associated with normal and abnormal function of selected areas of the neuraxis. This course provides the foundation for the neurology sequence.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 575
Schedule Type: Lecture
College Code: SHP

PTH 575 - Neuroscience and Motor Control Laboratory

Credits: 1
Study of the prosected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Portions of lab will concentrate on making connections between neurologic structures and their role in controlling human movement.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal (A-F,I,W)
Corequisite(s): PTH 565
Schedule Type: Lab
College Code: SHP

PTH 595 - Independent Study/Readings/Research/Projects

Credits: 1–4
Permission of the department chair required prior to registration for all independent work.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable up to 8 credits
Schedule Type: Independent
College Code: SHP

PTH 881 - Clinical Education I

Credits: 4
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

PTH 882 - Clinical Education II

Credits: 4
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

PTH 883 - Clinical Education III

Credits: 5
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

PTH 884 - Clinical Education IV

Credits: 5
Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Practicum
College Code: SHP

Speech-Language Pathology & Audiology

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Faculty

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Joyce Richardson, PhD CCC-SLP
Lara Scheidler-Smith, MA CCC-SLP

Mission

The Andrews University Department of Speech-Language Pathology and Audiology (SPLAD) provides faith-affirming Christian education. The sequence of experiences focuses on the knowledge and practices for a career in the discipline. Students will:

- Become knowledgeable about human communication and potential disorders
- Uphold the ethical and Christian principles regardless of age, gender or ethnicity
- Be prepared to provide high quality, effective clinical service.

Bachelors

Speech-Language Pathology and Audiology BS

Program Description

This degree can be completed in four years of undergraduate study. The first two years are spent earning Andrews Core Experience credits and completing prerequisite courses in the major, the third and fourth years of study are spent completing the core requirements and electives. 124 credits are needed for graduation from Andrews University. Remaining credits may be earned in a minor area of study or elective courses.

Total Credits - 124

Major: Core Requirements - 46

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits: 3**
- SPPA 270 - Preclinical Observation **Credits: 1**
- SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits: 4**
- SPPA 285 - Applied Phonetics **Credits: 3**
- SPPA 310 - Speech Science **Credits: 3**
- SPPA 321 - Normal Language Development **Credits: 3**
- SPPA 322 - Child Language Disorders **Credits: 3**
- SPPA 331 - Basic Audiology **Credits: 3**
- SPPA 332 - Audiological Procedures **Credits: 3**
- SPPA 340 - Neuroscience of Communication **Credits: 3**
- SPPA 374 - Articulation and Phonology: Development and Disorders **Credits: 3**
- SPPA 425 - Clinical Principles and Practices **Credits: 3**
- SPPA 448 - Disorders of Voice, Fluency and Swallowing **Credits: 3**
- SPPA 458 - Aural Rehabilitation **Credits: 3**
- SPPA 481 - Clinical Application in Speech-Language Pathology **Credits: 2,3**
- SPPA 482 - Clinical Application in Audiology **Credits: 2,3**

Cognates - 14

- PHYS 225 - Sound and Waves **Credits: 4**
- PSYC 301 - Human Development **Credits: 3**

BIOL 100 - Human Biology **Credits: 4**
STAT 285 - Elementary Statistics **Credits: 3**

Andrews Core Experience - 55

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following approved course substitutions.

Religion

- SPPA 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**
or
PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

Mathematics

- STAT 285 - Elementary Statistics **Credits: 3**

Undergraduate Electives - 9

Recommended Courses

- SPPA 498 - Research Project in Speech-Language Pathology and Audiology **Credits: 1-3**
- ENGL 460 - Linguistics **Credits: 3**
- BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**
- BIOL 208 - Environmental Science **Credits: 4**
- BIOL 221 - Anatomy and Physiology I **Credits: 4**
- PSYC 101 - Introduction to Psychology **Credits: 3**

Maintaining Academic Standing

The GPA requirement is 3.0 overall and 3.0 in the major courses with an SPPA acronym. A grade lower than a C in major courses or cognates will not count toward either requirement.

Speech-Language Pathology BS/MS (5 Year Track)

Program Description

This track allows eligible students to obtain a Bachelor of Science in Speech-Language Pathology and Audiology and a Master of Science degree in Speech-Language Pathology in 5 years. Students must begin this track fall semester of the undergraduate freshmen year at Andrews University.

Program Requirements

Students eligible to begin as the 5 year track student must meet the following criteria:

- High School GPA of 3.5 or higher upon admission to the undergraduate program.
- Math placement score of P3 (ACT of 22-23 / SAT of 510 - 530).
- Students in this program must maintain a 3.3 GPA overall and 3.5 in core courses, those with SPPA Acronym, during the first three undergraduate years.
- Students will begin the program as a BHS student and must apply to the BS program during their sophomore year.
- At the end of the 4th year (senior year) students will graduate with a BS in Speech-Language Pathology and Audiology.
- Students must complete an application process to the MS program during their senior undergraduate year.
- During the Senior year students will complete the initial courses toward the MS degree.

SPLAD Major: Core Requirements - 46

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits: 3**
- SPPA 270 - Preclinical Observation **Credits: 1**
- SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits: 4**
- SPPA 285 - Applied Phonetics **Credits: 3**
- SPPA 310 - Speech Science **Credits: 3**
- SPPA 321 - Normal Language Development **Credits: 3**
- SPPA 322 - Child Language Disorders **Credits: 3**
- SPPA 331 - Basic Audiology **Credits: 3**

SPPA 332 - Audiological Procedures **Credits:** 3
 SPPA 340 - Neuroscience of Communication **Credits:** 3
 SPPA 374 - Articulation and Phonology: Development and Disorders **Credits:** 3
 SPPA 425 - Clinical Principles and Practices **Credits:** 3
 SPPA 448 - Disorders of Voice, Fluency and Swallowing **Credits:** 3
 SPPA 458 - Aural Rehabilitation **Credits:** 3
 SPPA 481 - Clinical Application in Speech-Language Pathology **Credits:** 2,3
 SPPA 482 - Clinical Application in Audiology **Credits:** 2,3

Cognates - 14 Credits

PHYS 225 - Sound and Waves **Credits:** 4
 STAT 285 - Elementary Statistics **Credits:** 3 (Fullfills General Education math requirement)
 PSYC 301 - Human Development **Credits:** 3
 BIOL 100 - Human Biology **Credits:** 4
 or any BIOL with a lab

Continued Enrollment in Graduate Courses Requirements

All students admitted to the Master's program must maintain a 3.0 grade point average.
 Student will be permitted to earn one "C" while in the program. If a second "C" is earned or the student's grade point average falls below a 3.0, the student will be placed on a remediation plan. Student may also be required to retake the course.
 Students must meet all essential functions of the Department of Speech-Language Pathology.
 Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.
 Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.
 Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

MS Courses

SPPA 446 - Integration of Spirituality in Health Care **Credits:** 3
 SPPA 500 - Orientation for MS in Speech-Language Pathology **Credits:** 0
 SPPA 502 - Child Language Disorders: Preschool **Credits:** 3
 SPPA 503 - Child Language Disorders: School Age **Credits:** 3
 SPPA 515 - Aphasia **Credits:** 3
 SPPA 520 - Diagnostics in Speech-Language Pathology **Credits:** 2
 SPPA 521 - Practicum I: Onsite **Credits:** 2
 SPPA 522 - Practicum II: Onsite **Credits:** 2
 SPPA 534 - Research Project I **Credits:** 2
 SPPA 544 - Articulation and Phonological Disorders **Credits:** 3
 SPPA 550 - Praxis Preparatory Class **Credits:** 1
 SPPA 574 - Research Methods in Speech-Language Pathology **Credits:** 3
 SPPA 583 - Voice and Velopharyngeal Disorders **Credits:** 3
 SPPA 596 - Neurocognitive Disorders **Credits:** 3
 SPPA 608 - Practicum III: Onsite **Credits:** 3
 SPPA 613 - Dysphagia **Credits:** 3
 SPPA 631 - Motor Speech Disorders **Credits:** 3
 SPPA 634 - Research Project II **Credits:** 1
 SPPA 635 - Research Project III **Credits:** 1
 SPPA 647 - Fluency **Credits:** 3
 SPPA 663 - Augmentative and Alternative Communication **Credits:** 2
 SPPA 670 - Comprehensive Examination **Credits:** 0
 SPPA 624 - Practicum I: Offsite **Credits:** 3
 SPPA 682 - Practicum II: Offsite **Credits:** 4
 SPPA 683 - Practicum III: Offsite **Credits:** 4

Electives

SPPA 678 - Study Tour **Credits:** 1–6
 SPPA 680 - Topics in: **Credits:** 1–6
 SPPA 695 - Independent study **Credits:** 1–4

Program Options

Each graduate student may choose the Standard Option or Research Project Option to complete their degree.

Standard Option

SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) **Credits:** 2
 SPPA 551 - Educational Audiology (Standard Option) **Credits:** 2

Research Option

Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

SPPA 534 - Research Project I **Credits:** 2
 SPPA 634 - Research Project II **Credits:** 1
 SPPA 635 - Research Project III **Credits:** 1

Additional Requirements

Placement sites for Practicum may require vaccine records, drug screening, and fingerprinting separate from the program requirements, the cost of this is the students' responsibility.

Clinical Requirements

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five (25) hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation must be completed prior to beginning any practicum experiences.

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor, clinic director and administrative assistant to insure that the student has had a diverse clinical experience and for accuracy. This program prepares the student for certification.

MS Graduation Requirements

MS PROGRAM IN SPEECH-LANGUAGE PATHOLOGY GRADUATION REQUIREMENTS

Complete prerequisite course requirements in: statistics, biological science, physics/chemistry and behavioral science.

Successfully complete all academic and clinical courses that meet all 2014 American Speech and Hearing knowledge standards and outcomes for the Certificate of Clinical competence.

Complete 400 clock hours of clinical practice with at least 325 hours at the graduate level and 50 clock hours in each of the three types of clinical settings.

Pass Praxis examination aka ASHA examination.

If thesis option is chosen, student must defend and submit thesis for final approval at least 15 days prior to graduation.

Resources

The Master of Science program in speech-language pathology at Andrews University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Student Handbook

Please visit the Department of Speech-Language Pathology and Audiology website for the most up-to-date version of the department's Graduate Student Handbook.

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students concerns regarding the Master's program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:

Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;

Relate to the standards for accreditation of education programs in audiology and speech-language pathology;
Include verification, if the complaint is from a student or faculty/instructional staff member, that the complaint exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

2200 Research Boulevard
Rockville, MD 20850
Phone: 800-498-2071 or 301-296-5700
E-mail: accreditation@asha.org

Wellness, Speech-Language Pathology and Audiology Concentration BHS

Program Description

Bachelors of Health & Wellness: with an emphasis in Speech-Language Pathology encompasses communication disorders and nutrition. Students with this degree may be able to apply to graduate programs in Speech-Language Pathology or Audiology. At the end of the Sophomore year students who wish may apply to the B.S. in Speech-Language Pathology and Audiology program.

A GPA of 2.75 in cumulative and major core courses is required to remain in the BHS program.

For those wishing to apply to the BS program the GPA requirement is 3.0 or above.

A grade lower than a C in major courses or cognates will not count toward either requirement.

Total Credits - 60

Major: Core Requirements

Core Requirements

HLED 210 - Philosophy of Health **Credits: 3**
HLED 445 - Consumer Health **Credits: 2**
FDNT 230 - Nutrition **Credits: 3**
FDNT 448 - Nutrition and Wellness **Credits: 3**
FDNT 460 - Seminar in Nutrition, Wellness and Ellen White's Writings **Credits: 1**
FTES 205 - Fitness Conditioning **Credits: 1**

Concentration Requirements

SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits: 3**
SPPA 270 - Preclinical Observation **Credits: 1**
SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits: 4**
SPPA 285 - Applied Phonetics **Credits: 3**
SPPA 310 - Speech Science **Credits: 3**
SPPA 321 - Normal Language Development **Credits: 3**
SPPA 322 - Child Language Disorders **Credits: 3**
SPPA 331 - Basic Audiology **Credits: 3**
SPPA 374 - Articulation and Phonology: Development and Disorders **Credits: 3**

Choose one of the following courses:

SPPA 332 - Audiological Procedures **Credits: 3**
SPPA 425 - Clinical Principles and Practices **Credits: 3**

Cognates

Choose two of the following courses:

BIOL 260 - General Microbiology **Credits: 4**
MLSC 230 - Fundamentals of Clinical Microbiology **Credits: 3**
PHYS 225 - Sound and Waves **Credits: 4**
SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits: 4**

Choose one of the following courses:

BIOL 100 - Human Biology **Credits: 4**
BIOL 221 - Anatomy and Physiology I **Credits: 4**

Andrews Core Experience

Students must take all courses designated in the Andrews Core Experience: Professional Degrees while noting the following required course substitutions.

Mathematics

MATH 145 - Mathematics for the (Mis)Information Age **Credits: 3**
STAT 285 - Elementary Statistics **Credits: 3** (Required for BS in SLPA)

Psychology

PSYC 101 - Introduction to Psychology **Credits: 3**
PSYC 301 - Human Development **Credits: 3**

Religion

SPPA 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits: 3**

Maintaining Academic Standing

A grade lower than a C in major courses or cognates will not count toward either requirement.

Admission Requirements

Admission to BS Program

The GPA requirement for the BS program is 3.0 or above.

Bachelors Dual Degrees

Speech-Language Pathology and Audiology/Spanish BS/BA

No grade lower than a C will count toward the major or cognates.

Program Description

This program integrates the study of the Spanish language and culture with preparation in the field of Speech-Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medical as well as in an educational setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. Students are required to attend one of the ACA programs for a full year and should work closely with their AU Spanish advisor prior to studying abroad.

Students who pursue the BA/BS Joint Degree need to complete General Education requirements for BA/BS Degrees and Professional Degrees, and upon completion receive 2 diplomas; BS in Speech-Language Pathology and Audiology, and BA in Spanish Studies.

Total Credits - 140

SPLAD Major: Core Requirements - 46

SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits: 3**
SPPA 270 - Preclinical Observation **Credits: 1**
SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits: 4**
SPPA 285 - Applied Phonetics **Credits: 3**
SPPA 310 - Speech Science **Credits: 3**
SPPA 321 - Normal Language Development **Credits: 3**
SPPA 322 - Child Language Disorders **Credits: 3**
SPPA 331 - Basic Audiology **Credits: 3**
SPPA 332 - Audiological Procedures **Credits: 3**
SPPA 340 - Neuroscience of Communication **Credits: 3**
SPPA 374 - Articulation and Phonology: Development and Disorders **Credits: 3**
SPPA 425 - Clinical Principles and Practices **Credits: 3**
SPPA 448 - Disorders of Voice, Fluency and Swallowing **Credits: 3**
SPPA 458 - Aural Rehabilitation **Credits: 3**
SPPA 481 - Clinical Application in Speech-Language Pathology **Credits: 2,3**
SPPA 482 - Clinical Application in Audiology **Credits: 2,3**

- Cognates - 14 Credits
- PHYS 225 - Sound and Waves **Credits:** 4
 - STAT 285 - Elementary Statistics **Credits:** 3 (Fullfills General Education math requirement)
 - PSYC 301 - Human Development **Credits:** 3
 - BIOL 100 - Human Biology **Credits:** 4
or any BIOL with a lab

Spanish Major: Core Requirements - 42

- ACA Requirements - 18
- Choose one course from each of the following sets:
- SPAN 351, 352, 353
 - SPAN 361, 362, 363
 - SPAN 371, 372, 373
- Plus 9 Spanish credits at the 300-400 level

- AU Cognates - 6
- Choose one of the following sets:
- SPAN 171 - Elementary Spanish I **Credits:** 3
 - SPAN 172 - Elementary Spanish II **Credits:** 3
 - SPAN 275 - Intermediate Spanish **Credits:** 4

- AU Requirements - 18
- SPAN 325 - Spanish for the Medical Professions **Credits:** 3
 - SPAN 420 - Advanced Spanish Written and Oral Communication **Credits:** 3
 - SPAN 426 - Contemporary Spain **Credits:** 3
 - SPAN 436 - Spanish-American Culture **Credits:** 3
 - SPAN 447 - Spanish for Translation **Credits:** 3
 - SPAN 449 - Spanish for Interpreters **Credits:** 3
 - SPAN 456 - Spanish for Speech Pathologists and Audiologists **Credits:** 3

Andrews Core Experience

For the BS/BA dual degree follow the Andrews Core Experience: BA & BS Degrees and the Professional Degree Requirements and note the following specific requirements for the Professional Degree: **Religion - 12**

Equivalent of one course per year of full-time enrollment at AU. Required course:

- PBHL 440 - Fundamentals of Spirituality & Ethics in Healthcare **Credits:** 3

Undergraduate Minors

Speech-Language Pathology and Audiology Minor

Students in education, communication, and behavioral science find a speech-language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech-language pathology or audiology.

Degree Requirements

- SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3
- SPPA 270 - Preclinical Observation **Credits:** 1
- SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits:** 4
- SPPA 285 - Applied Phonetics **Credits:** 3
- SPPA 321 - Normal Language Development **Credits:** 3
- SPPA 322 - Child Language Disorders **Credits:** 3
- SPPA 331 - Basic Audiology **Credits:** 3
- SPPA 374 - Articulation and Phonology: Development and Disorders **Credits:** 3

Total Credits: 23

Masters

Speech-Language Pathology MS

Program Description

Andrews University's Master of Speech-Language Pathology is designed to provide the student with in-depth academic study, the potential for research and extensive clinical experiences in preparation for careers in the diagnosis, evaluation and management of individuals with speech and language disorders. The Master's degree program has achieved candidacy status from the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Total Credits - 59

Degree Core

- Core Requirements
- SPPA 500 - Orientation for MS in Speech-Language Pathology **Credits:** 0
 - SPPA 502 - Child Language Disorders: Preschool **Credits:** 3
 - SPPA 503 - Child Language Disorders: School Age **Credits:** 3
 - SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) **Credits:** 2
 - SPPA 515 - Aphasia **Credits:** 3
 - SPPA 520 - Diagnostics in Speech-Language Pathology **Credits:** 2
 - SPPA 521 - Practicum I: Onsite **Credits:** 2
 - SPPA 522 - Practicum II: Onsite **Credits:** 2
 - SPPA 534 - Research Project I **Credits:** 2
 - SPPA 544 - Articulation and Phonological Disorders **Credits:** 3
 - SPPA 550 - Praxis Preparatory Class **Credits:** 1
 - SPPA 551 - Educational Audiology (Standard Option) **Credits:** 2
 - SPPA 574 - Research Methods in Speech-Language Pathology **Credits:** 3
 - SPPA 583 - Voice and Velopharyngeal Disorders **Credits:** 3
 - SPPA 596 - Neurocognitive Disorders **Credits:** 3
 - SPPA 608 - Practicum III: Onsite **Credits:** 3
 - SPPA 613 - Dysphagia **Credits:** 3
 - SPPA 624 - Practicum I: Offsite **Credits:** 3
 - SPPA 631 - Motor Speech Disorders **Credits:** 3
 - SPPA 634 - Research Project II **Credits:** 1
 - SPPA 635 - Research Project III **Credits:** 1
 - SPPA 646 - Integration of Spirituality in Health Care **Credits:** 2
 - SPPA 647 - Fluency **Credits:** 3
 - SPPA 663 - Augmentative and Alternative Communication **Credits:** 2
 - SPPA 670 - Comprehensive Examination **Credits:** 0
 - SPPA 682 - Practicum II: Offsite **Credits:** 4
 - SPPA 683 - Practicum III: Offsite **Credits:** 4

Program Options

Each graduate student may choose the Standard Option or Thesis Option to complete their degree.

- Standard Option**
- SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) **Credits:** 2
 - SPPA 551 - Educational Audiology (Standard Option) **Credits:** 2
- Research Option**
- SPPA 534 - Research Project I **Credits:** 2
 - SPPA 634 - Research Project II **Credits:** 1
 - SPPA 635 - Research Project III **Credits:** 1

Additional Requirements

Practicum

Clinical Requirements

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five (25) hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation must be completed prior to beginning any practicum experiences.

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor, and administrative assistant to insure that the student has had a diverse clinical experience and for accuracy. This program prepares the student for certification.

Placement sites for Practicum may require vaccine records, drug screening, and fingerprinting separate from the program requirements, the cost of this is the students' responsibility.

Maintaining Academic Standing

All students admitted to the Master's program must maintain a 3.0 grade point average.

Student will be permitted to earn one "C" while in the program. If a second "C" is earned or the student's grade point average falls below a 3.0, the student will be placed on a remediation plan. Student may also be required to retake the course.

Students must meet all essential functions of the Department of Speech-Language Pathology.

Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.

Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.

Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

Program Electives

SPPA 678 - Study Tour **Credits:** 1–6

SPPA 680 - Topics in: **Credits:** 1–6

SPPA 695 - Independent study **Credits:** 1–4

Graduation Requirements

MS PROGRAM IN SPEECH LANGUAGE PATHOLOGY GRADUATION REQUIREMENTS

Complete prerequisite course requirements in: statistics, biological science, physics/chemistry and behavioral science.

Successfully complete all academic and clinical courses that meet all 2014 American Speech and Hearing knowledge standards and outcomes for the Certificate of Clinical Competence

Complete 400 clock hours of clinical practice with at least 325 hours at the graduate level and 50 clock hours in each of the three types of clinical settings.

Submit Application of graduation at the beginning of the second to last semester of study.

Complete and pass Comprehensive examination.

Pass Praxis Examination aka ASHA examination

If research option is chosen, student must present and receive final approval at least 15 days prior to graduation.

Resources

Student Handbook

Please visit the Department of Speech-Language Pathology and Audiology website for the most up-to-date version of the department's Graduate Student Handbook.

Additional Information

Accreditation

The Master of Science program in speech-language pathology at Andrews University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students concerns regarding the Master's program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:

Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;

Relate to the standards for accreditation of education programs in audiology and speech-language pathology;

Include verification, if the complaint is from a student or faculty/instructional staff member, that the complaint exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

2200 Research Boulevard

Rockville, MD 20850

Phone: 800-498-2071 or 301-296-5700

E-mail: accreditation@asha.org

Speech-Language Pathology MS (Transitional 3 Year Track)

Program Description

This program is designed for students who wish to obtain a master's degree in speech-language pathology, but hold a bachelor's degree in another major area. See below for admission requirements.

Total Credits - 60

Degree Core

Core Requirements

SPPA 500 - Orientation for MS in Speech-Language Pathology **Credits:** 0
SPPA 502 - Child Language Disorders: Preschool **Credits:** 3
SPPA 503 - Child Language Disorders: School Age **Credits:** 3
SPPA 515 - Aphasia **Credits:** 3
SPPA 520 - Diagnostics in Speech-Language Pathology **Credits:** 2
SPPA 521 - Practicum I: Onsite **Credits:** 2
SPPA 522 - Practicum II: Onsite **Credits:** 2
SPPA 544 - Articulation and Phonological Disorders **Credits:** 3
SPPA 550 - Praxis Preparatory Class **Credits:** 1
SPPA 574 - Research Methods in Speech-Language Pathology **Credits:** 3
SPPA 583 - Voice and Velopharyngeal Disorders **Credits:** 3
SPPA 596 - Neurocognitive Disorders **Credits:** 3
SPPA 608 - Practicum III: Onsite **Credits:** 3
SPPA 613 - Dysphagia **Credits:** 3
SPPA 624 - Practicum I: Offsite **Credits:** 3
SPPA 631 - Motor Speech Disorders **Credits:** 3
SPPA 646 - Integration of Spirituality in Health Care **Credits:** 2
SPPA 647 - Fluency **Credits:** 3
SPPA 663 - Augmentative and Alternative Communication **Credits:** 2
SPPA 670 - Comprehensive Examination **Credits:** 0
SPPA 682 - Practicum II: Offsite **Credits:** 4
SPPA 683 - Practicum III: Offsite **Credits:** 4

Program Options

Standard Option

SPPA 510 - Counseling for Speech-Language Pathology (Standard Option) **Credits:** 2
SPPA 551 - Educational Audiology (Standard Option) **Credits:** 2

Thesis Option

SPPA 536 - Thesis Option I **Credits:** 2
SPPA 636 - Thesis Option II **Credits:** 1
SPPA 637 - Thesis Option III **Credits:** 1

Additional Requirements

Practicum

Clinical Requirements

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five (25) hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation must be completed prior to beginning any practicum experiences.

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor, clinic director and administrative assistant to insure that the student has had a diverse clinical experience and for accuracy. This program prepares the student for certification.

Placement sites for Practicum may require vaccine records, drug screening, and fingerprinting separate from the program requirements, the cost of this is the students' responsibility.

Program Electives

SPPA 678 - Study Tour **Credits:** 1–6

SPPA 680 - Topics in: **Credits:** 1–6

SPPA 695 - Independent study **Credits:** 1–4

Maintaining Academic Standing

All students admitted to the Master's program must maintain a 3.0 grade point average.

Student will be permitted to earn one "C" while in the program. If a second "C" is earned or the student's grade point average falls below a 3.0, the student will be placed on a remediation plan. Student may also be required to retake the course.

Students must meet all essential functions of the Department of Speech-Language Pathology.

Students are required to meet with their advisor at least once per semester to discuss course plan and program progress.

Students will meet all academic and clinical requirements for certification with the American Speech and Hearing Association.

Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval for the thesis topic and before the oral examination.

Admission Requirements

Prerequisite Courses

Upon admission students will complete one year of undergraduate prerequisite coursework in speech-language pathology. Students must maintain a 3.5 GPA during the prerequisite course completion (with no grade below a B). Prerequisites must be complete within one academic year. After successful completion, students will enter the Master's degree program. The minimum GPA requirement for the MS program is 3.0. Students may be required to complete additional courses in order to meet the standards for certification by the American Speech and Hearing Association. Students must complete courses in statistics, physics, or chemistry and a behavioral science for regular admission to the MS program.

The following courses must be completed during the prerequisite year.

SPPA 234 - Introduction to Speech-Language Pathology and Audiology **Credits:** 3

SPPA 270 - Preclinical Observation **Credits:** 1

SPPA 280 - Anatomy and Physiology of Speech and Hearing **Credits:** 4

SPPA 285 - Applied Phonetics **Credits:** 3

SPPA 310 - Speech Science **Credits:** 3

SPPA 321 - Normal Language Development **Credits:** 3

SPPA 322 - Child Language Disorders **Credits:** 3

SPPA 331 - Basic Audiology **Credits:** 3

SPPA 340 - Neuroscience of Communication **Credits:** 3

SPPA 374 - Articulation and Phonology: Development and Disorders **Credits:** 3

SPPA 448 - Disorders of Voice, Fluency and Swallowing **Credits:** 3

Choose one of the following courses:

STAT 285 - Elementary Statistics **Credits:** 3

Physics

Chemistry

Behavioral Science

Graduation Requirements

MS PROGRAM IN SPEECH-LANGUAGE PATHOLOGY GRADUATION REQUIREMENTS

Complete prerequisite course requirements in: statistics, biological science, physics/chemistry and behavioral science.

Successfully complete all academic and clinical courses that meet all 2014 American Speech and Hearing knowledge standards and outcomes for the Certificate of Clinical competence.

Complete 400 clock hours of clinical practice with at least 325 hours at the graduate level and 50 clock hours in each of the three types of clinical settings.

Submit Application of graduation at the beginning of the second to last semester of study.

Complete and pass Comprehensive examination.

Pass Praxis examination aka ASHA examination

If thesis option is chosen, student must defend and submit thesis for final approval at least 15 days prior to graduation.

Resources

Student Handbook

Please visit the Department of Speech-Language Pathology and Audiology website for the most up-to-date version of the department's Graduate Student Handbook.

Additional Information

Accreditation

CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)

Students concerns regarding the Master's program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:

Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;

Relate to the standards for accreditation of education programs in audiology and speech-language pathology;

Include verification, if the complaint is from a student or faculty/instructional staff member, that the complaint exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

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Rockville, MD 20850

Phone: 800-498-2071 or 301-296-5700

E-mail: accreditation@asha.org

Speech-Language Pathology & Audiology

SPPA 091 - Speech Support

Credits: 1

Andrews University students may register for speech and language evaluation and services. The evaluation and services will be provided by clinical supervisors and student clinicians to address diagnosed speech and language disabilities. Credits are not applicable to degree completion.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Independent

College Code: SHP

SPPA 092 - Auditory Support

Credits: 1–2

Andrews University students may register for audiological evaluation and/or intervention. The evaluation and intervention will be provided by clinical supervisors and student clinicians to completion of audiological assessments. Credits are not applicable to degree completion.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Independent

College Code: SHP

SPPA 234 - Introduction to Speech-Language Pathology and

Audiology

Credits: 3

An introduction to the professions of speech-language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

SPPA 250 - Fieldwork

Credits: 2

Students participate in experiences in the community related to the professions of speech-language pathology and audiology. Open to majors who have applied one semester in advance. Meets the general education fieldwork requirement. Does not apply to major or minor.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Practicum

College Code: SHP

SPPA 270 - Preclinical Observation

Credits: 1

Students observe and write reports on a total of 25 hours of therapy and/or diagnostic sessions in the areas of speech-language pathology and audiology. They also participate in discussions of procedures used by the professionals during therapeutic interventions.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Lecture

College Code: SHP

SPPA 280 - Anatomy and Physiology of Speech and Hearing

Credits: 4

The study of the anatomy and physiology of respiration, hearing, phonation, articulation, and the central nervous system. Students participate in a gross-anatomy human cadaver lab.

Lecture/Lab: Weekly: 3 lectures and a 2-hour lab

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture/Lab

College Code: SHP

SPPA 285 - Applied Phonetics

Credits: 3

A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is developed in transcription of both normal and disordered speech in children and adults.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SHP

SPPA 310 - Speech Science

Credits: 3

An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SPPA 280 , SPPA 285 or departmental permission

Schedule Type: Lecture

College Code: SHP

SPPA 321 - Normal Language Development

Credits: 3

A comprehensive look at the normal development of speech and language in the child; includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax and pragmatics.

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: SPPA 234

Schedule Type: Lecture

College Code: SHP

SPPA 322 - Child Language Disorders

Credits: 3

A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SPPA 321

Schedule Type: Lecture

College Code: SHP

SPPA 331 - Basic Audiology

Credits: 3

Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite/Corequisite: SPPA 234

Schedule Type: Lecture

College Code: SHP

SPPA 332 - Audiological Procedures

Credits: 3

Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo-hypacusis.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SPPA 331

Prerequisite/Corequisite: SPPA 280

Schedule Type: Lecture

College Code: SHP

SPPA 340 - Neuroscience of Communication

Credits: 3

An overview of the anatomy and physiology of the central nervous system, particularly the components that control communicative functions. Discussion of the brain's role in human communication will prepare students for advanced study of neurogenic speech and language disorders in children and adults.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SPPA 234 , SPPA 280

Schedule Type: Lecture

College Code: SHP

SPPA 374 - Articulation and Phonology: Development and Disorders

Credits: 3

A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included.

Grade Mode: Normal (A-F,I,W)

Prerequisite(s): SPPA 285

Prerequisite/Corequisite: SPPA 234

Schedule Type: Lecture

College Code: SHP

SPPA 415 - Seminar in Communication Disorders:_____

Credits: 3

Advanced study into professional and/or clinical aspects of speech-language

pathology and/or audiology.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SHP

SPPA 425 - Clinical Principles and Practices

Credits: 3
Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech-language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 322
Schedule Type: Lecture
College Code: SHP

SPPA 435 - Communication Development and Disorders for Classroom Teachers

Credits: 3
An overview of normal language acquisition and development, including a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
Year Offering: Alternate years (even)
College Code: SHP

SPPA 440 - Fundamentals of Spirituality & Ethics in Healthcare

Credits: 3
Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare. Required course for all majors in the School of Health Professions with the exception of students transferring to AU in their senior year. PBHL 440

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 446 - Integration of Spirituality in Health Care

Credits: 3
A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitates the healing process, and how they 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.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Lecture
College Code: SHP

SPPA 447 - Disorders of Voice and Fluency

Credits: 3
A study of the anatomy and physiology of the vocal mechanism; with emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 234, SPPA 280, SPPA 310.
Schedule Type: Lecture/Lab
College Code: SHP

SPPA 448 - Disorders of Voice, Fluency and Swallowing

Credits: 3
A study of the anatomy and physiology associated with the vocal mechanism and swallowing function, with emphasis on normal and abnormal processes of voice, fluency and swallowing. An overview of assessment and treatment principles of functional, organic and neurological voice pathologies, and dysphagia will be

addressed, as well as basic principles of stuttering diagnosis and therapy.
Prerequisites: SPPA 234 , SPPA 280 , Co-requisite: SPPA 310

Grade Mode: Normal (A-F,I,W)
Prerequisite/Corequisite: SPPA 310
Schedule Type: Lecture
College Code: SHP

SPPA 455 - Adult Neurogenic Disorders

Credits: 3
A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 234, SPPA 280, SPPA 321.
Schedule Type: Lecture
College Code: SHP

SPPA 458 - Aural Rehabilitation

Credits: 3
A conceptual approach to the rehabilitation of the hearing-impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric.

Grade Mode: Normal (A-F,I,W)
Prerequisite(s): SPPA 332
Schedule Type: Lecture
College Code: SHP

SPPA 471 - Clinical Practicum in Speech-Language Pathology

Credits: 2
Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. A content course in practicum area; 25 hours of observation in speech-language pathology and audiology.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): SPPA 332 , SPPA 374
Prerequisite/Corequisite: SPPA 425
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SHP

SPPA 472 - Clinical Practicum in Audiology

Credits: 2
Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology.

Course/Lab Fee: Yes
Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Prerequisite(s): SPPA 332
Prerequisite/Corequisite: SPPA 458
Schedule Type: Practicum
College Code: SHP

SPPA 478 - Study Tour:

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SHP

SPPA 480 - Topics in _____

Credits: 1,2
Selected topics in audiology and speech-language pathology. Consult current class schedule for topics offered each year.

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SHP

SPPA 481 - Clinical Application in Speech-Language Pathology

Credits: 2,3

Students will apply practical clinical skills of previously studied theories in the assessment, intervention, and documentation of speech-language pathology. Students will conduct direct and simulated patient evaluation and intervention. Direct patient contact hours will be obtained in this course and can be applied toward ASHA certification.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Corequisite(s): SPPA 425

Prerequisite(s): SPPA 332 , SPPA 374

Schedule Type: Practicum

College Code: SHP

SPPA 482 - Clinical Application in Audiology

Credits: 2,3

Students will apply practical clinical skills of previously studied theories in the assessment, intervention, and documentation of audiology. Students will conduct direct and simulated patient evaluation and intervention. Direct patient contact hours will be obtained in this course and can be applied toward ASHA certification.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Corequisite(s): SPPA 458

Prerequisite(s): SPPA 332

Schedule Type: Practicum

College Code: SHP

SPPA 495 - Independent Research/Project

Credits: 1–4

Arranged on a contract basis with a faculty member.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

SPPA 498 - Research Project in Speech-Language Pathology and Audiology

Credits: 1–3

An independent research project in speech-language pathology and audiology, typically supervised by a faculty member and resulting in a technical report summarizing findings or a submission to a professional conference. Students may repeat or take any combination of departmental independent study or research project courses up to 6 credits with no more than 3 credits per semester. Consult staff before registering.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SHP

SPPA 500 - Orientation for MS in Speech-Language Pathology

Credits: 0

Survey of essential principles and practices underlying the Curriculum and Instruction of MS Program in Speech-Language Pathology. Mandatory for all incoming MS students.

Course/Lab Fee: Yes

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Schedule Type: Lecture

College Code: SHP

SPPA 502 - Child Language Disorders: Preschool

Credits: 3

Anatomical, physiological, psychological, neurological, and environmental factors related to delayed or disordered language. An exploration of language skills and methods of promoting their development or compensation for inadequacies.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

SPPA 503 - Child Language Disorders: School Age

Credits: 3

Anatomical, physiological, psychological, neurological, and environmental factors related to delayed or disordered language of the school aged child. An exploration of language skills and methods of promoting their development or compensation for inadequacies.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

SPPA 510 - Counseling for Speech-Language Pathology (Standard Option)

Credits: 2

A course addressing the speech-language pathologist's role in counseling patients, students, family members and caregivers. Competencies in effective clinical diagnostics, treatment, information sharing and social/multicultural adjustments, as well as issues specific to swallowing, communication and cognitive disorders are specifically addressed.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

SPPA 515 - Aphasia

Credits: 3

Study of the neurologic basis for speech and language behavior, etiology, symptomatology, assessment, and management of aphasia.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

SPPA 520 - Diagnostics in Speech-Language Pathology

Credits: 2

Principles and practices involved in performing in-depth diagnostic evaluations with individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, writing the diagnostic reports and interpreting the data to parents and/or involved disciplines.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

SPPA 521 - Practicum I: Onsite

Credits: 2

Supervised practicum experience in evaluation and treatment of individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, talking with patients, and writing reports.

Swing course—Approved 500–599 courses qualify for undergraduate-level credit

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture

College Code: SHP

SPPA 522 - Practicum II: Onsite

Credits: 2

Supervised practicum experience in evaluation and treatment of individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, talking with patients, and writing reports.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Practicum

College Code: SHP

SPPA 534 - Research Project I

Credits: 2

Prepares students for research and experimental design, critical review of current literature, and analysis of research data in preparation for oral and written research presentation in speech-language pathology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Independent

College Code: SHP

SPPA 536 - Thesis Option I

Credits: 2

Research techniques and experimental design schemes, critical reviewing of current literature, oral technical reporting and writing technical supports.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Independent
College Code: SHP

SPPA 544 - Articulation and Phonological Disorders

Credits: 3
An advanced study of speech and sound production in children. Discussion will include normal aspects of articulation, phonology and development, identification of articulation disorders, phonological delays and disorders, childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 550 - Praxis Preparatory Class

Credits: 1
Preparatory course designed to establish readiness for the Praxis exam in the areas of audiology, basic human communication processes, clinical management, neurogenic disorders, phonological and language disorders, professional issues, and childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Lecture
College Code: SHP

SPPA 551 - Educational Audiology (Standard Option)

Credits: 2
Methods of intervention in communication disorders related to loss of hearing and auditory deprivation for school-aged children.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 574 - Research Methods in Speech-Language Pathology

Credits: 3
Research techniques and experimental design schemes, critical reviewing of current literature, oral technical reporting and writing technical supports. The process used in integrating research principles into evidence-based practice.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 583 - Voice and Velopharyngeal Disorders

Credits: 3
Theory, diagnosis and treatment underlying the articulation, resonance, and phonatory problems associated with voice, velopharyngeal disorders and craniofacial anomalies. Includes discussion of etiologies, technology, and multicultural issues affecting appropriate assessment, diagnosis, and treatment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 596 - Neurocognitive Disorders

Credits: 3
An exploration of neurocognitive deficits of speech and language, with emphasis in dementia, traumatic brain injury, and right hemisphere damage. Principles of neuroanatomy and physiology, language implications, executive functioning concerns, and multicultural impacts will be investigated.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 608 - Practicum III: Onsite

Credits: 3
Supervised practicum experience in evaluation and treatment of individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, talking with patients, and writing reports.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 613 - Dysphagia

Credits: 3
An exploration of the Speech-Language Pathologist's role in assessment, diagnosis and rehabilitation of various swallowing disorders in children and adults. Includes discussion of ethical and cultural issues, analysis of current literature, and clinical application.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 624 - Practicum I: Offsite

Credits: 3
Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and /or healthcare environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 631 - Motor Speech Disorders

Credits: 3
A study of the nature, etiology, and clinical management of motor speech disorders, with primary emphasis on apraxia and the dysarthrias.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 634 - Research Project II

Credits: 1
Prepares students for research and experimental design, critical review of current literature, and analysis of research data in preparation for oral and written research presentations in speech-language pathology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 635 - Research Project III

Credits: 1
Prepares students for research and experimental design, critical review of current literature, and analysis of research data in preparation for oral and written research presentations in speech-language pathology.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 636 - Thesis Option II

Credits: 1
Research techniques and experimental design schemes, critical reviewing of current literature, oral technical reporting and writing technical supports.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 637 - Thesis Option III

Credits: 1
The thesis option is intended to provide depth of study in a focused area of the field of Speech-Language pathology. Student will be required to compose a thesis dealing with a particular, relevant area of interest.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 646 - Integration of Spirituality in Health Care

Credits: 2
A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitates the healing process, and how they 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. PBHL 646

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Schedule Type: Lecture
College Code: SHP

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Independent
College Code: SHP

SPPA 647 - Fluency

Credits: 3

An exploration of etiologies, methods of examination, diagnosis, treatment, and research of fluency disorders. The ethical, cultural and professional issues associated with fluency disorders are also addressed.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture, Interactive Online
College Code: SHP

SPPA 663 - Augmentative and Alternative Communication

Credits: 2

Principles of assessment and intervention for individuals requiring augmentative or alternative methods of communication. Discussion will include low and high technology aids and adaptations, symbol systems, vocabulary selection, and procuring funding.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SHP

SPPA 670 - Comprehensive Examination

Credits: 0

During the second to last or last semester of the program students will be required to take a comprehensive examination. Students may be given permission to take the Praxis II/ASHA exam in lieu of the comprehensive exam.

Grade Mode: Satisfactory (S,U,I,W)
Schedule Type: Independent
College Code: SHP

SPPA 678 - Study Tour

Credits: 1-6

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Grade Mode: Normal (A-F,I,W)
Schedule Type: Workshop
College Code: SHP

SPPA 680 - Topics in:

Credits: 1-6

Selected topics in speech-language pathology. Consult current class schedule for topics offered each year.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SHP

SPPA 682 - Practicum II: Offsite

Credits: 4

Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and/or healthcare environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 683 - Practicum III: Offsite

Credits: 4

Offsite supervised practicum experience in evaluation and treatment of individuals exhibiting speech, language, cognitive and/or swallowing dysfunction. Students will gain experience in case histories, report writing, and collaboration in a school and/or healthcare environment.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Practicum
College Code: SHP

SPPA 695 - Independent study

Credits: 1-4

Arranged on a contract basis with a faculty member

Seventh-day Adventist Theological Seminary

Jiri Moskala, *Dean* Seminary Hall, Room N230
Teresa L. Reeve, *Associate Dean* 269-471-3537
Fax: 269-471-6202
seminary@andrews.edu
www.andrews.edu/sem/

Seminary Mission Statement

We serve the Seventh-day Adventist Church by preparing effective leaders to proclaim the everlasting gospel and make disciples of all people in anticipation of Christ's soon return.

Seminary Vision Statement

The Seventh-day Adventist Theological Seminary Prepares spiritual leaders to impact the world for Christ. We are a culturally diverse learning and worshiping community that nurtures excellence, provides theological leadership, and shares our ministry and resources around the world.

Core Values

Faithfulness with expectation

- Being faithful in our relationship to Christ as Savior and Lord
- Being faithful to God and his revelation as expressed in his Word
- Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
- Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

Christ-likeness with humility

- Cultivating a Christ-like integrity which reflects the character of God
- Submitting our whole selves, mind, body and spirit to God
- Living a passionate and authentic life of obedience and service.

Respect with justice

- Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
- Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential
- Working for fairness, and advocating for justice for those without power or voice.

Community with joy

- Worshiping with joy and keeping the Sabbath holy
- Nurturing a community of healing, grace, restoration and renewal
- Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

Discipleship with wholeness

- Embracing the ongoing transformation by the Spirit in our own life of faith and learning
- Seeking to see in one another the Spirit's work of restoring the image of our Maker
- Mentoring others in knowing and following their call and vocation.

Service with passion

- Leading with a servant's heart to equip others for service
- Striving with passion to reach the lost, serve the poor, and grow the church
- Valuing creation and our call to be stewards in all areas of life.

Accreditation and Authorization

All seminary degree programs are accredited by The Association of Theological Schools in the United States and Canada.

Objectives

Each program of the Seminary is committed to the following general objectives:
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- 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 experienced pastors in the field who have not earned a previous seminary degree, and (2) the Doctor of Ministry program for experienced pastors who have previously earned an MDiv degree or its equivalent.

Andrews University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Andrews University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Seminary Online Learning Center

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www.andrews.edu/sem/solc/
Helena R. Gregor, *Director*

The Seminary Online Learning Center offers a variety of distance education courses at the graduate level. All distance courses are on-line.

Course Offerings. For a list of current offerings, see the Center website: www.andrews.edu/sem/solc/.

Registration Procedure. To register for a course, please go to the Registration Central, and add an online class just like any other on-campus course. For more information, please contact us at the Seminary Online Learning Center.

Other Enrichment Programs

Guided Tours. Under the auspices of the Seminary, the university offers guided tours for course credit. These courses include CHIS 504, GSEM 678, and CHIS 685.

MDiv Study Tour. The MDiv program organizes an annual Study Tour with the idea of enhancing the evangelistic, witnessing, and church growth skills and preparing participants for mission and ministry around the world, during the Spring break.

Archaeological Field Work. In 1968 under the direction of Siegfried H. Horn, the university initiated an archaeological excavation at the site of Hisban (Heshbon) in the Hashemite Kingdom of Jordan. Excavation continued for five seasons, the last in 1976. In 1984 the Institute of Archaeology expanded its work to a larger region, renaming its consortium the Madaba Plains Project. The project now sponsors excavations at Tall al-'Umayri, Tall Jalul, and other hinterland sites, and conducts an extensive archaeological survey of the entire region.

Mediterranean Study Tour. In the spring the Seminary offers students the opportunity for an extended eight-week study tour during which they will be immersed in the environment and cultures of Biblical lands. From a central base students will take seminary courses while also travelling to visit many of the sites spoken of in Scripture. Many Spring Semester courses will be offered in a half-semester format to allow for easy transition between the study tour and on-campus coursework. Students may contact the Old Testament Department or the New Testament Department for further information.

ASOR Study Center Opportunities. Andrews University is a corporation member of the American Schools of Oriental Research. Seminary and post-graduate students may attend the organization's affiliated institutes—the W. F. Albright Institute of Archaeological Research in Jerusalem and the American Center for Oriental Research in Amman, Jordan. Students also may compete for financial aid and fellowships offered annually by these institutes.

Admission and Evaluation Policies

All applicants must hold a minimum of a baccalaureate degree or its equivalent from an accredited college or university and are subject to the general admission requirements in the Graduate Programs Admission section of this bulletin (see Graduate Academic Policies). Students in MA, PhD, and ThD programs are also subject to the Academic Standards requirements in Graduate Academic Policies. International students should note the Special Admission Requirements on Graduate Academic Policies.

Admission Policy. Admission to the Seventh-day Adventist Theological Seminary is granted irrespective of race, color, national or ethnic origin, gender, or disability. The Seminary is owned and financed by the Seventh-day Adventist Church. It is a community of committed Christians who collectively confess the Christian faith and seek to experience its meaning in worship and practical life. Most of its

students are members of the Seventh-day Adventist Church; however, no declaration of confessional allegiance is required for admission. Students who meet academic requirements, whose lifestyle and character are in harmony with the purposes of the Seminary, and who express willingness to cooperate with general university policies may be admitted. Criteria for approving or declining admission to applicants are described in application materials. Admission to the university is a privilege rather than a right and may be withheld or withdrawn by the university at its discretion.

Students are expected to maintain the religious, social, and cultural atmosphere of the Seminary and to order their lives in harmony with its mission and purposes. The seminary community endeavors to maintain an atmosphere of mutual support and acceptance which is congenial to personal adjustment and social development. In the course of their preparation for the ministry, students are called upon to participate in the lives and worship of the surrounding churches. Because of this role, students are expected to be sensitive to the values of others and exemplary in appearance and actions.

Character Statement and Student Pledge. As part of the admission process, all prospective Seminary students are required to sign and return a character statement form. In addition, Seminary students subscribe to the following declaration of purpose:

I declare it to be my serious intention to devote my life to the Christian ministry or some other form of Christian service, and to this end I pledge myself to rely on divine guidance, to live according to the standards and ideals set forth in the Holy Scriptures, to apply myself faithfully and diligently to the instruction of the Seminary, and to abide by all its requirements.

Psychological Evaluation. Applicants to Seminary programs are required to complete the Seminary's program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing. The cost of the evaluation is the responsibility of the applicant.

Criminal Background Check. Applicants to all Seminary programs in North America are required to undergo a criminal background check as specified in the online application process. The criminal background check must be completed within six months of beginning coursework and be redone every three years while in attendance at the seminary. The basic cost of the background check is paid as part of the application process. Applicants are responsible for any additional fees that may be charged by municipalities in which they have resided, and for the costs of subsequent background checks.

Pre-admission Conduct Disclosure Statement. Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Student Lifestyle. Continuance in a seminary program is based not only on academic achievement but also on an ongoing lifestyle reflecting Seventh-day Adventist principles in character and conduct.

English Language Requirements. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. Language proficiency must be met before enrolling full-time in regular course work. Please contact your respective departments director for specific TOEFL, MELAB and IELTS scores.

Time to Apply. Applications to the MDiv program require 4-6 months for processing.

PhD and ThD applicants for autumn semester must submit application materials by January 15. A limited number of students may be admitted for the summer term, in which case they would need to submit all application materials by November 30 of the previous year.

Minimum GPA for Admission. The minimum GPAs required for admission to seminary programs are listed below. Transfer credits are not counted in the GPA.
2.50 MDiv, MA in PMin, MA in YYAMin
2.75 MA (Religious Education)
3.00 MA (Religion)
3.25 DMin
3.50 PhD, ThD

Recommendation Forms and Statement of Purpose. Applicants to all seminary programs need to have three recommendation forms sent directly to the Office of Graduate Admissions. The forms should be completed by persons well acquainted with the applicant's abilities and recent experience. The length of the statement of purpose and the kind of recommendations needed are listed on this page.

Master of Divinity Program

- Recommendations
 - Church board where the applicant is a member. Must be voted by the church board and signed by its clerk.
 - College teacher or advisor.
 - Church administrator, pastor, or recent employer.
- Statement of Purpose—350 words plus an autobiographical history based on questions provided in the admission package.

Master of Arts in Pastoral Ministry

- Recommendations
 - A Conference administrator
 - A colleague in ministry or a local pastor if applicant is a layperson
 - A local church elder
- Statement of purpose—350 words plus a career history.

Master of Arts in Youth and Young Adult Ministry

- Recommendations
 - College teacher
 - Pastor or a second college teacher
 - Church administrator or recent employer
- Statement of Purpose—350 words plus a career history.

Master of Arts in Religion

- Recommendations
 - College teacher
 - College teacher
 - Church administrator or recent employer
- Statement of Purpose—500 words

Master of Arts in Religious Education

- Recommendations
 - College teacher
 - Pastor or second college teacher
 - Church administrator or recent employer
- Statement of Purpose—500 words

Doctor of Ministry

- Recommendations
 - Conference administrator
 - Colleague in ministry
 - Lay person
- Statement of Purpose—1,500–2,500 words plus a career history.

Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology

- Recommendations
 - Adviser/teacher in applicant's MA or MDiv program
 - Teacher in applicant's MA or MDiv program
 - Teacher in applicant's MA or MDiv program
- Statement of purpose—600 words

Doctor of Philosophy in Religious Education

- Recommendations
 - Adviser/teacher in applicant's MA or MDiv program
 - Teacher in applicant's MA or MDiv program
 - Administrator of applicant's employing organization or most recent employer if not currently employed.
- Statement of purpose—600 words

Doctor of Philosophy/Theology

- Recommendations
 - Adviser/teacher in applicant's MA or MDiv program
 - Teacher in applicant's MA or MDiv program
 - Church administrator of applicant's employing organization (or most recent denominational employer if not currently church employed)
- Statement of purpose—600 words

Balanced Financial Plan. All students applying for admission to the on-campus programs of the Seminary must submit a balanced financial plan detailing how their expenses will be covered. Listed below is the length of plan required for Seminary degree programs:
MA: Religion 2 years
MA: Religious Education 2 years
MA: Youth & Young Adult Ministry 2 years
Master of Divinity 3 years
Doctor of Ministry
PhD/ThD programs 3 years*
*or letter of sponsorship required

Graduate Record Examinations. Students applying to the professional ministerial degree programs (Master of Divinity, Master of Arts in Pastoral Ministry, Master of Arts in Youth & Young Adult Ministry, and Doctor of Ministry) should provide transcripts of the Graduate Record Examination (GRE) General Test only when requested. Applicants to seminary academic graduate programs must request that a transcript of the GRE examination (taken within the past five years) be sent directly to the Office of Graduate Admissions.

Orientation. All new students are required to attend and register for 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 takes place the week before autumn semester classes begin. New students starting either in the summer or autumn terms are required to attend this main session. See the Seminary calendar, for specific dates for these orientation events.

Psychological Evaluation. Students from all Seminary programs are required to complete the Seminary's program of psychological evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing.

Academic Policies Applying to All Programs

Class Loads and Enrollment Status. The number of credits required for full- and part-time enrollment status in seminary programs is listed below.

Program	Full-time	Part-time
MDiv	9–16	6–8
MA in PMin, MA, MA in YYAMin, DMin, PhD, ThD	8–12	4–7

Students may take more credits than indicated above only with approval from the dean. Students who have completed all course work in a master's or doctoral program but have not met all requirements for graduation must register for GSEM 688, GSEM 788, or GSEM 888 and maintain full-time status. Students who are registered for thesis or PhD, ThD, or DMin dissertation credits also maintain full-time status. Doctor of Ministry students registered for GSEM 789 DMin Program Continuation are considered by the university as half-time students.

Minimum GPA for Graduation. The minimum GPAs required for graduation from seminary programs are listed below. Transfer credits are not counted in the GPA.
2.75 MDiv
2.50 MA in PMin, MA in YYAMin
3.00 MA, DMin, PhD, ThD

Students accepted on a provisional basis must achieve the minimum GPA required for their program during the first semester they are enrolled. A student who fails to maintain the minimum GPA required for his/her degree program is placed on academic probation.

Graduating Student Questionnaire. Completion of the graduating student questionnaire (GSQ) is a part of the graduation requirements.

Satisfactory Academic Progress. To qualify for satisfactory academic progress, students must earn the minimum GPA (as above) required for their degree program and meet other standards as listed in the Tuition, Fees, and Other Financial Information section of this bulletin. See Financial Information.

Dual Enrollment. Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student's adviser, and the dean of the

Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment in Graduate Academic Policies for pursuing two graduate degrees simultaneously, or a second undergraduate degree while doing a graduate program.

Student Spouse Discount. Academically qualified spouses of full-time on-campus seminary students may request a discount on tuition of Seminary master's-level courses taken to fulfill the requirements of a Seminary master's degree. The individual requesting the discount must be accepted into a Seminary master's program and must apply for the discount each semester in which his/her spouse is enrolled full-time in the Seminary. (Details are available at the Deans' office.) Discount requests are due by the drop/add date each semester.

Seminary Spouse Class Attendance. Seminary students and spouses of Seminary students may request to informally audit any 500- or 600-level Seminary courses (except seminars) regardless of academic qualifications and without charge, subject to written permission from the instructor, Seminary dean, and available space.

Classes Taken in Other Schools. With the exception of students in Religious Education, students registered in the Seminary who plan to take courses in another school on campus must first obtain permission from the Seminary dean or appropriate program director, as well as the dean of the school where the course will be taken. Religious Education students will follow course plans arranged in consultation with their advisors. MDiv students are charged regular tuition for courses taken outside the Seminary (except see notation under Master of Divinity Program in the Financial information section of the bulletin for information on how to request a 50% tuition reduction for graduate-level courses in the College of Arts & Sciences).

Informal Auditing. Students with a full-time load and a GPA of 3.00 or above may sit in on a Seminary class without registration or a tuition charge on a space-available basis. The appropriate form must be completed. Certain courses are not available for auditing on any basis. For audited courses to be recorded on the transcript, see the University policy on Audited Classes

Independent Study Courses. Normally, only on-campus students with a GPA of 3.00 or above may register for independent study courses. Because the faculty are not obliged to guide students for Independent Studies, students must first obtain their concurrence. Independent study courses are advanced studies in a particular field and should be taken only after completing basic courses. At registration, students need to submit a copy of the Independent Study Contract Form with the course number from the department and a brief subject added to the course title to appear on the transcript. Requirements for independent study are determined by the guiding faculty member and may include readings, research, writing, and other learning experiences. A maximum of 8 credits may be approved for Independent Study in a degree program, and Independent Study courses normally are graded satisfactory or unsatisfactory. Additional guidelines are found on the contract form.

Directed Reading. Courses designated Directed Reading are for doctoral students. Students must arrange individually with a professor to take courses on this basis. These courses may be graded S/U.

Grade Changes. Grade changes are permitted only in case of computational error and must be made no later than the semester following the one in which the course was taken. A form must be completed by the teacher and signed by the dean before being taken to the Office of Academic Records.

Worship Attendance. Regular and punctual attendance is required at seminary worship and assemblies for faculty, staff and students in residence, except students registered for 7 credits or fewer, and faculty who have assignments off-campus or are on an approved research term. Student requests to be excused from this requirement should be addressed to the deans' office in writing. Regular worship attendance is a graduation requirement for students in residence. For further details, please refer to the "Seminary Worship Attendance Policy" under Student Life at the Seminary website, www.andrews.edu/sem.

Final Exams. The times and dates for final examinations are set by the University and the Seminary at the beginning of every term. Students are expected to adhere to those dates and to integrate them into their planning calendar. The only exceptions to the prescribed dates are illness or dire emergency. Such exceptions must be approved in writing by the Seminary Associate Dean's office. Personal plans, family events, church activities, and the like do not qualify for a change of date.

Residency Requirements. Residency requirements for seminary programs appear in the respective program descriptions.

Time Limits on Degrees. For time limits applying to seminary degree programs, see the respective program descriptions below. Students who violate the respective time limits must petition the dean for an extension of time, giving reasons for the request and submitting plans for completion of the work. Petitions may be granted by the dean and may require additional qualifying or other examinations, additional course work, or both.

Transfer Credit. For limits on credits that may be transferred into the respective seminary programs, see each program description below. Certain seminary programs are discounted to prepare students for specific ministries. If a student enrolls and takes classes in a discounted or reduced fee program (less than the published doctoral or Masters rate) and then wishes to apply those credits earned to a higher priced program, the student will pay the difference to transfer or apply the discounted credits to the higher priced program at the time of transfer.

Programs

The Master of Divinity degree program provides basic postgraduate professional preparation for ministry with a broad exposure to all fields of theological study. The program applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this program.

The Master of Arts in Pastoral Ministry degree program offers professional training to mature pastors experienced in ministry. Normally such persons are unable to leave their parish and come to the Seminary campus for extended periods of time. The Seminary provides the major part of this professional training at off-campus centers in North America and various international sites.

The Master of Arts in Youth and Young Adult Ministry degree is a professional program designed to equip men and women with competencies for effective ministry to youth and young adults in local church and para-church settings. The program is focused on discipling, teaching, counseling and evangelizing youth and young adults.

The Master of Arts in Religion provides an opportunity for one year of specialized study beyond the baccalaureate degree. It is offered with these orientations: (1) the research orientation designed for students who plan further graduate work, and (2) the general academic orientation giving students a strong background in a specific area of religious studies.

The Master of Arts: Religious Education is an academic degree designed to develop theory and practice for the discipling and teaching ministry of the church in the home, church, or Christian school setting. The degree also provides a foundation for the PhD in Religious Education.

The Doctor of Ministry is a professional, post-MDiv degree for individuals qualified to pursue advanced study. This degree provides experienced pastors with additional expertise in the areas of pastoral ministry, evangelism and church growth, chaplaincy, and organizational leadership.

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an advanced academic degree that prepares teacher-scholars in the fields of Biblical Archaeology and Ancient Near Eastern Archaeology and Anthropology for church-operated colleges, seminaries and universities around the world.

The Doctor of Philosophy in Religion, based on the Master of Arts in Religion, prepares teacher-scholars in the fields of New Testament Studies, Old Testament Studies, Theological Studies, Adventist Studies, and Mission and Ministry Studies for colleges and seminaries operated by the Seventh-day Adventist Church around the world.

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university.

The Doctor of Theology degree, based on the Master of Divinity degree, trains teacher-scholars in the fields of biblical studies and theology for service in the Seventh-day Adventist Church. Completion of a seminary program does not guarantee employment.

Masters

Divinity MDiv

The Master of Divinity is a 78 credit program recommended as the basic training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It is a two year professional program (including

summers) for full time students. Additional semesters may be required for students lacking prerequisites.

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

Students who have not previously taken the following classes on the undergraduate level must fulfill these prerequisites. Some of these subjects can be cleared through optional challenge exams. Current Greek and Biblical Hebrew language intermediate level proficiency must be accomplished through placement exam or by passing both the beginning and intermediate levels of each language.

- 1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
OR *Biblical Literacy Exam 80% - August*
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the MDiv program. Students must either pass the exam at 80% or higher or take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2
OR *Church Policy Exam 80% - August, September*
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2
- 2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- 3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3
OR *Adventist Heritage Placement Exam 80%*
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.
- 2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3
- 2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3
- 2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2
- 2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2
- 2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (*C- or higher*)
OR *Greek Placement Exam 45% or higher - May, August*
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 3 credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (*C or higher*)
OR *Greek Placement Exam 60% or higher - May, August*
- 2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3
- 2 Credits of OTST 565 - Pentateuch **Credits:** 3
- 3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (*C- or higher*)
OR *Hebrew Placement Exam 45% or higher - May, August*
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary
- 2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (*C+ or higher*)
OR *Hebrew Placement Exam 65% or higher - May, August*
- 3 Credits of THST 521 - Christian Theology I **Credits:** 2,3
- 3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

Total Credits: 78

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath

Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits:** 0

Christian Ministry Credits: 19

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits:** 3

2 Credits of CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3

2 Credits of CHMN 555 - Pastoral Counseling **Credits:** 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits:** 2–6

CHMN 644 - Field Evangelism: Chaplaincy **Credits:** 3

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits:** 3–6

2 Credits of CHMN 560 - Theological Field Education **Credits:** 1,2

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their corresponding dual degree.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

1 Credit of CHMN 567 - Health Ministry **Credits:** 1–3

2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3

Choose one 2 credit (600-level) CHMN Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits:** 2,3

CHMN 607 - Preaching from the Old Testament **Credits:** 2,3

CHMN 609 - Media Ministry **Credits:** 2,3

CHMN 614 - Preaching from Daniel or Revelation **Credits:** 2,3

CHMN 627 - Black Preaching **Credits:** 2,3

CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3

CHMN 633 - Preaching the Literary Forms of the Bible **Credits:** 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3

CHMN 637 - Seminar in Preaching **Credits:** 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education **Credits:** 2–8

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits:** 2,3

CHMN 606 - Mission-Shaped Church Planting **Credits:** 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3

CHMN 641 - Practicum in Military Chaplaincy **Credits:** 2-8

CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

- 3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 (Must be taken 1st Fall Semester in Program.)
- 2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- 2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
- 2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

Church History Credits: 7

- 2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3
- 2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

- CHIS 600 - The Early Church to A.D. 604 **Credits:** 2,3
- CHIS 609 - The Church in the Middle Ages **Credits:** 2,3
- CHIS 620 - Seminar in Christian Biography **Credits:** 2,3
- CHIS 625 - Seminar in Church-State Thought **Credits:** 2,3
- CHIS 629 - History of Christian Spirituality **Credits:** 2,3
- CHIS 630 - History of Jewish Experience **Credits:** 2,3
- CHIS 634 - Reformation Theology **Credits:** 2,3
- CHIS 635 - History of the African American Churches **Credits:** 2,3
- CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3
- CHIS 640 - Reformation: _____ **Credits:** 2,3
- CHIS 650 - English Reformation and Rise of Puritanism **Credits:** 2,3
- CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits:** 3
- CHIS 655 - Wesley and Methodism **Credits:** 2,3
- CHIS 657 - Seminar in Reformation Theology **Credits:** 3
- CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits:** 3
- CHIS 660 - History of Religion in America **Credits:** 2,3
- CHIS 664 - History of American Religious Thought **Credits:** 2,3
- CHIS 665 - Modern Church History **Credits:** 2,3
- CHIS 668 - History of Religious Liberty **Credits:** 2,3
- CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits:** 2,3
- CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits:** 2,3
- CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits:** 2,3
- CHIS 680 - History of Sabbath and Sunday **Credits:** 2,3
- CHIS 682 - Seminar in Church History **Credits:** 3
- CHIS 683 - The Pastor, Church and Civil Law **Credits:** 3
- CHIS 684 - Seminar in History of Sabbath and Sunday **Credits:** 3
- CHIS 685 - Studies in Church History **Credits:** 2,3
- CHIS 686 - Development of Prophetic Interpretation **Credits:** 2,3
- CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits:** 2,3
- CHIS 688 - Contemporary Trends **Credits:** 2,3
- CHIS 689 - History of Worship and Liturgy **Credits:** 3
- CHIS 690 - Independent Study **Credits:** 1-3

World Mission Credits: 6

- MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3
- MSSN 561 - Christian Witness and World Religions **Credits:** 3

Theology Credits: 13

- 2 Credits of THST 635 - Issues in Origins **Credits:** 2,3
- 3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits:** 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

- THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3
- THST 615 - Doctrine of the Church **Credits:** 2,3
- THST 616 - Doctrine of God **Credits:** 2,3
- THST 617 - The Works of God **Credits:** 2,3
- THST 618 - The Works of Christ **Credits:** 2,3
- THST 619 - Principles and Methods of Theology **Credits:** 2,3
- THST 630 - Doctrine of Christ **Credits:** 2,3
- THST 637 - Biblical Eschatology **Credits:** 2,3
- THST 639 - Doctrine of the Holy Spirit **Credits:** 2,3
- THST 640 - Doctrine of Salvation **Credits:** 2,3
- THST 647 - Human Nature and Destiny **Credits:** 2,3
- THST 649 - Seminar in Theological Issues: _____ **Credits:** 2,3

THST 678 - Science and Religion **Credits:** 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

- THST 623 - Contemporary Adventist Theological Issues **Credits:** 2,3
- THST 624 - Protestant Theological Heritage **Credits:** 2,3
- THST 625 - Early Christian Theology **Credits:** 2,3
- THST 626 - Modern Christian Theology **Credits:** 2,3
- THST 627 - Roman Catholic Life & Thought **Credits:** 2,3
- THST 628 - Contemporary Theology **Credits:** 2,3
- THST 629 - History and Theology of Ecumenism **Credits:** 2,3
- THST 656 - Seminar in Historical Theology: _____ **Credits:** 2,3
- THST 667 - Postmodernism and the Church **Credits:** 2,3
- THST 676 - History of Philosophy **Credits:** 2,3
- 3 Credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3
- OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics Course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):

- THST 600 - Christian Personal Ethics **Credits:** 2,3
- THST 634 - Christian Social Ethics **Credits:** 2,3
- THST 643 - Christian Professional Ethics **Credits:** 2,3
- THST 644 - Theological Ethics **Credits:** 2,3
- THST 659 - Seminar in Philosophy, Theology, and Ethics: _____ **Credits:** 2,3
- THST 660 - Church and Society **Credits:** 2,3
- CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits:** 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

- NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)
- OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required (NTST List A):

- NTST 645 - Hebrews **Credits:** 2,3
- NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3
- NTST 648 - Revelation **Credits:** 2,3
- NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3
- NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3
- NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3
- NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective - Intermediate Greek proficiency required. (NTST List B):

- NTST 613 - Love, Marriage and Divorce **Credits:** 2,3
- NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3
- NTST 616 - Theology of Luke-Acts **Credits:** 2,3
- NTST 623 - New Testament Theology of Prayer **Credits:** 2,3
- NTST 627 - New Testament Theology of Salvation **Credits:** 2,3
- NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3
- NTST 629 - New Testament Ecclesiology **Credits:** 2,3
- NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3
- NTST 633 - Social Issues in the New Testament **Credits:** 2,3
- NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3
- NTST 641 - Theology of the Johannine Writings **Credits:** 2,3
- NTST 647 - Eschatology **Credits:** 2,3
- NTST 667 - Topics in New Testament Theology **Credits:** 2,3
- NTST 668 - New Testament Ethics **Credits:** 2,3
- NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3
- NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3
- NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):

- NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3
- NTST 615 - New Testament Archaeology **Credits:** 2,3
- NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3

NTST 635 - Intertestamental Literature **Credits:** 2,3
 NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3
 NTST 654 - Second Century Christianity **Credits:** 2,3
 NTST 680 - Greco-Roman World **Credits:** 2,3
 NTST 684 - Judaism and the New Testament **Credits:** 2,3
 NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3
 NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective
- Intermediate Hebrew proficiency required (OTST List A):

OTST 628 - Methods of OT Exegesis **Credits:** 2,3
 OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3
 OTST 664 - Pentateuch **Credits:** 3
 OTST 666 - Historical Books **Credits:** 3
 OTST 668 - Psalms/Wisdom Literature **Credits:** 3
 OTST 675 - Minor Prophets **Credits:** 3
 OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3
 OTST 686 - Major Prophets **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective *- Intermediate Hebrew proficiency required (OTST List B):*

OTST 619 - Theology of the Old Testament **Credits:** 2,3
 OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3
 OTST 627 - Jewish Life and Thought **Credits:** 2,3
 OTST 685 - Principles of Hermeneutics **Credits:** 2,3

2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3
OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required **OTST510 Archaeology & the Bible**.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

NTST 615 - New Testament Archaeology **Credits:** 2,3
 OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3
 OTST 604 - History of the Ancient Near East **Credits:** 2,3
 OTST 635 - History of Israel **Credits:** 2,3

General Electives Credits: 6

Students will take 6 credits of general electives.

Electives may not be used to satisfy prerequisites and/or deficiencies.

Students may use elective credits toward the completion of an MDiv concentration.

Up to 6 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.

Transfer credit Petitions from other schools within Andrews University or from any other University must be done in consultation with the MDiv Office.

Concentrations

Chaplaincy Concentration Credits: 14

A Chaplaincy Concentration is available for students interested in earning a Chaplaincy Endorsement from Adventist Chaplaincy Ministries. Students who wish to be endorsed for both congregational and chaplaincy ministry will take up to 83 credits to receive both endorsements. Students who plan only toward a chaplaincy career may complete the Chaplaincy Concentration in 78 credits.

2 Credits of CHMN 507 - Introduction to Chaplaincy Ministry **Credits:** 2
 2 Credits of CHMN 516 - Death & Grief in Contemporary Society **Credits:** 2
 2 Credits of CHMN 643 - Trauma & Advanced Crisis Intervention **Credits:** 2
 2 Credits of CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits:** 2
 (Prerequisite: Undergraduate Ethics course or THST 605)
 3 Credits of CHMN 644 - Field Evangelism: Chaplaincy **Credits:** 3

Chaplaincy Concentration students must take at least one credit of CHMN 560 Theological Field Education. If they wish to be recommended for congregational ministry, they must take two credits.

CHMN 560 - Theological Field Education **Credits:** 1,2

Chaplaincy Concentration students must successfully complete one unit of Clinical Pastoral Education registered as one of the following two (3 credit) courses:

CHMN 557 - Practicum in Clinical Pastoral Education **Credits:** 2-8

Or CHMN 641 - Practicum in Military Chaplaincy **Credits:** 2-8

Students who wish to be recommended by the seminary for both chaplaincy and congregational ministry must complete the chaplaincy concentration as well as one additional course from the **CHMN core electives (NADEI List 2)** (2 cr.), **2 credits of CHMN 562 Field Evangelism and 1 additional credit of CHMN 560 TFE** for a total of 83 credits.

Youth and Young Adults Ministry Concentration Credits: 12

A Youth & Young Adult Ministry Concentration is available for students wishing to gain specialized skills and knowledge for service in pastoral and administrative leadership to address the needs of youth and young adults. The MDiv with the YYAM Concentration requires a total of 84 credits.

Students who choose this concentration must select 2 Credits of CHMN632 Contextualized Preaching: Youth, in fulfillment of the Christian Ministry requirement for an Advanced Preaching Core Elective (CHMN list).

3 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3

2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3

3 Credits of DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3

2 Credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3

Choose at least 2 credits from DSRE List:

DSRE 610 - Teaching for Discipleship **Credits:** 2,3
 DSRE 626 - Ministry to At-Risk Youth **Credits:** 2,3
 DSRE 630 - Fostering Spiritual Growth **Credits:** 2,3
 DSRE 651 - Foundations of Biblical Counseling **Credits:** 2,3
 DSRE 669 - Reaching the Secular Mind **Credits:** 2,3
 DSRE 678 - Spiritual Nurture of Children **Credits:** 2,3

Pastoral Ministry MAPM (English Track)

MA in Pastoral Ministry

Esther R. Knott, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

The Master of Arts in Pastoral Ministry is intended for experienced pastors over the age of 35 whose ministerial functions and employment responsibilities make it impossible to engage in an extended study program at the Seminary. The goals of our program are to deepen the understanding, reflection, and skills of the pastors in the core qualities of character, evangelism/ discipleship, leadership, management, relationship, scholarship, and worship. 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).

This program is offered at designated locations within each Union of the North American Division of Seventh-day Adventists. For more information visit the following sites.

MA in Pastoral Ministry (English) <http://www.andrews.edu/sem/inministry/>.

MA in Pastoral Ministry (Hispanic) <http://ihmandrews.com/>.

The MAPM is not designed to prepare students for advanced degrees. If a student later wishes to pursue an advanced degree in the seminary, they will need to do additional coursework on the masters level. (See the admission requirements under the advanced degrees.)

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements:

Hold a BA degree or equivalent from an accredited institution with a minimum GPA of 2.5.

Provide evidence of successful pastoral leadership during the past five years.

Be recommended by the local conference administration, a pastoral colleague and a local church leader/elder.

Be over the age of 35. (Exceptions by petition only.)

Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

The MDiv is now available through a combination of online, intensive and main campus courses. See [link to the MDiv website].

Program Outcomes

Deliver effective biblically-based sermons.

Demonstrate proper biblical interpretation skills.

Understand the historical-theological development of the Adventist Church.

Capable of training church members for evangelism.

Demonstrate an understanding of how to empower church members for leadership.

Capable of reaching specific social groups.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.

All students must participate in supervised ministerial experience as part of their degree requirements.

Attendance of at least 6 credits on the Andrews University campus (or approved complete degree site) during the first year of the program is required. This residency requirement is offered as an approved exception to the Association of Theological Schools larger residency expectation stated in Degree Program Standard B, section B.3.1.3.

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.

Only grades of a C- or above will count towards the 48-credit requirement.

Following an absence of two years or more, a student's previous admission status will have lapsed and the student must reapply to the program.

Course work should be completed within six years of beginning the program. Credits older than ten years will not be applied toward the degree.

Transferred and Earned Term Credit Limits

All course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA in Pastoral Ministry Program

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program and pay all the admission fees. Students will be accepted under the current bulletin.

***All classes in the MA in Pastoral Ministry program are to be taken for 3 credits.**

Christian Ministry (12)

CHMN 523 - Worship: Word and Music **Credits: 2,3** **This course is only offered in the summer on campus and is recommended to be taken with DSRE 541 during the first year of the program.**

CHMN 543 - Christian Leadership in a Changing World **Credits: 2,3**

CHMN 637 - Seminar in Preaching **Credits: 2,3**

Choose one of the following courses:

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits: 3**

CHMN 566 - Mobilizing Laity for the Ministry of Evangelism **Credits: 2,3**

CHMN 623 - Innovative Evangelism **Credits: 2,3**

Church History (6)

CHIS 505 - Survey of Church History **Credits: 3**

CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**

Discipleship and Religious Education (9)

DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**

DSRE 534 - Ministry to Youth and Young Adults **Credits: 2,3**

DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3** **This course is only offered during the summer on campus and is recommended to be taken with CHMN 523 during the first year of the program.**

New Testament (6)

NTST 567 - Theology of the New Testament (English) **Credits: 2,3** (topic options)

Choose one of the following courses:

NTST 535 - Studies in the Pauline Writings **Credits: 2,3**

NTST 536 - Studies in the Gospels **Credits: 2, 3**

NTST 537 - Studies in Acts and General Epistles **Credits: 2,3**

NTST 538 - Studies in Hebrews **Credits: 2,3**

NTST 539 - Studies in Revelation **Credits: 2,3**

Old Testament (6)

Choose one of the following:

ANEA 510 - Archaeology and the Bible **Credits: 2,3**

OTST 520 - Introduction to Old Testament Theology **Credits: 2,3**

Choose one of the following:

OTST 546 - Studies in Daniel (English) **Credits: 2,3**

OTST 556 - Studies in Prophets (English) **Credits: 2,3**

OTST 566 - Studies in the Pentateuch (English) **Credits: 2,3**

Theology and Christian Philosophy (6)

THST 695 - Topics _____ **Credits: 2,3** (Sanctuary Doctrine)

Choose one of the following courses:

systematic theology course (topic options)

historical theology course (topic options)

World Mission (3)

MSSN 546 - Mission in Cultural and Religious Context **Credits: 3**

MSSN 561 - Christian Witness and World Religions **Credits: 3**

Total Credits for the MA Degree: 48

Note for Washington State citizens:

Andrews University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Andrews University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

The transferability of credits earned at Andrews University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Andrews University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Andrews University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation

does not guarantee credentials or credits earned at Andrews University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Pastoral Ministry MAPM (Hispanic Track)

MA in Pastoral Ministry

Esther R. Knott, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

The Master of Arts in Pastoral Ministry is intended for experienced pastors over the age of 35 whose ministerial functions and employment responsibilities make it impossible to engage in an extended study program at the Seminary. The goals of our program are to deepen the understanding, reflection, and skills of the pastors in the core qualities of character, evangelism/ discipleship, leadership, management, relationship, scholarship, and worship. 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).

This program is offered at designated locations within each Union of the North American Division of Seventh-day Adventists. For more information visit the following sites.
MA in Pastoral Ministry (English) <http://www.andrews.edu/sem/inministry/>.
MA in Pastoral Ministry (Hispanic) <http://ihmandrews.com/>.

The MAPM is not designed to prepare students for advanced degrees. If a student later wishes to pursue an advanced degree in the seminary, they will need to do additional coursework on the masters level. (See the admission requirements under the advanced degrees.)

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements:

- Hold a BA degree or equivalent from an accredited institution with a minimum GPA of 2.5.
- Provide evidence of successful pastoral leadership during the past five years.
- Be recommended by the local conference administration, a pastoral colleague and a local church leader/elder.
- Be over the age of 35. (Exceptions by petition only.)

Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

The MDiv is now available through a combination of online, intensive and main campus courses. See [link to the MDiv website].

Program Outcomes

- Deliver effective biblically-based sermons.
- Demonstrate proper biblical interpretation skills.
- Understand the historical-theological development of the Adventist Church.
- Capable of training church members for evangelism.
- Demonstrate an understanding of how to empower church members for leadership.
- Capable of reaching specific social groups.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

- Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.
- All students must participate in supervised ministerial experience as part of their degree requirements.

Attendance of at least 6 credits on the Andrews University campus (or approved complete degree site) during the first year of the program is required. This residency requirement is offered as an approved exception to the Association of Theological Schools larger residency expectation stated in Degree Program Standard B, section B.3.1.3.

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.

Only grades of a C- or above will count towards the 48-credit requirement.

Following an absence of two years or more, a student's previous admission status will have lapsed and the student must reapply to the program.

Course work should be completed within six years of beginning the program. Credits older than ten years will not be applied toward the degree.

Transferred and Earned Term Credit Limits

All course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA in Pastoral Ministry Program

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program and pay all the admission fees. Students will be accepted under the current bulletin.

***All classes in the MA in Pastoral Ministry program are to be taken for 3 credits.**

Christian Ministry (15)

CHMN 538 - Bilingual Ministry **Credits:** 2,3
CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits:** 3
CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3
CHMN 637 - Seminar in Preaching **Credits:** 2,3

Choose one of the following courses:

CHMN 514 - Public Evangelism (Hispanic) **Credits:** 2,3
CHMN 517 - Topics in Ministry **Credits:** 2,3
CHMN 525 - Hispanic-American Culture and Challenges **Credits:** 2,3
CHMN 566 - Mobilizing Laity for the Ministry of Evangelism **Credits:** 2,3
CHMN 606 - Mission-Shaped Church Planting **Credits:** 2,3
CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

Church History (6)

CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

Choose one of the following courses:

CHIS 567 - Hispanic-American Church History **Credits:** 2,3
CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits:** 3
CHIS 680 - History of Sabbath and Sunday **Credits:** 2,3

Discipleship and Religious Education (6)

DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3

Choose one of the following Courses:

DSRE 610 - Teaching for Discipleship **Credits:** 2,3
DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3

General Seminary (3)

GSEM 620 - Research Methods **Credits:** 2,3

Mission (3)

Choose one of the following courses:

MSSN 505 - Christian Responses to Human Needs **Credits:** 2,3
MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3

New Testament (3)

Choose one of the following courses:

- NTST 535 - Studies in the Pauline Writings **Credits: 2,3**
 NTST 536 - Studies in the Gospels **Credits: 2, 3**
 NTST 537 - Studies in Acts and General Epistles **Credits: 2,3**
 NTST 538 - Studies in Hebrews **Credits: 2,3**
 NTST 539 - Studies in Revelation **Credits: 2,3**

Old Testament (3)

Choose one of the following courses for three credits:

- OTST 566 - Studies in the Pentateuch (English) **Credits: 2,3**
 OTST 556 - Studies in Prophets (English) **Credits: 2,3**
 OTST 546 - Studies in Daniel (English) **Credits: 2,3**

Theology (3)

3 Credits of THST 656 - Seminar in Historical

Theology: _____ **Credits: 2,3**

Electives (6)

Choose any courses offered in the Seminary with the following prefixes (courses cannot be repeated):

DSRE; CHMN; GSEM; CHIS; NTST; OTST; THST.

Total Credits for the MA Degree: 48

Note for Washington State citizens:

Andrews University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Andrews University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

The transferability of credits earned at Andrews University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Andrews University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Andrews University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Andrews University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Pastoral Ministry MAPM (Non-North American Division)

MA in Pastoral Ministry

Esther R. Knott, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors whose ministerial functions and employment responsibilities make it impossible to engage in an extended study program at the Seminary. The goals of our program are to deepen the understanding, reflection, and skills of the pastors in the core qualities of character, evangelism/discipleship, leadership, management, relationship, scholarship and worship. 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).

This program is offered at designated locations within each Union of the North American Division of Seventh-day Adventists. For more information visit the following sites.

MA in Pastoral Ministry (English) <http://www.andrews.edu/sem/inministry/>.

MA in Pastoral Ministry (Hispanic) <http://ihmandrews.com/>.

The MAPM is not designed to prepare students for advanced degrees. If a student later wishes to pursue an advanced degree they may need to do additional coursework on the masters level. (See the admission requirements under the advanced degrees.)

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

Non NAD Ministerial Applicants

Hold a BA degree or equivalent from an accredited institution with a minimum GPA of 2.5.

Provide evidence of successful pastoral leadership during the past five years.

Be Recommended by their local conference administration, a pastoral colleague and local church leader/elder.

Program Outcomes

Deliver effective biblically-based sermons.

Demonstrate proper biblical interpretation skills.

Understand the historical-theological development of the Adventist Church.

Capable of training church members for evangelism.

Demonstrate an understanding of how to empower church members for leadership.

Capable of reaching specific social groups.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.

All students must participate in supervised ministerial experience as part of their degree requirements.

Attendance of at least 6 credits on the Andrews University campus (or approved complete degree site) during the first year of the program is required. In addition 12 credits are to be completed at Andrews University (or approved complete degree site) during the remainder of 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.

Only grades of a C- or above will count towards the 48-credit requirement.

Following an absence of two years or more, a student's previous admission status will have lapsed and the student must reapply to the program.

Course work should be completed within six years of beginning the program. Credits older than ten years will not be applied toward the degree.

Transferred and Earned Term Credit Limits

All course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA in Pastoral Ministry Program

Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program and pay all the admission fees. Students will be accepted under the current bulletin.

***All classes in the MA in Pastoral Ministry program are to be taken for 3 credits.**

Christian Ministry (12)

- CHMN 523 - Worship: Word and Music **Credits:** 2,3 **This course is only offered in the summer on campus and is recommended to be taken with DSRE 541 during the first year of the program.**
- CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3
- CHMN 637 - Seminar in Preaching **Credits:** 2,3
- Choose one of the following courses:**
- CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits:** 3
- CHMN 566 - Mobilizing Laity for the Ministry of Evangelism **Credits:** 2,3
- CHMN 623 - Innovative Evangelism **Credits:** 2,3

Church History (6)

- CHIS 505 - Survey of Church History **Credits:** 3
- CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

Discipleship and Religious Education (9)

- DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
- DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 **This course is only offered during the summer on campus and is recommended to be taken with CHMN 523 during the first year of the program.**

New Testament (6)

- NTST 567 - Theology of the New Testament (English) **Credits:** 2,3
- Choose one of the following courses:**
- NTST 535 - Studies in the Pauline Writings **Credits:** 2,3
- NTST 536 - Studies in the Gospels **Credits:** 2, 3
- NTST 537 - Studies in Acts and General Epistles **Credits:** 2,3
- NTST 538 - Studies in Hebrews **Credits:** 2,3
- NTST 539 - Studies in Revelation **Credits:** 2,3

Old Testament (6)

- Choose one of the following courses:**
- ANEA 510 - Archaeology and the Bible **Credits:** 2,3
- OTST 520 - Introduction to Old Testament Theology **Credits:** 2,3
- Choose one of the following courses:**
- OTST 546 - Studies in Daniel (English) **Credits:** 2,3
- OTST 556 - Studies in Prophets (English) **Credits:** 2,3
- OTST 566 - Studies in the Pentateuch (English) **Credits:** 2,3

Theology and Christian Philosophy (6)

- THST 695 - Topics _____ **Credits:** 2,3
- Choose one of the following courses:**
- systematic theology course (topic options)
- historical theology course (topic options)

World Mission (3)

- Choose one of the following courses:**
- MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3
- MSSN 561 - Christian Witness and World Religions **Credits:** 3

Total Credits for the MA Degree:48

Religion MA

Program Description

Felix Cortez, *Director*

The Master of Arts (Religion) is an academic program usually involving two or three years of study beyond the baccalaureate degree. The purpose of the program is to prepare students to act as teachers and church workers in the areas of biblical studies, theology, and religious tradition beyond the bachelor's degree. The

program requires 38 credits of course work. Only 500- and 600-level courses are accepted and requires a thesis.

Program Outcomes

Specialized Track

- (Offered on the Andrews main campus only)
- Conduct effective research that communicates competence in a specialized field of study.
 - Practice a biblically grounded approach to scholarly inquiry.
 - Articulate theology and research in terms of Seventh-day Adventist, history, beliefs and practice.
 - Demonstrate understanding of the content and central issues of the specialized field of study.

Interdisciplinary Track

- (offered at international extension sites and online)
- Conduct effective research for teaching and ministry.
 - Practice a biblically grounded approach to scholarly inquiry.
 - Articulate theology and research in terms of Seventh-day Adventist history, beliefs and practice.
 - Demonstrate a broad understanding of biblical studies, theology, and religious history within the Seventh-day Adventist church.

MA (Religion) Specialized Track

Admission Requirements

Admission to the MA (Religion) program is based on the general admission requirements for all graduate students and the general Seminary admission requirements. Applicants must hold a baccalaureate degree or its equivalent, preferably with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.

In addition to the General and Seminary Admission requirements specified above, applicants must meet the following:

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). Prerequisites do not count as part of the 38 credits required for the MA (Religion) degree.

Prerequisites may be taken at any accredited educational institution. Students needing to take prerequisite courses, after applying to the MA Religion program, may submit courses by providing an official transcript showing that the course(s) taken meet the Transfer Credit Policy (see below) and the MA Religion prerequisite requirements to fulfill the course or language prerequisites.

- Church History - 2 credits
- New Testament Studies - 2 credits
- Old Testament Studies - 2 credits
- Theological Studies - 2 credits
- E.G. White Writings - 2 credits
- Adventist Studies - 2 credits

Total prerequisite credits - **12**

Language Requirements:

The applicant must demonstrate proficiency, in languages other than English, or show a plan for acquiring language proficiency as determined by the selected area of concentration. Proficiency is defined as the reading knowledge of a language at the intermediate level. Examinations are generally required to demonstrate proficiency. Language proficiency courses do not apply toward the 38 credits of the MA degree requirements.

Applicant must demonstrate Biblical Greek and Hebrew proficiency at the intermediate level. Students who have already taken Greek or Hebrew at the undergrad level must take the placement exam and show that they have an intermediate level of competency in both languages. If the appropriate score(s) are not earned, the student will have to retake the language courses at Andrews. Biblical language proficiency must be demonstrated before registration of exegesis courses.

Registering Greek and Hebrew Placement Exams:

If a student passes the Hebrew or Greek placement exam, they must register for the zero credit section of the course in order that their academic transcript to show a grade of "P" for passing, which is the designation for Challenge by Examination. No entry shall be made on the transcript if the student fails the examination. However, the student will be required to take the prerequisite course for credit, if they fail the examination. Placement exams must be taken the first year of starting your program and can only be taken once.

Students will register for placement exam(s) as follow:

NTST 551 - Beginner Greek Placement Exam, 0 credits, must receive a score of 45% or higher to pass.

NTST 552 - Intermediate Greek Placement Exam, 0 credits, must receive a score of 60% or higher to pass.

OTST 551 - Beginner Hebrew Placement Exam, 0 credits, must receive a score of 45% or higher to pass.

OTST 552 - Intermediate Hebrew Placement Exam, 0 credits, must receive a score of 65% or higher to pass.

Students who choose to demonstrate proficiency in Hebrew and/or Greek by taking the courses at Andrews, may use the credits to fulfill course Prerequisite Elective requirements.

A modern language of French or German must generally be completed by examination and/or course work (FREN 505, GRMN 505). Exceptions to this rule are listed below under Areas of Concentration. This is in addition to the minimum 38 program credits. Other modern research languages may be considered by the program director if the language is relevant to the topic of the thesis/project. Modern language deficiencies must be completed before registering for the MA thesis/project.

Sixteen Personality Factor (16PF) Questionnaire must be completed and submitted as directed on the online application.

Transfer Credits. A maximum of 6 masters level semester hours of coursework, 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.

Time Limits. A student must complete the requirements for the MA (Religion) degree and graduate within six years of first enrolling in the program regardless of admission classification.

Degree Requirements

In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements:

38 semester credits with a cumulative GPA of 3.00 or above. [Only 3 credit courses may be used to meet these requirements.]

Core classes (15 credits):

GSEM 620 - Research Methods (3 credits); to be taken the first time the course is offered after enrolling in the program.

OTST XXX Old Testament Exegesis Course (3 credits)

NTST XXX New Testament Exegesis Course (3 credits)

THST 619 - Principles and Methods of Theology (3 credits)

CHIS 674 - Development of Seventh-day Adventist Theology (3 credits)

The area of concentration with 18 credits in consultation with the Department.

GSEM 697 Thesis for MA Degree (5 credits)

Concentrations. Students must select their area of concentration within the first semester of starting courses. Concentration options for the MA Religion are listed below:

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

Theological Studies

Archaeology and History of Antiquity Concentration

Archaeology and History of Antiquity

Required Courses

ANEA 510 - Archaeology and the Bible Credits: 2,3

ANEA 604 - History of the Ancient Near East Credits: 2,3

ANEA 614 - Archaeology of Palestine Credits: 2,3

NTST615 may be substituted for ANEA614 if, ANEA614 is not available during the semesters a student is completing their coursework.

Remaining courses must be chosen from:

GSEM 670 - Guided Study Tour of the Bible Lands Credits: 1-4

NTST 615 - New Testament Archaeology Credits: 2,3

NTST 635 - Intertestamental Literature Credits: 2,3

NTST 680 - Greco-Roman World Credits: 2,3

NTST 684 - Judaism and the New Testament Credits: 2,3

NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3

NTST 690 - Independent Study Credits: 1-4

NTST 695 - Topics in New Testament Backgrounds Credits: 2,3

ANEA 514 - Bible Lands and Their Explorations Credits: 2,3

ANEA 605 - Seminar in Old Testament History Credits: 2,3

ANEA 615 - Seminar in Archaeology and History of Antiquity Credits: 2-3

ANEA 630 - Archaeological Field Work Credits: 1-8

ANEA 635 - History of Israel Credits: 2,3

ANEA 690 - Independent Study Credits: 1-3

ANEA 695 - Directed Studies Credits: 3

A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits each.

Course substitutions must be approved by Program Director before the class is taken.

Biblical and Cognate Languages Concentration

Biblical and Cognate Languages

Required Courses

OTST 625 - Biblical Hebrew III Credits: 3

and one of the following:

NTST 608 - Advanced Greek Grammar and Syntax Credits: 2,3

NTST 678 - Seminar in Greek Exegesis Credits: 2,3

NTST 696 - Seminar in Hellenistic Greek Credits: 2,3

Remaining courses must be chosen from:

NTST 606 - New Testament Textual Criticism and Canon Formation Credits: 2,3

NTST 618 - Syriac Credits: 2,3

NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3

NTST 646 - Topics in New Testament Exegesis Credits: 2,3

NTST 665 - Coptic Credits: 2,3

NTST 678 - Seminar in Greek Exegesis Credits: 2,3

NTST 690 - Independent Study Credits: 1-4

NTST 696 - Seminar in Hellenistic Greek Credits: 2,3

OTST 545 - Daniel Credits: 2,3

OTST 555 - Prophets Credits: 3

OTST 558 - Writings Credits: 2

OTST 565 - Pentateuch Credits: 3

ANEA 612 - Ancient Near Eastern Languages Credits: 3

OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3

OTST 639 - Studies in Old Testament Exegesis Credits: 2,3

OTST 654 - Biblical Aramaic Credits: 2,3

OTST 658 - Seminar in Ancient Near Eastern Languages Credits: 3

OTST 659 - Studies in Old Testament Issues Credits: 2,3

OTST 660 - Readings in the Septuagint Credits: 2,3

OTST 680 - Seminar in Old Testament Exegesis Credits: 2,3

OTST 685 - Principles of Hermeneutics Credits: 2,3

OTST 690 - Independent Study Credits: 1-3

OTST 695 - Directed Studies Credits: 3

A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits each.

Course substitutions must be approved by Program Director before courses are taken.

Church History Concentration

In completing the CH concentration students will gain insight of SDA theological perspective and the organization's contribution to church history as a whole.

Church History -18

Required Courses

CHIS 612 - Introduction to Ecclesiastical Latin Credits: 3

CHIS 614 - Readings in Ecclesiastical Latin Credits: 3

and additional CHIS courses

3 credits may be selected from one of the following:

GSEM 678 - Church History Study Tour Credits: 1–8
MSSN 676 - History of Christian Mission Credits: 2,3
THST 624 - Protestant Theological Heritage Credits: 2,3
THST 625 - Early Christian Theology Credits: 2,3
THST 628 - Contemporary Theology Credits: 2,3
Courses must be taken for 3 credits each.

Course substitution must be approved by Program Director before courses are taken.

Intertestamental (Jewish) Studies Concentration
Intertestamental (Jewish) Studies

Required Courses

NTST 525 - Revelation Credits: 2
NTST 635 - Intertestamental Literature Credits: 2,3

NTST 684 - Judaism and the New Testament Credits: 2,3 or
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3
Remaining courses must be chosen from:
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 618 - Syriac Credits: 2,3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 690 - Independent Study Credits: 1–4
NTST 696 - Seminar in Hellenistic Greek Credits: 2,3
ANEA 614 - Archaeology of Palestine Credits: 2,3
OTST 625 - Biblical Hebrew III Credits: 3
OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
OTST 627 - Jewish Life and Thought Credits: 2,3
OTST 654 - Biblical Aramaic Credits: 2,3
OTST 659 - Studies in Old Testament Issues Credits: 2,3
OTST 690 - Independent Study Credits: 1–3
OTST 695 - Directed Studies Credits: 3
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before course is taken.

Jewish and Muslim Faiths Concentration
Jewish and Muslim Faiths

Required Courses

OTST 627 - Jewish Life and Thought Credits: 2,3
A course is to be chosen from each of the following groups:
Apologetics/comparative religion
MSSN 650 - Introduction to a World Religion Credits: 2,3
MSSN 652 - Biblical and Qur'anic Studies Credits: 2,3
MSSN 653 - Islamic Culture and Society Credits: 3
MSSN 660 - Witnessing to People of Another Religion Credits: 2,3
CHMN 587 - Apologetics in Evangelism Credits: 2,3
History
ANTH 478 - Archaeological and Ethnographical Perspectives on the Middle East Credits: 3
CHIS 630 - History of Jewish Experience Credits: 2,3
Language/Literature
OTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
OTST 654 - Biblical Aramaic Credits: 2,3
OTST 658 - Seminar in Ancient Near Eastern Languages Credits: 3
NTST 626 - Seminar in Classical Jewish Literature Credits: 2,3
Theology/Ethics
OTST 620 - Seminar in Old Testament Theology Credits: 2,3
THST 644 - Theological Ethics Credits: 2,3
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before course is taken.

Mission Studies Concentration
Mission Studies

Required Courses

MSSN 546 - Mission in Cultural and Religious Context Credits: 3
MSSN 561 - Christian Witness and World Religions Credits: 3

Choose one of the following courses:

MSSN 610 - Theology of Mission Credits: 3
Or MSSN 676 - History of Christian Mission Credits: 2,3

Remaining courses must be chosen from MSSN
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before courses are taken.

New Testament Studies Concentration
New Testament Studies

Required Courses

An advanced course in language chosen from among
NTST 608 - Advanced Greek Grammar and Syntax Credits: 2,3
NTST 678 - Seminar in Greek Exegesis Credits: 2,3
NTST 696 - Seminar in Hellenistic Greek Credits: 2,3
a course in New Testament theology
a course in New Testament exegesis
(in addition to NTST 678 if that course is taken to satisfy the language requirement)

a course in New Testament backgrounds to be selected from among
NTST 615 - New Testament Archaeology Credits: 2,3
NTST 635 - Intertestamental Literature Credits: 2,3
NTST 654 - Second Century Christianity Credits: 2,3
NTST 680 - Greco-Roman World Credits: 2,3
NTST 684 - Judaism and the New Testament Credits: 2,3
NTST 689 - Seminar in New Testament Backgrounds Credits: 2,3

Remaining courses must be chosen from
NTST courses or
GSEM 530 - Doctrine of the Sanctuary Credits: 2,3
GSEM 670 - Guided Study Tour of the Bible Lands Credits: 1–4
Course substitutions must be approved by Program Director before courses are taken.

Old Testament Concentration
Old Testament Studies

Required Courses

OTST 625 - Biblical Hebrew III Credits: 3
two courses in Exegesis
a course in Archaeology and History of Antiquity
Remaining courses must be chosen from:
OTST courses or
GSEM 670 - Guided Study Tour of the Bible Lands Credits: 1–4 or
GSEM 530 - Doctrine of the Sanctuary Credits: 2,3
A total of 18 credits must be taken for this emphasis. Courses must be taken for 3 credits.

Course substitutions must be approved by Program Director before course is taken.

Theological Studies Concentration
Theological Studies

Regardless of which sub-section of theological studies is selected for emphasis—
Systematic Theology, Historical Theology, or Philosophy and Ethics—the following
courses are required:

THST 550 - Principles of Christian Ethics Credits: 2,3

THST 624 - Protestant Theological Heritage Credits: 2,3 or

THST 628 - Contemporary Theology Credits: 2,3

Course substitutions must be approved by Program Director before course is taken.

Remaining courses must be chosen from:

GSEM 530 - Doctrine of the Sanctuary Credits: 2,3

Required Concentration Courses: In the event that a required course in the area of concentration 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.

Research Requirements. An MA thesis with a total of 5 credits must be completed and defended. It cannot be started until all language requirements are completed. A student who has registered the required 5 thesis course credits but has not finished the thesis must register for GSEM 688-Master Degree Continuation, 0 credits, until the thesis has been approved/completed.

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.

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 School of Education regarding qualifying for SDA teaching credentials.

Distance Courses. On-line courses must be approved by the MA Religion director before the course begins. These courses must cover appropriate content with sufficient rigor to meet the academic expectations of the MA Religion degree.

MA Religion Interdisciplinary International Track

The MA (Religion) Interdisciplinary Track offered online and at that international sites listed below, provides a survey knowledge of various theological disciplines in order to prepare students to act as secondary teachers and church workers in a variety of areas. The program requires a thesis/project and may reflect context-sensitive needs in its curriculum.

Hong Kong Site: Language of instruction is English

Hong Kong Adventist College

111 Clear Water Bay Road, Sai Kung, New Territories, Hong Kong

Lebanon Site: Language of instruction is English

Middle East University

Ferdous St., Sabtieh, Bauchi, Lebanon

Poland Site: Language of instruction is Polish

Polish Senior College of Theology & Humanities

U1. Jana Pawla II39, 05-807 Podkowa Lesna, Poland

Romania Site: Language of instruction is English

Institutul Teologic Adventist

Șos. Decebal, nr. 11-13, Comuna Cernica, 077035, Județul Ilfov, România

Russian Site: Language of instruction - Russian

Zaoksky Adventist University

Tula, Russia

Taiwan Site: Language of instruction is Chinese

Taiwan Adventist College (TAC)

39 Chung Wen Lang Yu Chih, Nantou County, Taiwan 55542

Republic of China

Ukraine Site: Language of instruction is Russian

Ukrainian Adventist Center of Higher Education

14 Instytutska, 08292 Bucha, Kyiv Region, Ukraine

Online Delivery: Language of instruction is English. This program is also offered in an interactive online format (see School of Distance Education and International Partnerships Definitions). The interactive online degree does not require any on-campus time.

Admission Requirements

Admission to the MA (Religion) International program is based on the general admission requirements for all graduate students and the general Seminary

admission requirements. Applicant must hold a baccalaureate degree or its equivalent, preferably with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.

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). Prerequisites do not count as part of the 38 credits required for the MA (Religion) degree.

Prerequisites may be taken at any accredited educational institution. Students needing to take prerequisite courses, after applying to the MA Religion program, may submit courses by providing an official transcript showing that the course(s) taken meet the Transfer Credit Policy (see below) and the MA Religion prerequisite requirements to fulfill the course or language prerequisites.

Church History	2 credits
New Testament Studies	2 credits
Old Testament Studies	2 credits
Theological Studies	2 credits
Ellen G. White Writings	2 credits
Adventist History	2 credits

Total prerequisite credits - 12

Language Requirements. The applicant must meet the English proficiency requirements of the School of Graduate Studies and Research, if the program will be completed online or if the language of instruction is English.

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.

Time Limits. A student must complete the requirements for the MA (Religion) degree and graduate within six years of first enrolling in the program regardless of admission classification.

Preparation for the Andrews' PhD Religion program. Students completing the MA Religion International Interdisciplinary Track will need to do additional coursework in an area of specialization before they can be accepted into Andrews' PhD Religion program. They will also have to show proficiency at the intermediate level in Greek, Hebrew, and a modern research language. Additional languages may be required depending on the area of specialization chosen for the PhD dissertation.

Degree Requirements

In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements for both the research and the general academic orientation options:

38 semester credits with a cumulative GPA of 3.00 or above. (Only 2 credit courses can be used to meet these requirements.)

Core classes (24 credits):

GSEM 520 - Methods in Biblical & Theological Research (2 credits)

GSEM 530 - Doctrine of the Sanctuary (2 credits)

CHIS 624 Issues in Ellen G. White Studies (2 credits)

NTST 536 - Studies in the Gospels (2 credits)

NTST 539 - Studies in Revelation (2 credits)

OTST 566 - Studies in the Pentateuch (English) (2 credits)

OTST 546 - Studies in Daniel (English) (2 credits)

CHIS 574 History of Seventh-day Adventist Theology (2 credits)

One of the following:

OTST 556 Studies in Prophets (English) (2 credits) **OR**

ANEA 510 Archaeology and the Bible (2 credits)

One of the following:

NTST 535 - Studies in the Pauline Writings (2 credits)

OR

NTST 538 - Studies in Hebrews (2 credits) **OR**

NTST 537 Studies in Acts and General Epistles (2 credits)

One of the following:

THST 615 - Doctrine of the Church **OR**

THST 616 - Doctrine of God (2 credits)

One of the following:

THST 618 - The Works of Christ **OR**

THST 540 - Doctrine of Salvation (2 credits)

A concentration with 8-14 credits chosen by the extension site in consultation with the Program Director.

GSEM 697 Thesis for MA Degree (6 credits) /GSEM 695 Research Project (6 credits) /GSEM 680 Master's Comprehensive Exam (0 credits); as agreed upon with each extension site.

Concentrations. Students must select their area of concentration within the first semester of starting courses. Concentration options unique to the MA Religion Interdisciplinary Track are listed below:

- Christian Leadership
- Mediterranean Studies

Independent Study. Independent study credits are not accepted as part of the MA (Religion) degree offered at international sites.

Online courses may be taken by off-campus students with the Program Director's approval. Tuition and fees for online courses will be charged in accordance to the online program fees of the current bulletin.

Research Requirements. An MA thesis/project with a total of 6 credits is to be completed and defended. A student who has registered the required course work (6 thesis credits) but has not finished the thesis/project, must register for GSEM 688 Master's Degree Continuation , 0 Credits until the thesis/project has been approved.

Interdisciplinary Track Online

Delivery: The MA (Religion) Interdisciplinary Track is also offered in an interactive online format (see School of Distance Education Definitions). The interactive online degree does not require any on-campus time. However, students are welcome to attend events, and are especially encouraged to attend graduation.

To allow for peer cohorts and good progression, students taking the MA (Religion) online will complete these requirements in the following order:38 semester credits with a cumulative GPA of 3.00 or above[GP1] .

- Core classes (24 credits):
- 8-14 credits in the area of Christian Ministry.
- GSEM 697 Thesis for MA Degree (6 credits)/GSEM 695 Research Project (6 credits)/GSEM 680 Masters Comprehensive Exam (0 credits).
- GSEM 520 Methods in Biblical & Theological Research (2 credits)
- NTST 538 Studies in Hebrews (2 credits)
- THST 616 Doctrine of God (2 credits)
- Concentration Elective (2 credits- CHMN, DSRE, or MSSN prefix)
- GSEM 530 Doctrine of the Sanctuary (2 credits)
- OTST 546 Studies in Daniel (English) (2 credits)
- THST 540 Doctrine of Salvation
- GSEM 697 MA Thesis (2 Credits) **OR** Concentration Elective (2 credits- CHMN, DSRE, or MSSN prefix)

- CHIS 574 History of SDA Theology (2 credits)
- CHIS 624 Issues in Ellen G. White Studies (2 credits)
- NTST 539 Studies in Revelation (2 credits)
- Concentration Elective (2 credits CHMN, DSRE, or MSSN prefix)

- One of the following:
- OTST 556 Studies in Prophets (English) (2 credits) **OR**
 - ANEA 510 Archaeology and the Bible (2 credits)

- Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)
- GSEM 697 MA Thesis (2 Credits) **OR** Concentration Elective (2 credits- CHMN, DSRE, or MSSN prefix)

- NTST 536 Studies in the Gospels (2 credits)
- Concentration Elective (2 credits - CHMN, DSRE, or MSSN prefix)
- GSEM 697 MA Thesis (2 credits) **OR** Concentration Elective (2 credits- CHMN, DSRE, or MSSN prefix)

Religious Education MA

The MA (Religious Education) offers the following focus areas

- Family Life Education,
- Campus Spiritual Leadership, and
- Customized options for students in consultation with an advisor.

MA (Religious Education)

John V. G. Matthews, Director

The Master of Arts (Religious Education) is an interdisciplinary academic program that prepares individuals for leadership roles as scholars and specialists in discipleship in settings where religious, moral and spiritual nurture and growth are primary concerns. The curriculum is designed with core courses, electives and a selected area of emphasis. The master's program generally requires attendance during the regular academic year, but many classes are taught over the summers as intensives with post-campus academic and fieldwork assignments.

Program Outcomes

1. *As a Christian Apologist* - Articulates a philosophy of religious education.
2. *As a Pastor-Teacher* - Uses appropriate methodologies to disciple.
3. *As a Servant-Leader* - Applies the principles of servant leadership.
4. *As an Evaluator/Researcher* - Understands basic terminology, potential contributions, and limitations of scholarly research in the evaluation and implementation of discipleship initiatives.
5. *As a Maturing Christian* - Engages consistently with Scripture in biblical and spiritual disciplines to be open to the transforming work of the Holy Spirit in his or her life.
6. *As a Lifelong Learner* - Pursues personal and professional development.
7. *As an Area Expert* - Demonstrates the ability to apply all relevant core competencies to the area of emphasis.

Admission Requirements

Admission to the MA (Religious Education) program is based on the student's meeting the general admission requirements for all graduate students as outlined in the School of Graduate Studies & Research, and the general Seminary admission requirements Seventh-day Adventist Theological Seminary. In addition, students must have earned a baccalaureate degree or equivalent and have a minimum GPA of 2.75. Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years should be submitted to the Office of Graduate Enrollment Management. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

English Language Requirement

- For those applicants whose native language is not English, the following is required:
- MELAB - score of 81 (must achieve a passing score on each section: written, verbal and comprehension) or
 - TOEFL - score of 565 (paper based) or score of 85 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and

A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Advanced Standing

Advanced standing may be obtained for up to 10 credits of religion and up to 5 credits of education or religious education for a combined maximum total of 12 credits. These credits are dependent upon a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education as well as the particular MA (Religious Education) emphasis area chosen. Advanced standing is calculated at the time of admission as follows:

- 15 or more credits of undergraduate religion or theology credit may qualify for advanced standing of up to 10 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate studies is prorated at a two-thirds ratio.
- 8 or more credits of undergraduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 8 credits of prior undergraduate studies is prorated at a two-thirds ratio.
- Prior graduate study in religion, theology, education, or religious education appropriate to the chosen emphasis area may be applied as advanced standing without proration.

Degree Requirements

The MA (Religious Education) is an academic degree awarded upon successful completion of 48 credits of interdisciplinary study in the Seminary and School of Education. Candidates with advanced theological or educational study or with prior

extensive undergraduate studies in religion, religious education, or education may submit a petition requesting advanced standing for a combined total of up to 12 credits. Advanced standing is determined at the time of admission. Evaluation of advanced standing is dependent upon the particular MA (Religious Education) emphasis area chosen, and the level and appropriateness of prior learning to the chosen emphasis.

Transfer credits for graduate studies other than through advanced standing are permitted under the regular graduate transfer policies based on a 48-credit curriculum, but only to the extent that the combined credits for advanced standing and graduate transfers do not exceed 16 credits. A minimum of 32 credits must be from Andrews University Religious Education degree program courses.

To remain in regular standing, students must maintain a minimum GPA of 3.00. Courses with a grade below B- do not count toward the degree.

Advancement to Candidacy. In the semester that students will complete 50 percent of their course work, they must apply for advancement to candidacy. See p. 60 of the Graduate Programs Academic Information section of this bulletin.

Degree Completion. Candidates for the MA degree may exercise one of the following two options to complete their degree:

Comprehensive Examinations: Must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.

Thesis: Do a thesis (minimum 3 credits). A two-member faculty committee guides the student in developing the project and evaluates the defense. Students who complete a thesis are exempt from writing comprehensive examinations but are required to make a portfolio presentation.

Time Limits. A student must complete the requirements for the MA (Religious Education) and graduate within six years of first enrolling in the program regardless of admission classification.

Family Life Education Focus - 48 credits

This focus will allow the student to obtain the NCFR certification. If student is not seeking NCFR certification, more credits toward the degree can be from Advanced Standing when applicable (up to a maximum of 12 cr only, as specified in the degree requirements section)

Students planning to enter the PhD (Religious Education) should also take EDRM 611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM 611 may increase the total credits required for the MA degree.

Prerequisite - 3 credits

An undergraduate or graduate course in Human Development.

Core Courses - 21 credits

2 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**
3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3**
3 Credits of a religion or theology elective

3 Credits of DSRE 610 - Teaching for Discipleship **Credits: 2,3**

3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discippling **Credits: 2,3**

1 credit of DSRE 680 - Field Practicum: _____ **Credits: 1-6** (Religious Education in Leadership Study or Practicum appropriate to focus area)

DSRE 655 - Families in Society **Credits: 3**

DSRE 620 - Scholarly and Professional Development **Credits: 0**

EDRM 505 - Research Methods **Credits: 3**

GSEM 680 - Master's Comprehensive Exam **Credits: 0 Or MA Thesis***

Focus Courses - 27 credits

3 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**

3 Credits of DSRE 635 - Christian Perspectives on Professional Ethics **Credits: 2,3**

3 Credits of DSRE 651 - Foundations of Biblical Counseling **Credits: 2,3**

DSRE 657 - Social Policy **Credits: 2,3**

Or SOWK 550 - Social Policy **Credits: 2,3**

DSRE 658 - Internal Dynamics of Families **Credits: 3**

DSRE 659 - Human Sexuality **Credits: 3**

DSRE 679 - Parenting Education and Guidance **Credits: 3**

3 Credits of DSRE 680 - Field Practicum: _____ **Credits: 1-6**

3 Credits of CHMN 575 - Principles of Stewardship **Credits: 2,3**

Thesis (Optional)

*Adds 3 credits to total program requirements.

3 Credits of GSEM 697 - Thesis for MA Degree **Credits: 1-9**

Additional Information on Certification

Denominational Certification for Teaching Religion/Bible on the Secondary Level SDA Basic Certificate

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position. Requirements for this certificate may be completed by taking additional courses along with the MA in Religious Education. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

Certification on Family Life Education

While completion of the MA (Religious Education) with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses offered meet all of the requirements to apply for the CFLE. Application must be made directly to NCFR, documenting that approved courses have been successfully completed in each of the 10 NCFR content areas, and that a practicum has also been completed. The NCFR content areas, and corresponding program course acronyms are:

DSRE 680 - Field Practicum: _____ (3 credits)

Families and Individuals in Societal Contexts (DSRE 655 - Families in Society)

Internal Dynamics of Families (DSRE 658 - Internal Dynamics of Families)

Human Growth/Development across Life Span (GDPG 614 Human Development or equivalent)

Human Sexuality (DSRE 659 - Human Sexuality)

Interpersonal Relationships (DSRE 503 - Marriage, Family, and Interpersonal Relationships)

Family Resource Management (CHMN 575 - Principles of Stewardship)

Parent Education and Guidance (DSRE 679 - Parenting Education and Guidance)

Family Law and Public Policy (DSRE 657 - Social Policy)

Professional Ethics and Practice (DSRE 635 - Christian Perspectives on Professional Ethics)

Family Life Education Methodology (DSRE 610 - Teaching for Discipleship)

Campus Spiritual Leadership Focus - 48 credits

Students planning to enter the PhD (Religious Education) should also take EDRM 611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM 611 may increase the total credits required for the MA degree.

Prerequisite - 2-3 credits

An undergraduate or graduate course in psychology.

Core Courses - 20 credits

2 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits: 2,3**

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3**

3 Credits of a religion or theology elective

3 Credits of DSRE 610 - Teaching for Discipleship **Credits: 2,3**

2 Credits of a psychology elective

Or 2 Credits of DSRE 651 - Foundations of Biblical Counseling **Credits: 2,3**

3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discippling **Credits: 2,3**

1 Credit of DSRE 680 - Field Practicum: _____ **Credits: 1-6** (Religious Education in Leadership Study or Practicum appropriate to emphasis area)

DSRE 620 - Scholarly and Professional Development **Credits: 0**

EDRM 505 - Research Methods **Credits: 3**

GSEM 680 - Master's Comprehensive Exam **Credits: 0 Or MA Thesis***

Focus Courses - 16 credits

3 Credits of DSRE 636 - Seminar in Youth Ministry **Credits: 2,3**

3 Credits of DSRE 656 - Counseling Youth and Young Adults **Credits: 2,3**

DSRE 664 - Advanced Campus Ministry **Credits: 3**

Or 3 Credits of DSRE 680 - Field Practicum: _____ **Credits: 1-6**

3 Credits of DSRE 669 - Reaching the Secular Mind **Credits: 2,3**

4 Credits of electives under advisement

Advanced Standing Courses - 0-12 credits

Advanced standing may be obtained for up to 10 credits of religion and up to 5 credits of education or religious education for a maximum total of 12 credits. These credits are dependent upon a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education as well as the particular MA (Religious Education) focus area chosen. Advanced standing is calculated at the time of admission as follows:

- 15 or more credits of undergraduate religion or theology credit may qualify for advanced standing of up to 10 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate studies is prorated at a two-thirds ratio.
- 8 or more credits of undergraduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 8 credits of prior undergraduate studies is prorated at a two-thirds ratio.
- Prior graduate study in religion, theology, education, or religious education appropriate to the chosen focus area may be applied as advanced standing without proration.

Thesis (Optional)

*Adds 3 credits to total program requirements
3 Credits of GSEM 697 - Thesis for MA Degree **Credits:** 1–9

Customized Focus - 48 credits

This emphasis will have the same prerequisite and core credits as the Campus Spiritual Leadership Concentration. The customization will be reflected in the emphasis credits (16 credits) and the advance standing courses (0-12 credits). The customization option is to be planned in consultation with an advisor.

Youth and Young Adult Ministry MAYYAM

MA in Youth & Young Adult Ministry offers the following concentration:
Campus Chaplaincy (See concentration requirements below)

MA in Youth and Young Adult Ministry

David Sedlacek, Director

The MA in Youth and Young Adult Ministry (MAYYAM) provides study in theology, church history, world mission, and the specialized field of youth and young adult ministry. The graduate of the MAYYAM will be competent to serve in a variety of vocations such as youth pastor, university/college/academy chaplain, dormitory dean, local church youth leader, conference youth director, and guidance counselor.

Program Outcomes

- Christian Apologist - Articulates effectively a theology and philosophy of youth ministry.
- Pastor-Teacher - Uses appropriate methodologies to disciple youth and young adults.
- Servant Leader - Understands youth and young adult culture relevant to its application in the biblical discipleship process.
- Maturing Christian - Engages consistently in biblical devotional habits to be open to the transforming work of the Holy Spirit in his or her life.
- Youth and Young Adult Specialist:
 - Develops youth ministry for the broader church.
 - Advocates for youth and young adults and for effective ministry to them.

Students who seek to serve in general pastoral or church leadership positions should consider, as an alternative, the Master of Divinity program as stipulated by North American Division policy (L 05 05 and L 05 15).

Admission Requirements

Applicants to the MA in Youth and Young Adult Ministry program should read the general admission requirements of the Seventh-day Adventist Theological Seminary. Applicants to the MAYYAM program must also meet the qualifications listed below:

- Hold a baccalaureate degree
- Have a minimum GPA of 2.5
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church, and show promise of usefulness for ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and statement of purpose reflecting the applicant's family, religious development, sense of calling to ministry, experience in church work, and future goals in relationship to the MAYYAM program.
- Interview with a representative of the MAYYAM program, if required, either by personal contact, telephone, or e-mail.
- Pass the Biblical Literacy Entrance Test with a score of 80% or take the course GSEM 525 and pass with a grade of C+ or better.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Graduates of the MAYYAM program receive calls for ministry. However, completion of the program does not guarantee employment in Adventist ministry or any other church employment.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB - score of 81 (must achieve a passing score on each section: written, verbal and comprehension) or
- TOEFL - score of 565 (paper based) or score of 85 (computer based with a minimum of 20 on each section: written, verbal and comprehension) and
- A personal interview with the program director or designee

Applicants who fail to meet any of the above may be admitted only after departmental consideration of the specific circumstances. Additional coursework in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Degree Requirements

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

Youth and Young Adult Ministry - 48 credits

Prerequisite

- The student needs to pass the Biblical Literacy Exam with an 80%
Or GSEM 525 - The Bible and Biblical History **Credits:** 0,1

Core Courses - 18 credits

- 2 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
- Two courses in Old Testament and/or New Testament (4 cr req)
- Two courses in Theology (4 cr req)
- CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2
- 2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3
- One course in Conflict Management or Church Leadership (2 cr req)
- One course in World Mission (2 cr req)

Degree Courses - 18 credits

- 2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
- 2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3
- 2 Credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3
- 2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
- 2 Credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3

- 4 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry **Credits:** 1-6 (*Registration is normally allowed only after the student has earned 24 credits or more.)
- 2 Credits of CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3
- 2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

Degree Electives - 6 credits

Choose 6 credits from the following courses

- DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- DSRE 619 - Religious Experience in Adolescence **Credits:** 2,3
- DSRE 626 - Ministry to At-Risk Youth **Credits:** 2,3
- DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3 (choose no more than two topics from Campus Chaplaincy, Children's Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry)
- DSRE 651 - Foundations of Biblical Counseling **Credits:** 2,3
- DSRE 678 - Spiritual Nurture of Children **Credits:** 2,3
- CHMN 553 - The Church and Social Issues **Credits:** 2,3
- CHMN 555 - Pastoral Counseling **Credits:** 2,3
- CHMN 574 - Perspectives in Church Marketing **Credits:** 2,3
- CHMN 616 - Spirituality in Ministry **Credits:** 2,3
- CHMN 623 - Innovative Evangelism **Credits:** 2,3
- CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

General Electives - 6 credits

It is recommended that students who have no religion or theology in their undergraduate degree use 6-8 credits of their electives in Biblical studies and/or theology.

Campus Chaplaincy Concentration - 48 credits

Prerequisite

- Pass the Biblical Literacy Entrance Exam with a score of 80%
- Or GSEM 525 - The Bible and Biblical History **Credits:** 0,1

Core Courses - 18 credits

- 2 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
- Two courses in Old Testament and/or New Testament (4 cr req)
- Two courses in Theology, one ethics course recommended (4 cr req)
- CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2
- 2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3
- One course in Conflict Management or Church Leadership (2 cr req)
- One course in World Mission (2 cr req)

Concentration Courses - 28 credits

- 2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
- 2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3
- 2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
- 2 Credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3
- DSRE 620 - Scholarly and Professional Development **Credits:** 0
- 2 Credits of DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3
- 3 Credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3
- DSRE 664 - Advanced Campus Ministry **Credits:** 3
- 2 Credits of DSRE 669 - Reaching the Secular Mind **Credits:** 2,3
- 2 Credits of CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3
- DSRE 507 - Introduction to Chaplaincy Ministry **Credits:** 3
- 3 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry **Credits:** 1-6 ** Registration is normally allowed only after the student has earned 24 credits or more
- 2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

Electives - 2 credits

Choose 2 credits from the following courses:

- DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- DSRE 546 - Marriage and Family **Credits:** 2,3
- DSRE 626 - Ministry to At-Risk Youth **Credits:** 2,3
- DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3 (Adolescents or Young Adults)
- DSRE 651 - Foundations of Biblical Counseling **Credits:** 2,3

- DSRE 659 - Human Sexuality **Credits:** 3
- CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- CHMN 553 - The Church and Social Issues **Credits:** 2,3
- CHMN 555 - Pastoral Counseling **Credits:** 2,3
- CHMN 574 - Perspectives in Church Marketing **Credits:** 2,3
- CHMN 616 - Spirituality in Ministry **Credits:** 2,3
- CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

Additional Information

CPE Unit

In addition to completing the 48-credit professional MA YYAM with an emphasis in Campus Chaplaincy, an individual wishing to be employed as a campus chaplain should complete 1 unit of Clinical Pastoral Education (CPE) - Community Based Option (8 months). In international settings where CPE units are not available, supervised internship in campus ministry must be arranged in accordance with established curricula guidelines and with qualified mentoring.

Elective Courses

Students in the MA in Youth and Young Adult Ministry program can utilize their elective credits to tailor a program to their specific ministry needs. They can take up to 6 credits in DSRE 690 - Independent Study: _____.

Credit Through Learning in Professional Experience

In place of DSRE 660 - Field Practicum: Youth and Young Adult Ministry, some students may be eligible to receive up to six credits for professional experience when approved by the dean, using the following criteria:

Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50.

The applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.

The applicant must submit the completed Professional Experience Portfolio to the program director and the Department of Discipleship and Religious Education no later than the semester prior to graduation. For details, contact the director of the MA in Youth and Young Adult Ministry program.

Denominational Certification for Teaching Religion/Bible on the Secondary Level SDA Basic Certificate

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MA in Youth and Young Adult Ministry Intensive Curriculum Option

The MA in Youth and Young Adult Ministry offers an intensive format for those who are unable to study in residence. It is completed over three years by attending five weeks of intensives on campus each year. The course is completed through distance learning and a field practicum.

Masters Dual Degrees

Master of Arts, Religious Education, Family Life Education Focus/Master of Social Work Dual Degree MA/MSW

Dual Degree Program Description

The Dual Degree Program in Family Life and Masters in Social Work allows the student to complete two degrees in 3 years, with a tuition reduction of 33% for the MSW credits. For seminary credits, the student may apply for the MA (Religious Education) tuition discount.

To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. Specifically, the Social Work department will reduce the required number of credits from 56 to 46 by allowing students to take their required electives in the Seminary. Sixteen credits will be shared between the two programs.

The MA (Religious Education) is a 48 credit degree, but it will share 16 credits with the MSW program and accept 3 MSW credits as electives thereby reducing the MA (Religious Education) credits to 45.

Total Credits: 80

MA (Religious Education) Degree Requirements

Prerequisite

An undergraduate or graduate level course in psychology (SOWK 531 meets prerequisite requirement).

MA (Religious Education) Core Courses - 18 credits

- 2 Credits of EDFN 500 - Philosophical Foundations for Professionals **Credits:** 2,3
- 4 Credits of a religion or theology elective
- 3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
- 3 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipling **Credits:** 2,3
- 3 Credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3
- DSRE 655 - Families in Society **Credits:** 3
- GSEM 680 - Master's Comprehensive Exam **Credits:** 0

Family Life Education Concentration Courses - 12 credits

- 3 Credits of CHMN 575 - Principles of Stewardship **Credits:** 2,3
- 3 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
- DSRE 658 - Internal Dynamics of Families **Credits:** 3
- DSRE 679 - Parenting Education and Guidance **Credits:** 3

Certification on Family Life Education

While completion of the MA (Religious Education) with an emphasis in Family Life Education does not, of itself, qualify an individual as a Certified Family Life Educator (CFLE) through NCFR, the courses meet all of the requirements to apply for CFLE. Application must be made directly to NCFR, documenting that approved courses have been succesfully completed in each of the 10 NCFR content areas, and that a practicum has also been completed. For those who wish to pursue the CLFE, these additional courses are required:

- DSRE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3
- DSRE 657 - Social Policy **Credits:** 2,3
- DSRE 659 - Human Sexuality **Credits:** 3
- 3 Credits of DSRE 680 - Field Practicum: _____ **Credits:** 1–6

MSW Degree Requirements

- SOWK 501 - Foundations of Practice I **Credits:** 4
- SOWK 502 - Foundations of Practice II **Credits:** 4
- SOWK 510 - Generalist Field Seminar **Credits:** .5
- SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2
- SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2
- SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2
- SOWK 535 - Generalist Field Experience **Credits:** 1–4
- SOWK 550 - Social Policy **Credits:** 2,3
- SOWK 561 - Social Work Research I **Credits:** 2
- SOWK 562 - Social Work Research II **Credits:** 2
- SOWK 601 - Advanced Practice I **Credits:** 3
- SOWK 602 - Advanced Practice II **Credits:** 2
- SOWK 605 - Advanced Clinical Assessment **Credits:** 3
- SOWK 610 - Advanced Field Seminar **Credits:** .5
- SOWK 630 - Policy for Social Change **Credits:** 3
- SOWK 635 - Advanced Field Experience **Credits:** 1–5

- SOWK 659 - Human Sexuality **Credits:** 3
- SOWK 660 - Advanced Practice Evaluation **Credits:** 3
- SOWK 689 - Advanced Professional Seminar **Credits:** .5

Shared Credits

- SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2
- Or** DSRE 635 - Christian Perspectives on Professional Ethics **Credits:** 2,3
- SOWK 535 - Generalist Field Experience **Credits:** 1–4
- And* SOWK 635 - Advanced Field Experience **Credits:** 1–5
- Replaces** DSRE 680 - Field Practicum: _____ **Credits:** 1–6 and includes one credit Leadership requirement.
- SOWK 550 - Social Policy **Credits:** 2,3
- Or** DSRE 657 - Social Policy **Credits:** 2,3
- SOWK 659 - Human Sexuality **Credits:** 3
- Or** DSRE 659 - Human Sexuality **Credits:** 3
- SOWK 561 - Social Work Research I **Credits:** 2
- And* SOWK 562 - Social Work Research II **Credits:** 2
- Or** EDRM 505 - Research Methods **Credits:** 3
- SOWK 689 - Advanced Professional Seminar **Credits:** .5
- Replaces** DSRE 620 - Scholarly and Professional Development **Credits:** 0

MSW Program Information

Admission Requirements

English Language Requirement

- For those applicants whose native language is not English, the following is required:
- Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment.
 - TOEFL ITP (paper-based) - A minimum score of 550
 - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
 - MELAB - 80 with a minimum of 80 on each section
 - IELTS (Academic version) - 6.5
 - PTE (Academic version) - 54
 - Nelson Denny - score of 13 and
 - Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Resources

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Master of Divinity/Master of Arts, Communication Dual Degree MDiv/MA

Andrews University has chosen to establish a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Communication in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Department of Communication. It will also prepare MDiv students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Visual Arts, Communication and Design in the College of Arts and Sciences. Students can potentially complete the two degrees in less than 3½ years; 2 years in the Theological Seminary and 1 to 1½ years in the Communication Program.

This dual degree program will also prepare students for service in occupations where Communication—and in particular, media-related Communication—intersects with the pastoral mission of the church. Pastors today are challenged to minister and serve in ever-widening fields and increasingly diverse audience groups, and being able to do so effectively through a variety of mediums is becoming more important than ever before. Likewise, there are benefits to understanding the how and why of communication and what it takes to be an effective communicator on all levels outside of the pulpit. Furthermore, this collaboration allows for widened employment opportunities including television and radio, public relations, corporate communications, advertising, management, healthcare communications, and more.

Since both the MA Communications and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 100

Credits for Each Program

MDiv: Graduation requirements consist of the satisfactory completion of 100 semester credits with an overall grade point average of 2.75 or better. 67 credits are MDiv credits, and 33 credits are Communication credits.

11 of these credits are shared between the MDiv and Communication programs:

CHMN 543 Christian Leadership in a Changing World (2 Cr) is used as a Communications core course

THST 605 Principles of Christian Ethics (3 Cr) is used as a Communications core course

6 MDiv elective credits are used for the Communications Interdisciplinary Concentration

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

- 1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
OR *Biblical Literacy Exam 80% - August*
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass the exam at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2
OR *Church Policy Exam 80% - August, September*
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2
- 2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- 3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3
OR *Adventist Heritage Placement Exam 80%*
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.
- 2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3
- 2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3
- 2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2
- 2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2
- 2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (C- or higher)
OR *Greek Placement Exam 45% or higher - May, August*
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (C or higher)
OR *Greek Placement Exam 60% or higher - May, August*
- 2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3
- 2 Credits of OTST 565 - Pentateuch **Credits:** 3
- 3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (C- or higher)
OR *Hebrew Placement Exam 45% or higher - May, August*
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (C+ or higher)
OR *Hebrew Placement Exam 65% or higher - May, August*
- 3 Credits of THST 521 - Christian Theology I **Credits:** 2,3
- 3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

MDiv Degree Requirements: 67 (plus 5-12 additional MDiv credits shared with Comm)

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits: 2,3**

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits: 0**

Christian Ministry Credits: 17

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits: 3**

2 Credits of CHMN 555 - Pastoral Counseling **Credits: 2,3**

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits: 2–6**

CHMN 644 - Field Evangelism: Chaplaincy **Credits: 3**

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits: 3–6**

2 Credits of CHMN 560 - Theological Field Education **Credits: 1,2**

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMNS60.

1 Credit of CHMN 567 - Health Ministry **Credits: 1–3**

2 Credits of CHMN 523 - Worship: Word and Music **Credits: 2,3**

Choose one 2 credit (600-level) CHMN Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits: 2,3**

CHMN 607 - Preaching from the Old Testament **Credits: 2,3**

CHMN 609 - Media Ministry **Credits: 2,3**

CHMN 614 - Preaching from Daniel or Revelation **Credits: 2,3**

CHMN 627 - Black Preaching **Credits: 2,3**

CHMN 632 - Contextualized Preaching: _____ **Credits: 2,3**

CHMN 633 - Preaching the Literary Forms of the Bible **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 637 - Seminar in Preaching **Credits: 2,3**

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education **Credits: 2–8**

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits: 2,3**

CHMN 606 - Mission-Shaped Church Planting **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 641 - Practicum in Military Chaplaincy **Credits: 2-8**

CHMN 656 - Evangelistic Small Groups **Credits: 2,3**

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3** (Must be taken 1st Fall Semester in Program.)

2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**

2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits: 2,3**

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**

2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits: 2**

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 **Credits: 2,3**

CHIS 609 - The Church in the Middle Ages **Credits: 2,3**

CHIS 620 - Seminar in Christian Biography **Credits: 2,3**

CHIS 625 - Seminar in Church-State Thought **Credits: 2,3**

CHIS 629 - History of Christian Spirituality **Credits: 2,3**

CHIS 630 - History of Jewish Experience **Credits: 2,3**

CHIS 634 - Reformation Theology **Credits: 2,3**

CHIS 635 - History of the African American Churches **Credits: 2,3**

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

CHIS 640 - Reformation: _____ **Credits: 2,3**

CHIS 650 - English Reformation and Rise of Puritanism **Credits: 2,3**

CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits: 3**

CHIS 655 - Wesley and Methodism **Credits: 2,3**

CHIS 657 - Seminar in Reformation Theology **Credits: 3**

CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits: 3**

CHIS 660 - History of Religion in America **Credits: 2,3**

CHIS 664 - History of American Religious Thought **Credits: 2,3**

CHIS 665 - Modern Church History **Credits: 2,3**

CHIS 668 - History of Religious Liberty **Credits: 2,3**

CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits: 2,3**

CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 680 - History of Sabbath and Sunday **Credits: 2,3**

CHIS 682 - Seminar in Church History **Credits: 3**

CHIS 683 - The Pastor, Church and Civil Law **Credits: 3**

CHIS 684 - Seminar in History of Sabbath and Sunday **Credits: 3**

CHIS 685 - Studies in Church History **Credits: 2,3**

CHIS 686 - Development of Prophetic Interpretation **Credits: 2,3**

CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits: 2,3**

CHIS 688 - Contemporary Trends **Credits: 2,3**

CHIS 689 - History of Worship and Liturgy **Credits: 3**

CHIS 690 - Independent Study **Credits: 1–3**

World Missions Credits: 6

MSSN 546 - Mission in Cultural and Religious Context **Credits: 3**

MSSN 561 - Christian Witness and World Religions **Credits: 3**

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins **Credits: 2,3**

3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits: 3**

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

THST 615 - Doctrine of the Church **Credits: 2,3**

THST 616 - Doctrine of God **Credits: 2,3**

THST 617 - The Works of God **Credits: 2,3**

THST 618 - The Works of Christ **Credits: 2,3**

THST 619 - Principles and Methods of Theology **Credits: 2,3**

THST 630 - Doctrine of Christ **Credits: 2,3**

THST 637 - Biblical Eschatology **Credits: 2,3**

THST 639 - Doctrine of the Holy Spirit **Credits: 2,3**

THST 640 - Doctrine of Salvation **Credits: 2,3**

THST 647 - Human Nature and Destiny **Credits: 2,3**

THST 649 - Seminar in Theological

Issues: _____ **Credits: 2,3**

THST 678 - Science and Religion **Credits: 2,3**

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

THST 623 - Contemporary Adventist Theological Issues **Credits: 2,3**

THST 624 - Protestant Theological Heritage **Credits: 2,3**

THST 625 - Early Christian Theology **Credits: 2,3**

THST 626 - Modern Christian Theology **Credits: 2,3**

THST 627 - Roman Catholic Life & Thought **Credits: 2,3**

THST 628 - Contemporary Theology **Credits: 2,3**

THST 629 - History and Theology of Ecumenism **Credits:** 2,3
 THST 656 - Seminar in Historical
 Theology: _____ **Credits:** 2,3
 THST 667 - Postmodernism and the Church **Credits:** 2,3
 THST 676 - History of Philosophy **Credits:** 2,3
 3 Credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3
 OR Students who have taken an undergraduate course in Ethics may
 choose an advanced Ethics course in place of the required THST605
 Principles of Christian Ethics.

**For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core
 Elective (THST List C):**

THST 600 - Christian Personal Ethics **Credits:** 2,3
 THST 634 - Christian Social Ethics **Credits:** 2,3
 THST 643 - Christian Professional Ethics **Credits:** 2,3
 THST 644 - Theological Ethics **Credits:** 2,3
 THST 659 - Seminar in Philosophy, Theology, and
 Ethics: _____ **Credits:** 2,3
 THST 660 - Church and Society **Credits:** 2,3
 CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits:** 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for
 Greek Language and/or other course prerequisites.

**One of the following MUST be taken to fulfill a New Testament Core
 Elective:**

NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)

OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective
- Intermediate Greek proficiency required. (NTST List A):

NTST 645 - Hebrews **Credits:** 2,3

NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3

NTST 648 - Revelation **Credits:** 2,3

NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3

NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3

NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3

NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective
- Intermediate Greek proficiency required. (NTST List B):

NTST 613 - Love, Marriage and Divorce **Credits:** 2,3

NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3

NTST 616 - Theology of Luke-Acts **Credits:** 2,3

NTST 623 - New Testament Theology of Prayer **Credits:** 2,3

NTST 627 - New Testament Theology of Salvation **Credits:** 2,3

NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3

NTST 629 - New Testament Ecclesiology **Credits:** 2,3

NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3

NTST 633 - Social Issues in the New Testament **Credits:** 2,3

NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3

NTST 641 - Theology of the Johannine Writings **Credits:** 2,3

NTST 647 - Eschatology **Credits:** 2,3

NTST 667 - Topics in New Testament Theology **Credits:** 2,3

NTST 668 - New Testament Ethics **Credits:** 2,3

NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3

NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3

NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

**Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective
 (NTST List C):**

NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3

NTST 615 - New Testament Archaeology **Credits:** 2,3

NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3

NTST 635 - Intertestamental Literature **Credits:** 2,3

NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3

NTST 654 - Second Century Christianity **Credits:** 2,3

NTST 680 - Greco-Roman World **Credits:** 2,3

NTST 684 - Judaism and the New Testament **Credits:** 2,3

NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3

NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for
 Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective
- Intermediate Hebrew proficiency required (OTST List A):

OTST 628 - Methods of OT Exegesis **Credits:** 2,3

OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3

OTST 664 - Pentateuch **Credits:** 3

OTST 666 - Historical Books **Credits:** 3

OTST 668 - Psalms/Wisdom Literature **Credits:** 3

OTST 675 - Minor Prophets **Credits:** 3

OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3

OTST 686 - Major Prophets **Credits:** 3

**Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics
 Core Elective - Intermediate Hebrew proficiency required (OTST List B):**

OTST 619 - Theology of the Old Testament **Credits:** 2,3

OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3

OTST 627 - Jewish Life and Thought **Credits:** 2,3

OTST 685 - Principles of Hermeneutics **Credits:** 2,3

2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3

OR Students who have taken an undergraduate course in Biblical
 Archaeology may choose an advanced Archaeology course in place of the
 required **OTST510 Archaeology & the Bible.**

**For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical
 Archaeology Core Elective (OTST List C):**

NTST 615 - New Testament Archaeology **Credits:** 2,3

OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3

OTST 604 - History of the Ancient Near East **Credits:** 2,3

OTST 635 - History of Israel **Credits:** 2,3

Communication Degree Requirements: 33

Degree Core: 12

COMM 500 - Graduate Colloquium **Credits:** 3

COMM 510 - Communication Theory **Credits:** 3

3 Credits of THST 634 - Christian Social Ethics **Credits:** 2,3

OR any other (3) credit ethics course (THST Ethics List)

COMM 520 - Communication Research I **Credits:** 3

COMM 650 - Communication Research II **Credits:** 3

Concentration: 12

Media Ministry

Six hours chosen from Communication Media or Visual Arts courses.

Six hours from ministry (M. Div.) elective credits.

Interdisciplinary

Six Master of Divinity (non-media) electives

Six Communication credits

Plus competency in 2 of 3 areas: writing, speaking, and visual communication

Program Electives: 6

Choose a total of 6 credits of electives from the following classes. Must take
 CHMN543 Christian Leadership in a Changing World (2 Cr) then choose 4 credits
 from the list below.

2 Credits of CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3

Choose 4 credits from the following list:

ART 530 - Graphic Design Concepts **Credits:** 2,3

COMM 536 - Issues in Intercultural Communication **Credits:** 2,3

COMM 570 - Gender, Race, and Class **Credits:** 3

COMM 574 - Family Communication **Credits:** 3

COMM 580 - Interpersonal Communication **Credits:** 2-3

COMM 585 - Organizational Communication **Credits:** 2,3

COMM 587 - Producing Practicum **Credits:** 2,3

COMM 589 - Internship/Practicum in Communication **Credits:** 1-4

COMM 600 - Leadership Communication **Credits:** 2,3

COMM 610 - Advanced Persuasion **Credits:** 2,3

COMM 615 - Media Law **Credits:** 2,3

COMM 635 - Crisis Communications **Credits:** 2,3

COMM 653 - Communication Pedagogy **Credits:** 3

COMM 690 - Independent Study in Communication **Credits:** 1-3

Culminating Experience: 3

COMM 670 - Comprehensive Examination **Credits:** 0

Admission Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

- Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.
- Minimum of 2.5 Undergraduate GPA
- Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.
- If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.
- Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.
- 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.
- Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."
- Recommendations
 - Church board where the applicant is a member
 - Church administrator, pastor, or elder
 - General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Master of Arts In Communication

Please note, MA can be taken consecutively or concurrently with M. Div.

- Baccalaureate Degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.
- Undergraduate GPA: A minimum GPA same as general university standards for graduate admittance.
- Recommendations from the church board where the applicant is a member; College teacher/advisor, and church administrator, pastor, or recent employer.
- Undergraduate coursework: 12 semester credits in communication and/or related areas
- Other:
 - Satisfy the admission requirements of the School of Graduate Studies & Research

- Present a resume of current experience
- Submit a statement of purpose which explains how the relevant disciplines will be integrated to meet his/her career and academic goals
- Complete any deficiencies at the beginning of the program

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL Paper-based - 565
- TOEFL Internet-based - 85
- MELAB - 81
- IELTS - 6.5
- PTE - 58

Exceptions to these requirements may be granted by the Department of Visual Art, Communication and Design on an individual basis.

Program Outcomes

- To enable students to integrate both theological and communication-savvy approaches to reaching expanded audiences with increased levels of effectiveness and efficiency, thereby enhancing their usefulness as instruments of the Holy Spirit.
- To prepare students for various forms of ministry in which communication (in particular, media) skills/experience and theology are needed.
- To sensitize students to nontraditional ministry opportunities by exposing them to theoretical knowledge and practical skills that will increase their options for spreading the gospel.

Master of Divinity/Master of Science in Community and International Development MDiv/MSCID

To provide a Dual degree option for seminary students who are interested in pursuing a career in providing humanitarian or development services either as missionaries or as development practitioners.

Distinctive Features:

- Students will receive practical training in:
 - Finding Innovative approaches to improving quality of life of church and community members
 - Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.
 - Assessing the needs of the community they will serve
 - Fundraising and Grant writing
 - Program Management
 - Managing Humanitarian Crisis and Programs
 - Program Design, Monitoring & Evaluations
 - Analyze, evaluate and design and execute Policy that affect constituents and local community.
 - Advocacy
 - Research (design, analysis and recommendations)

Students will receive 6 months of Field experience. This increases their job readiness and marketability. CID/Seminary based Dual degree students will have two options:

- A six-month supervised internship abroad or in a local community full time. Utilizing knowledge and skills from both degrees. This is the regular standard for the HDS degree.
- Work 6 months in the church and community selected for TFE assignment. Students will be expected to identify humanitarian needs and issues in their churches and surrounding community and provide a feasible solution.

The knowledge and skills provided will allow students to more confidently address issues in their church and community. Student will be able to use both biblical and research/professional based answers to respond to social and economic issues in their community. An understanding of the humanitarian field and its expectations

will increase the legitimacy of programs they implement and chances of receiving funding.

A CID degree will allow students to be more marketable to other fields outside of the church and improve their chances for employment. CID degree holders have a wide range of potential career paths in which the spiritual and physical contributions could be greatly beneficial. These roles generally fall into the following categories (not including exclusively pastoral roles):

Practitioner: project management and implementation in the field

Policy/Advisory: research, evaluation, lessons learned and developing policy recommendations to use within the organization and to advocate outside of the organization

Advocacy & Outreach: ministry, campaigning, lobbying, fundraising, media, communications

Support: human resources, finance, logistics, IT, etc.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Community and International Development Program in the College of Arts & Sciences. Students can potentially complete the two degrees in 3 years; 2 years in the Theological Seminary and 1 year in the Community and International Development Program.

The objectives of this program are to prepare students to better follow Christ's model for ministry by Equipping Pastors, Evangelists and missionaries with important tools, skills and knowledge in order to address the socio and economic needs of their churches and community.

Students who receive this degree will have a more holistic view of the Church's mission and their community. They will receive practical training in:

Finding Innovative approaches to improving quality of life of church and community members

Addressing Urban Issues that affect the church: poverty, economic crisis, unemployment, etc.

Assessing the needs of the community they will serve

Fundraising and Grant writing, Program Management

Managing Humanitarian Crisis and Programs

Program Design, Monitoring & Evaluations

Analyze, evaluate and design and execute Policy that affect constituents and local community.

Advocacy

Research (design, analysis and recommendations)

Since both the MSCID and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of each degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 95

Graduation requirements consist of the satisfactory completion of 95 semester credits with an overall grade point average of 3.0 GPA for the MA CIDS program. and 2.75 or higher for the MDiv program. 65 credits are MDiv credits, and 30 credits are Master of Community and International Development credits.

13 MDiv credits are used to fulfill equivalent MSCID requirements:

- MSSN 546 - Mission in Cultural and Religious Context (3 Cr)
- CHMN 543 - Christian Leadership in a Changing World (2 Cr)
- CHMN 560 - Theological Field Education (2 Cr)
- 6 Credits of Electives with consultation of advisors

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1

OR Biblical Literacy Exam 80% - August

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or

higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.

2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2

OR Church Policy Exam 80% - August, September

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.

2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2

2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3

3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3

OR Adventist Heritage Placement Exam 80%

Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.

2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3

2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3

2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2

2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2

2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (C- or higher)

OR Greek Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (C or higher)

OR Greek Placement Exam 60% or higher - May, August

2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3

2 Credits of OTST 565 - Pentateuch **Credits:** 3

3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (C- or higher)

OR Hebrew Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (C+ or higher)

OR Hebrew Placement Exam 65% or higher - May, August

3 Credits of THST 521 - Christian Theology I **Credits:** 2,3

3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits:** 0

Christian Ministry Credits: 15

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits:** 3

2 Credits of CHMN 555 - Pastoral Counseling **Credits:** 2,3

Choose one 3 credit Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits:** 2–6

CHMN 644 - Field Evangelism: Chaplaincy **Credits:** 3

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits:** 3–6

1 Credit of CHMN 567 - Health Ministry **Credits:** 1–3

2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3

Chose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits:** 2,3

CHMN 607 - Preaching from the Old Testament **Credits:** 2,3

CHMN 609 - Media Ministry **Credits:** 2,3

CHMN 614 - Preaching from Daniel or Revelation **Credits:** 2,3

CHMN 627 - Black Preaching **Credits:** 2,3

CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3

CHMN 633 - Preaching the Literary Forms of the Bible **Credits:** 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3

CHMN 637 - Seminar in Preaching **Credits:** 2,3

Choose one 2 credit NADEI Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education **Credits:** 2–8

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits:** 2,3

CHMN 606 - Mission-Shaped Church Planting **Credits:** 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3

CHMN 641 - Practicum in Military Chaplaincy **Credits:** 2-8

CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective ONLY by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 Must be taken in entry semester (Fall or Spring) of MDiv Program

2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3

2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 **Credits:** 2,3

CHIS 609 - The Church in the Middle Ages **Credits:** 2,3

CHIS 620 - Seminar in Christian Biography **Credits:** 2,3

CHIS 625 - Seminar in Church-State Thought **Credits:** 2,3

CHIS 629 - History of Christian Spirituality **Credits:** 2,3

CHIS 630 - History of Jewish Experience **Credits:** 2,3

CHIS 634 - Reformation Theology **Credits:** 2,3

CHIS 635 - History of the African American Churches **Credits:** 2,3

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3

CHIS 640 - Reformation: _____ **Credits:** 2,3

CHIS 650 - English Reformation and Rise of Puritanism **Credits:** 2,3

CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits:** 3

CHIS 655 - Wesley and Methodism **Credits:** 2,3

CHIS 657 - Seminar in Reformation Theology **Credits:** 3

CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits:** 3

CHIS 660 - History of Religion in America **Credits:** 2,3

CHIS 664 - History of American Religious Thought **Credits:** 2,3

CHIS 665 - Modern Church History **Credits:** 2,3

CHIS 668 - History of Religious Liberty **Credits:** 2,3

CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits:** 2,3

CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits:** 2,3

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits:** 2,3

CHIS 680 - History of Sabbath and Sunday **Credits:** 2,3

CHIS 682 - Seminar in Church History **Credits:** 3

CHIS 683 - The Pastor, Church and Civil Law **Credits:** 3

CHIS 684 - Seminar in History of Sabbath and Sunday **Credits:** 3

CHIS 685 - Studies in Church History **Credits:** 2,3

CHIS 686 - Development of Prophetic Interpretation **Credits:** 2,3

CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits:** 2,3

CHIS 688 - Contemporary Trends **Credits:** 2,3

CHIS 689 - History of Worship and Liturgy **Credits:** 3

CHIS 690 - Independent Study **Credits:** 1–3

World Mission Credits: 3

MSSN 561 - Christian Witness and World Religions **Credits:** 3

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins **Credits:** 2,3

3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits:** 3

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3

THST 615 - Doctrine of the Church **Credits:** 2,3

THST 616 - Doctrine of God **Credits:** 2,3

THST 617 - The Works of God **Credits:** 2,3

THST 618 - The Works of Christ **Credits:** 2,3

THST 619 - Principles and Methods of Theology **Credits:** 2,3

THST 630 - Doctrine of Christ **Credits:** 2,3

THST 637 - Biblical Eschatology **Credits:** 2,3

THST 639 - Doctrine of the Holy Spirit **Credits:** 2,3

THST 640 - Doctrine of Salvation **Credits:** 2,3

THST 647 - Human Nature and Destiny **Credits:** 2,3

THST 649 - Seminar in Theological

Issues: _____ **Credits:** 2,3

THST 678 - Science and Religion **Credits:** 2,3

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

THST 623 - Contemporary Adventist Theological Issues **Credits:** 2,3

THST 624 - Protestant Theological Heritage **Credits:** 2,3

THST 625 - Early Christian Theology **Credits:** 2,3

THST 626 - Modern Christian Theology **Credits:** 2,3

THST 627 - Roman Catholic Life & Thought **Credits:** 2,3

THST 628 - Contemporary Theology **Credits:** 2,3

THST 629 - History and Theology of Ecumenism **Credits:** 2,3

THST 656 - Seminar in Historical

Theology: _____ **Credits:** 2,3

THST 667 - Postmodernism and the Church **Credits:** 2,3

THST 676 - History of Philosophy **Credits:** 2,3

3 Credits of THST 605 - Principles of Christian Ethics **Credits:** 2,3

OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics Course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):

THST 600 - Christian Personal Ethics **Credits:** 2,3

THST 634 - Christian Social Ethics **Credits:** 2,3

THST 643 - Christian Professional Ethics **Credits:** 2,3

THST 644 - Theological Ethics **Credits:** 2,3

THST 659 - Seminar in Philosophy, Theology, and

Ethics: _____ **Credits:** 2,3

THST 660 - Church and Society **Credits:** 2,3

CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits:** 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)

OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required. (NTST List A):

NTST 645 - Hebrews **Credits:** 2,3

NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3

NTST 648 - Revelation **Credits:** 2,3

NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3

NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3

NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective

- *Intermediate Greek proficiency required. (NTST List B):*

- NTST 613 - Love, Marriage and Divorce **Credits: 2,3**
- NTST 614 - Suffering, Death and Resurrection **Credits: 2,3**
- NTST 616 - Theology of Luke-Acts **Credits: 2,3**
- NTST 623 - New Testament Theology of Prayer **Credits: 2,3**
- NTST 627 - New Testament Theology of Salvation **Credits: 2,3**
- NTST 628 - The Holy Spirit in the New Testament **Credits: 2,3**
- NTST 629 - New Testament Ecclesiology **Credits: 2,3**
- NTST 630 - Theology of the Synoptic Gospels **Credits: 2,3**
- NTST 633 - Social Issues in the New Testament **Credits: 2,3**
- NTST 634 - Theology of the Pauline Epistles **Credits: 2,3**
- NTST 641 - Theology of the Johannine Writings **Credits: 2,3**
- NTST 647 - Eschatology **Credits: 2,3**
- NTST 667 - Topics in New Testament Theology **Credits: 2,3**
- NTST 668 - New Testament Ethics **Credits: 2,3**
- NTST 676 - Jesus in Recent Scholarship **Credits: 2,3**
- NTST 679 - Seminar in New Testament Theology and Ethics **Credits: 2,3**
- NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits: 2,3**

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):

- NTST 606 - New Testament Textual Criticism and Canon Formation **Credits: 2,3**
- NTST 615 - New Testament Archaeology **Credits: 2,3**
- NTST 626 - Seminar in Classical Jewish Literature **Credits: 2,3**
- NTST 635 - Intertestamental Literature **Credits: 2,3**
- NTST 636 - Jerusalem in the Time of Jesus **Credits: 2,3**
- NTST 654 - Second Century Christianity **Credits: 2,3**
- NTST 680 - Greco-Roman World **Credits: 2,3**
- NTST 684 - Judaism and the New Testament **Credits: 2,3**
- NTST 689 - Seminar in New Testament Backgrounds **Credits: 2,3**
- NTST 695 - Topics in New Testament Backgrounds **Credits: 2,3**

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits: 3**

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective

- *Intermediate Hebrew proficiency required (OTST List A):*

- OTST 628 - Methods of OT Exegesis **Credits: 2,3**
- OTST 639 - Studies in Old Testament Exegesis **Credits: 2,3**
- OTST 664 - Pentateuch **Credits: 3**
- OTST 666 - Historical Books **Credits: 3**
- OTST 668 - Psalms/Wisdom Literature **Credits: 3**
- OTST 675 - Minor Prophets **Credits: 3**
- OTST 680 - Seminar in Old Testament Exegesis **Credits: 2,3**
- OTST 686 - Major Prophets **Credits: 3**

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):

- OTST 619 - Theology of the Old Testament **Credits: 2,3**
- OTST 620 - Seminar in Old Testament Theology **Credits: 2,3**
- OTST 627 - Jewish Life and Thought **Credits: 2,3**
- OTST 685 - Principles of Hermeneutics **Credits: 2,3**

2 Credits of OTST 510 - Archaeology and the Bible **Credits: 2,3**

OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required **OTST510 Archaeology & the Bible**.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

- NTST 615 - New Testament Archaeology **Credits: 2,3**
- OTST 514 - Bible Lands and Their Explorations **Credits: 2,3**
- OTST 604 - History of the Ancient Near East **Credits: 2,3**
- OTST 635 - History of Israel **Credits: 2,3**

MS Community & International Development (MSCID) Credits: 30

MSCID Degree Prerequisites

Students must complete the following prerequisite courses or their equivalent.

BHSC 230 - Research Methods I: Statistics for the Behavioral Sciences **Credits: 3**

And

SOCI 432 - Research Methods II: Introduction **Credits: 3**

OR

SOCI 532 - Research Methods II: Introduction **Credits: 2**

Community and International Development Core

Foundation Courses Credits:12

CIDS 520 - Development Theory and Practice **Credits: 3**

CIDS 524 - Humanitarian Studies: Theory and Practice **Credits: 3**

CIDS 555 - Development Policy and Analysis **Credits: 3**

MSSN 546 - Mission in Cultural and Religious Context **Credits: 3**

Skills Courses Credits: 11

CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits: 2**

CIDS 573 - Project Cycle Management **Credits: 3**

ACCT 505 - Survey of Accounting for Decision Making and Control **Credits: 2**

OR

CIDS 575 - Topics **Credits: 1-6**

SOCI 508 - Emergency Preparedness **Credits: 2**

OR

CHMN 543 - Christian Leadership in a Changing World **Credits: 2,3**

Research Options Credits: 3-4

Student should choose either the Qualitative or Quantative Research Option

Qualitative Research Option Credits: 3-4

EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits: 3**

OR

COMM 520 - Communication Research I **Credits: 3**

OR both of the following courses

SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits: 2**

SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits: 2**

Quantitative Research Option Credits: 3

EDRM 611 - Applied Statistical Methods I **Credits: 3**

Experience Capstone Credits: 4-10

CHMN 560 - Theological Field Education **Credits: 1,2**

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

OR

CIDS 680 - Field Practicum **Credits: 1,2**

CIDS 698 - Research Project **Credits: 2,3**

CIDS 670 - Comprehensive Exam **Credits: 0**

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Master of Divinity/Master of Social Work Dual Degree MDiv/MSW

General Information

Andrews University has formed a collaboration between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect.

The objectives of this program are to prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed; to enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students an integrated approach to both theology and social work. Students can choose either a dual degree or an emphasis in either Social Work or Christian Ministry.

Since both the MSW and MDiv programs share certain cognate courses to achieve a more streamlined and efficient program, both degrees must be conferred simultaneously in order to fulfill the requirements of either degree. In the event that one degree was completed prior to enrollment for the dual degree program, the cognate requirements for the other degree will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 111

MDiv: Graduation requirements consist of the satisfactory completion of 111 semester credits with an overall grade point average of 2.75 or better. 65 credits are MDiv credits, and 46 credits are social work credits.

11.5 credits of MSW core courses replace 9 credits of equivalent MDiv core courses. In addition the 6 credits of electives for each program are merged.

- SOWK 501 Foundations of Practice I (4 credits) replaces DSRE 503 Marriage, Family, and Interpersonal Relationships (2 credits)
- SOWK 510/535 Generalist Field Experience/Seminar) 2.5 credits replaces CHMN 560 Theological Field Education (2 credits)
- SOWK 601 Advanced Practice I (3 credits) replaces CHMN 555 Pastoral Counseling (2 credits)
- SOWK 515 Christian Perspectives on Professional Ethics (2 credits) replaces THST 643 Christian Professional Ethics (3 credits)

MSW: MDiv students are required to complete 46 core credit hours of the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - [Click Here](#).

MDiv Degree Prerequisites

- 1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
- OR** Biblical Literacy Exam 80% - August

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 a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

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.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations

- Church board where the applicant is a member
- Church administrator, pastor, or elder
- General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

- TOEFL** Paper-based - 565
- TOEFL** Internet-based - 85
- MELAB** - 81
- IELTS** - 6.5
- PTE** - 58

Application Deadline

Given that applying and obtaining pertinent documents for admission can be a long endeavor, the student must start the application process at least 4-6 months before the the desired starting semester. See University deadlines for individual semesters [here](#).

Master of Science in Community and International Development

Applicants to the Dual degree program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.
- Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment. Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

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

All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the MDiv program. Students must either pass the exam at 80% or higher or take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.

2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2

OR Church Policy Exam 80% - August, September

Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.

2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2

2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3

3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3

OR Adventist Heritage Placement Exam 80%

Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.

2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3

2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3

2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2

2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2

2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (*C- or higher*)

OR Greek Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (*C or higher*)

OR Greek Placement Exam 60% or higher - May, August

2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3

2 Credits of OTST 565 - Pentateuch **Credits:** 3

3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (*C- or higher*)

OR Hebrew Placement Exam 45% or higher - May, August

Any student who wishes to take a Biblical language placement exam must take at least one of the languages in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.

2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (*C+ or higher*)

OR Hebrew Placement Exam 65% or higher - May, August

3 Credits of THST 521 - Christian Theology I **Credits:** 2,3

3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

Students who have not taken an undergraduate course in Ethics must take THST 605 Principles of Christian Ethics as a prerequisite to any other Ethics course.

THST 605 - Principles of Christian Ethics **Credits:** 2,3

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits:** 0

Christian Ministry Credits: 17

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits:** 3

2 Credits of CHMN 543 - Christian Leadership in a Changing World **Credits:** 2,3

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can ONLY be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits:** 2-6

CHMN 644 - Field Evangelism: Chaplaincy **Credits:** 3

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits:** 3-6

2 Credits of CHMN 560 - Theological Field Education **Credits:** 1,2

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit of SOWK 510.

If a student is in the Chaplaincy concentration, they will take only 1 credit of

CHMN 560 TFE.

1 Credit of CHMN 567 - Health Ministry **Credits:** 1-3

2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3

Choose one 2 credit (600-level) Advanced Preaching Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits:** 2,3

CHMN 607 - Preaching from the Old Testament **Credits:** 2,3

CHMN 609 - Media Ministry **Credits:** 2,3

CHMN 614 - Preaching from Daniel or Revelation **Credits:** 2,3

CHMN 627 - Black Preaching **Credits:** 2,3

CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3

CHMN 633 - Preaching the Literary Forms of the Bible **Credits:** 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3

CHMN 637 - Seminar in Preaching **Credits:** 2,3

Choose 1 two credit NADEI Core Elective: (NADEI List 2)

CHMN 557 - Practicum in Clinical Pastoral Education **Credits:** 2-8

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits:** 2,3

CHMN 606 - Mission-Shaped Church Planting **Credits:** 2,3

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits:** 2,3

CHMN 641 - Practicum in Military Chaplaincy **Credits:** 2-8

CHMN 656 - Evangelistic Small Groups **Credits:** 2,3

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can ONLY be used in fulfillment of this core elective by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 7

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 (Must be taken in entry semester (Fall or Spring) of MDiv Program)

2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits:** 2,3

2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits:** 2

Choose at least 3 credits (600 Level) from Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 **Credits:** 2,3

CHIS 609 - The Church in the Middle Ages **Credits:** 2,3

CHIS 620 - Seminar in Christian Biography **Credits:** 2,3

CHIS 625 - Seminar in Church-State Thought **Credits:** 2,3

CHIS 629 - History of Christian Spirituality **Credits:** 2,3

CHIS 630 - History of Jewish Experience **Credits:** 2,3

CHIS 634 - Reformation Theology **Credits:** 2,3

CHIS 635 - History of the African American Churches **Credits:** 2,3

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3

CHIS 640 - Reformation: _____ **Credits:** 2,3

CHIS 650 - English Reformation and Rise of Puritanism **Credits:** 2,3

CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits:** 3

CHIS 655 - Wesley and Methodism **Credits:** 2,3

MDiv Degree Requirements: 65

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

Interdisciplinary Credits: 2

2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law, Sabbath" course from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

Colloquia

Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.

On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.

Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

- CHIS 657 - Seminar in Reformation Theology **Credits:** 3
- CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits:** 3
- CHIS 660 - History of Religion in America **Credits:** 2,3
- CHIS 664 - History of American Religious Thought **Credits:** 2,3
- CHIS 665 - Modern Church History **Credits:** 2,3
- CHIS 668 - History of Religious Liberty **Credits:** 2,3
- CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits:** 2,3
- CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits:** 2,3
- CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits:** 2,3
- CHIS 680 - History of Sabbath and Sunday **Credits:** 2,3
- CHIS 682 - Seminar in Church History **Credits:** 3
- CHIS 683 - The Pastor, Church and Civil Law **Credits:** 3
- CHIS 684 - Seminar in History of Sabbath and Sunday **Credits:** 3
- CHIS 685 - Studies in Church History **Credits:** 2,3
- CHIS 686 - Development of Prophetic Interpretation **Credits:** 2,3
- CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits:** 2,3
- CHIS 688 - Contemporary Trends **Credits:** 2,3
- CHIS 689 - History of Worship and Liturgy **Credits:** 3
- CHIS 690 - Independent Study **Credits:** 1-3

World Mission Credits: 6

- MSSN 546 - Mission in Cultural and Religious Context **Credits:** 3
- MSSN 561 - Christian Witness and World Religions **Credits:** 3

Theology Credits: 10

- 2 Credits of THST 635 - Issues in Origins **Credits:** 2,3
- 2 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits:** 3

Choose one 3 credit (600 Level) Systematic Theology course (THST List A):

- THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits:** 2,3
- THST 615 - Doctrine of the Church **Credits:** 2,3
- THST 616 - Doctrine of God **Credits:** 2,3
- THST 617 - The Works of God **Credits:** 2,3
- THST 618 - The Works of Christ **Credits:** 2,3
- THST 619 - Principles and Methods of Theology **Credits:** 2,3
- THST 630 - Doctrine of Christ **Credits:** 2,3
- THST 637 - Biblical Eschatology **Credits:** 2,3
- THST 639 - Doctrine of the Holy Spirit **Credits:** 2,3
- THST 640 - Doctrine of Salvation **Credits:** 2,3
- THST 647 - Human Nature and Destiny **Credits:** 2,3
- THST 649 - Seminar in Theological Issues: _____ **Credits:** 2,3
- THST 678 - Science and Religion **Credits:** 2,3

Choose one 2 credit (600 Level) Historical Theology course (THST List B):

- THST 623 - Contemporary Adventist Theological Issues **Credits:** 2,3
- THST 624 - Protestant Theological Heritage **Credits:** 2,3
- THST 625 - Early Christian Theology **Credits:** 2,3
- THST 626 - Modern Christian Theology **Credits:** 2,3
- THST 627 - Roman Catholic Life & Thought **Credits:** 2,3
- THST 628 - Contemporary Theology **Credits:** 2,3
- THST 629 - History and Theology of Ecumenism **Credits:** 2,3
- THST 656 - Seminar in Historical Theology: _____ **Credits:** 2,3
- THST 667 - Postmodernism and the Church **Credits:** 2,3
- THST 676 - History of Philosophy **Credits:** 2,3

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective

- NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)
- OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective - Intermediate Greek proficiency required. (NTST List A):

- NTST 645 - Hebrews **Credits:** 2,3
- NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3
- NTST 648 - Revelation **Credits:** 2,3
- NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3
- NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3
- NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3
- NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective - Intermediate Greek proficiency required. (NTST List B):

- NTST 613 - Love, Marriage and Divorce **Credits:** 2,3
- NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3
- NTST 616 - Theology of Luke-Acts **Credits:** 2,3
- NTST 623 - New Testament Theology of Prayer **Credits:** 2,3
- NTST 627 - New Testament Theology of Salvation **Credits:** 2,3
- NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3
- NTST 629 - New Testament Ecclesiology **Credits:** 2,3
- NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3
- NTST 633 - Social Issues in the New Testament **Credits:** 2,3
- NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3
- NTST 641 - Theology of the Johannine Writings **Credits:** 2,3
- NTST 647 - Eschatology **Credits:** 2,3
- NTST 667 - Topics in New Testament Theology **Credits:** 2,3
- NTST 668 - New Testament Ethics **Credits:** 2,3
- NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3
- NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3
- NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):

- NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3
- NTST 615 - New Testament Archaeology **Credits:** 2,3
- NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3
- NTST 635 - Intertestamental Literature **Credits:** 2,3
- NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3
- NTST 654 - Second Century Christianity **Credits:** 2,3
- NTST 680 - Greco-Roman World **Credits:** 2,3
- NTST 684 - Judaism and the New Testament **Credits:** 2,3
- NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3
- NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

- 2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective - Intermediate Hebrew proficiency required (OTST List A):

- OTST 628 - Methods of OT Exegesis **Credits:** 2,3
- OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3
- OTST 664 - Pentateuch **Credits:** 3
- OTST 666 - Historical Books **Credits:** 3
- OTST 668 - Psalms/Wisdom Literature **Credits:** 3
- OTST 675 - Minor Prophets **Credits:** 3
- OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3
- OTST 686 - Major Prophets **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):

- OTST 619 - Theology of the Old Testament **Credits:** 2,3
- OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3
- OTST 627 - Jewish Life and Thought **Credits:** 2,3
- OTST 685 - Principles of Hermeneutics **Credits:** 2,3
- 2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3

OR Students who have taken an undergraduate course in Biblical Archaeology may choose an advanced Archaeology course in place of the required OTST510 Archaeology & the Bible.

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

- NTST 615 - New Testament Archaeology **Credits:** 2,3
- OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3
- OTST 604 - History of the Ancient Near East **Credits:** 2,3
- OTST 635 - History of Israel **Credits:** 2,3

Master of Social Work Degree Requirements: 46 Credits

Core MSW Courses

- SOWK 501 - Foundations of Practice I **Credits:** 4
- SOWK 502 - Foundations of Practice II **Credits:** 4

SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2
 SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2
 SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2
 SOWK 550 - Social Policy **Credits:** 2,3
 SOWK 561 - Social Work Research I **Credits:** 2
 SOWK 562 - Social Work Research II **Credits:** 2
 SOWK 601 - Advanced Practice I **Credits:** 3
 SOWK 602 - Advanced Practice II **Credits:** 2
 SOWK 605 - Advanced Clinical Assessment **Credits:** 3
 SOWK 630 - Policy for Social Change **Credits:** 3
 SOWK 660 - Advanced Practice Evaluation **Credits:** 3
 1 Credit of SOWK 689 - Advanced Professional Seminar **Credits:** .5

Field Experience

4 credits of SOWK 535 - Generalist Field Experience **Credits:** 1–4
 .5 Credits of SOWK 510 - Generalist Field Seminar **Credits:** .5
 5 Credits of SOWK 635 - Advanced Field Experience **Credits:** 1–5
 .5 Credits of SOWK 610 - Advanced Field Seminar **Credits:** .5

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

TOEFL Paper-based - 565
 TOEFL Internet-based - 85
 MELAB - 81
 IELTS - 6.5
 PTE - 58

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S. Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

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.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations

- Church board where the applicant is a member
- Church administrator, pastor, or elder
- General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

Master of Social Work

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from a four-year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Seventh-day Adventist Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv program. Students who have already completed an MDiv degree can receive the tuition reduction upon admission into the MSW program.

MSW:

1. Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
2. No grade of D or F (or U) may count toward the MSW degree.

English Language Requirement MDiv

For those applicants whose native language is not English, the following is required:

MELAB—score of 81 (must achieve passing score on each section) or
 TOEFL (paper based)—score of 565 or (iBT Internet based)—score of 85. Minimum score of 20 in each section (reading, listening, speaking, writing).
 IELTS (Academic Version)—score of 6.5
 PTE - (Academic Version)score of 58

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

English Language Requirement - MSW

For those applicants whose native language is not English, the following is required:

1. Demonstration of English proficiency by obtaining at least a minimum score on any one of the following exams. Exam must be taken within two years prior to enrollment
 - TOEFL ITP (paper-based) - A Minimum score of 550
 - TOEFL iBT (internet-based) - 80 with a minimum of 20 on each section
 - MELAB - 80 with a minimum of 80 on each section
 - IELTS (Academic version) - 6.5
 - PTE (Academic version) - 54
 2. Nelson Denny - score of 13 and
 3. Personal interview with MSW program director or designee
- Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required. A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE ScoreScholarship

320	50% tuition reduction
310	25% tuition reduction
300	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Student Handbook

The MSW Student Handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Field Manual

The Field Manual has been designed as your aid in understanding field education requirements, your role as a student in a field agency, and relevant policies of Andrews University.

You are responsible for the information found in this handbook, so please take the time to familiarize yourself with the handbook and know where to find questions and answers if the need arises.

Master of Divinty/ Master of Public Health Dual Degree MDiv/MPH

Andrews University has established a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition, & Wellness in the School of Health Professions. Students are able to complete two degrees in 4 years; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition & Wellness. The MDiv is available on campus while the MPH courses are in an online format.

Completion of the dual degree requires strict adherence to course sequence and curriculum design as students will travel as a cohort through each program.

If in the United States, International Students need to take courses concurrently with MDiv courses to maintain their Student Visa status.

General Information

Andrews University has formed a collaborative program between the Master of Divinity Program of the Seventh-day Adventist Theological Seminary and the Department of Public Health, Nutrition and Wellness in the School of Health Professions. Students can potentially complete the two degrees (MDiv/MPH) in 4 years or less; 2 years in the Theological Seminary and 2 years in the Department of Public Health, Nutrition and Wellness .

This dual degree is designed to prepare students for various forms of ministry in which public health skills and theology are needed. Likewise, it will also enable students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit. Furthermore, it will sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to prevention, nutrition, wellness, environmental health, and health behaviors.

Since the MDiv and MPH programs share certain cognate courses to achieve a more streamlined and efficient program, The MDiv degree must be conferred simultaneously with the MPH in order to fulfill the requirements of both degrees. In the event that the MPH was completed prior to enrollment in the MDiv, the cognate requirements for the MDiv will be adjusted as shown below. A dual student cannot march in graduation or March-without-Completion if both halves of the dual degree are not completed.

Total Credits: 113

Graduation requirements consist of the satisfactory completion of 113 semester credits with an overall grade point average of 2.75 or better in the MDiv and 3.0 or better in the MPH. 71 credits are MDiv credits, and 42 credits are Master of Public Health credits. 7 of those credits are shared between the MDiv and the MPH programs:

- FDNT 520 Vegetarian Nutrition and Disease Prevention (3 Cr) replaces CHMN 567 Health Ministry (1 Cr)
- 6 credits of MDiv electives are 6 MPH concentration credits

Master of Divinity (MDiv)

MDiv General Information

For information regarding: Program Overview, Application, Policies and other entrance requirements - Click Here.

MDiv Degree Prerequisites

- 1 Credit of GSEM 525 - The Bible and Biblical History **Credits:** 0,1
OR Biblical Literacy Exam 80% - August
All entering students must take the Biblical Literacy Entrance Exam in the first August they are in the program. Those who do not pass at 80% or higher must take GSEM525 - The Bible and Biblical History during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 552 - Foundations of Pastoral Ministry **Credits:** 0,2
OR Church Policy Exam 80% - August, September
Students without an undergraduate course in Pastoral Ministry and Church Policy must either pass the Church Policy Proficiency exam at 80% or higher, or take CHMN552 - Foundations of Pastoral Ministry during the Fall or Spring of their **first year** in the MDiv program.
- 2 Credits of CHMN 505 - Biblical Preaching **Credits:** 2
- 2 Credits of CHMN 536 - Personal Evangelistic Ministry **Credits:** 2,3
- 3 Credits of CHIS 504 - Adventist Heritage **Credits:** 0,3
OR Adventist Heritage Placement Exam 80%
Students without an undergraduate course in Adventist Heritage must either pass the Adventist Heritage exam at 80% or higher, or take CHIS504 Adventist Heritage during their **first year** in the MDiv program.
- 2 Credits of CHIS 506 - Church History to 1500 **Credits:** 2,3
- 2 Credits of CHIS 507 - Church History 1500 to Present **Credits:** 2,3
- 2 Credits of NTST 520 - Introduction to the New Testament **Credits:** 2
- 2 Credits of NTST 530 - Introduction to Revelation **Credits:** 2
- 2 Credits of NTST 551 - Beginning Greek **Credits:** 0,2 (C- or higher)
OR Greek Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 3 Credits of NTST 552 - Intermediate Greek **Credits:** 0,2,3 (C or higher)
OR Greek Placement Exam 60% or higher - May, August
- 2 Credits of OTST 500 - Survey of the Old Testament **Credits:** 2,3
- 2 Credits of OTST 565 - Pentateuch **Credits:** 3
- 3 Credits of OTST 551 - Biblical Hebrew I **Credits:** 0,3 (C- or higher)
OR Hebrew Placement Exam 45% or higher - May, August
Any student who wishes to take a Biblical language placement exam must take at least one of the exams in May or August of the year they enroll in seminary. If the student wishes to take the exam for the second language it must be taken before the start of their second year in seminary.
- 2 Credits of OTST 552 - Biblical Hebrew II **Credits:** 0,2,3 (C+ or higher)
OR Hebrew Placement Exam 65% or higher - May, August
- 3 Credits of THST 521 - Christian Theology I **Credits:** 2,3
- 3 Credits of THST 522 - Christian Theology II **Credits:** 2,3

MDiv Degree Requirements: 69

Seminary New Student Orientation

Students must attend and register for the Fall semester 0 credit orientation as a graduation requirement.

GSEM 501 - New Student Orientation **Credits:** 0

Divinity Core

- Interdisciplinary Credits: 2
- 2 Credits of GSEM 530 - Doctrine of the Sanctuary **Credits:** 2,3

Great Controversy, Covenant, Law, Sabbath Course Requirement

Each student must take a "Great Controversy, Covenant, Law & Sabbath" from their choice of the Theology, New Testament, Old Testament or Church History departments. At least one of these courses will be offered each semester.

- Colloquia
- Brief 0 Credit colloquia on a variety of ministry topics will be offered each semester for MDiv students.
- On-campus students are required to attend at least 5 of these colloquia during their MDiv experience.
 - Colloquia requirements for **transfer students** or those completing part of their MDiv off-campus will be one colloquium for each semester that they are on the main campus.

Students from **previous bulletins** who petition into the 2018-19 bulletin will take 1 colloquium per semester for the remaining semesters of their program.

GSEM 505 - Colloquium: _____ **Credits: 0**

Christian Ministry Credits: 18

CHMN 539 - Church Growth and the Equipping Pastor: _____ **Credits: 3**

2 Credits of CHMN 543 - Christian Leadership in a Changing World **Credits: 2,3**

2 Credits of CHMN 555 - Pastoral Counseling **Credits: 2,3**

Choose one 3 credit CHMN Field Evangelism Core Elective (NADEI List 1):

Note: Chaplaincy and Youth & Young Adult core electives can **ONLY** be taken by students in the corresponding concentration.

CHMN 562 - Field Evangelism **Credits: 2-6**

CHMN 644 - Field Evangelism: Chaplaincy **Credits: 3**

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry **Credits: 3-6**

2 Credits of CHMN 560 - Theological Field Education **Credits: 1,2**

TFE Exemption: Pastors who can present a letter from their

Employer/Conference, to the CHMN Department Chair, verifying at least 2 years (24 months) of full-time paid congregational pastoral experience including intentional mentoring, verified by a service record, may substitute the course with another 2 credit CHMN, MSSN or DSRE course.

If student is in a dual degree, they may substitute this course with the appropriate practicum course in their dual area.

If a student is in the Chaplaincy concentration, they will take only 1 credit of CHMN560.

2 Credits of CHMN 523 - Worship: Word and Music **Credits: 2,3**

Choose one 2 credit (600-level) Advanced Preaching Core Elective (CHMN List):

CHMN 600 - Preaching from the New Testament **Credits: 2,3**

CHMN 607 - Preaching from the Old Testament **Credits: 2,3**

CHMN 609 - Media Ministry **Credits: 2,3**

CHMN 614 - Preaching from Daniel or Revelation **Credits: 2,3**

CHMN 627 - Black Preaching **Credits: 2,3**

CHMN 632 - Contextualized Preaching: _____ **Credits: 2,3**

CHMN 633 - Preaching the Literary Forms of the Bible **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 637 - Seminar in Preaching **Credits: 2,3**

Choose one 2 credit Core Elective (NADEI List 2):

CHMN 557 - Practicum in Clinical Pastoral Education **Credits: 2-8**

CHMN 604 - Mobilizing for Evangelistic Ministry **Credits: 2,3**

CHMN 606 - Mission-Shaped Church Planting **Credits: 2,3**

CHMN 634 - Field Evangelistic Preaching & Practicum **Credits: 2,3**

CHMN 641 - Practicum in Military Chaplaincy **Credits: 2-8**

CHMN 656 - Evangelistic Small Groups **Credits: 2,3**

Note: CHMN 557 (3 cr.) and CHMN 641 (3 cr.) can be used in fulfillment of this core elective **ONLY** by students in the Chaplaincy Concentration.

Discipleship and Religious Education Credits: 9

3 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits: 2,3** Must be taken in entry semester (Fall or Spring) of MDiv Program

2 Credits of DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits: 2,3**

2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits: 2,3**

2 Credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits: 2,3**

Church History Credits: 7

2 Credits of CHIS 674 - Development of Seventh-day Adventist Theology **Credits: 2,3**

2 Credits of CHIS 624 - Issues in Ellen G. White Studies **Credits: 2**

Choose one 3 credit (600 Level) Church History Core Elective (CHIS List):

CHIS 600 - The Early Church to A.D. 604 **Credits: 2,3**

CHIS 609 - The Church in the Middle Ages **Credits: 2,3**

CHIS 620 - Seminar in Christian Biography **Credits: 2,3**

CHIS 625 - Seminar in Church-State Thought **Credits: 2,3**

CHIS 629 - History of Christian Spirituality **Credits: 2,3**

CHIS 630 - History of Jewish Experience **Credits: 2,3**

CHIS 634 - Reformation Theology **Credits: 2,3**

CHIS 635 - History of the African American Churches **Credits: 2,3**

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

CHIS 640 - Reformation: _____ **Credits: 2,3**

CHIS 650 - English Reformation and Rise of Puritanism **Credits: 2,3**

CHIS 654 - Seminar in English Reformation and Puritan Theology **Credits: 3**

CHIS 655 - Wesley and Methodism **Credits: 2,3**

CHIS 657 - Seminar in Reformation Theology **Credits: 3**

CHIS 659 - Seminar in the History of Selected Christian Doctrines **Credits: 3**

CHIS 660 - History of Religion in America **Credits: 2,3**

CHIS 664 - History of American Religious Thought **Credits: 2,3**

CHIS 665 - Modern Church History **Credits: 2,3**

CHIS 668 - History of Religious Liberty **Credits: 2,3**

CHIS 670 - Seminar in History of the Seventh-day Adventist Church **Credits: 2,3**

CHIS 673 - Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle **Credits: 2,3**

CHIS 680 - History of Sabbath and Sunday **Credits: 2,3**

CHIS 682 - Seminar in Church History **Credits: 3**

CHIS 683 - The Pastor, Church and Civil Law **Credits: 3**

CHIS 684 - Seminar in History of Sabbath and Sunday **Credits: 3**

CHIS 685 - Studies in Church History **Credits: 2,3**

CHIS 686 - Development of Prophetic Interpretation **Credits: 2,3**

CHIS 687 - Seminar in Development of Prophetic Interpretation **Credits: 2,3**

CHIS 688 - Contemporary Trends **Credits: 2,3**

CHIS 689 - History of Worship and Liturgy **Credits: 3**

CHIS 690 - Independent Study **Credits: 1-3**

World Mission Credits: 6

MSSN 546 - Mission in Cultural and Religious Context **Credits: 3**

MSSN 561 - Christian Witness and World Religions **Credits: 3**

Theology Credits: 13

2 Credits of THST 635 - Issues in Origins **Credits: 2,3**

3 Credits of THST 611 - Revelation, Inspiration and Hermeneutics **Credits: 3**

Choose one 3 credit (600 Level) Systematic Theology Core Elective (THST List A):

THST 608 - The Great Controversy, Covenant, Law, Sabbath **Credits: 2,3**

THST 615 - Doctrine of the Church **Credits: 2,3**

THST 616 - Doctrine of God **Credits: 2,3**

THST 617 - The Works of God **Credits: 2,3**

THST 618 - The Works of Christ **Credits: 2,3**

THST 619 - Principles and Methods of Theology **Credits: 2,3**

THST 630 - Doctrine of Christ **Credits: 2,3**

THST 637 - Biblical Eschatology **Credits: 2,3**

THST 639 - Doctrine of the Holy Spirit **Credits: 2,3**

THST 640 - Doctrine of Salvation **Credits: 2,3**

THST 647 - Human Nature and Destiny **Credits: 2,3**

THST 649 - Seminar in Theological

Issues: _____ **Credits: 2,3**

THST 678 - Science and Religion **Credits: 2,3**

Choose one 2 credit (600 Level) Historical Theology/Philosophy Core Elective (THST List B):

THST 623 - Contemporary Adventist Theological Issues **Credits: 2,3**

THST 624 - Protestant Theological Heritage **Credits: 2,3**

THST 625 - Early Christian Theology **Credits: 2,3**

THST 626 - Modern Christian Theology **Credits: 2,3**

THST 627 - Roman Catholic Life & Thought **Credits: 2,3**

THST 628 - Contemporary Theology **Credits: 2,3**

THST 629 - History and Theology of Ecumenism **Credits: 2,3**

THST 656 - Seminar in Historical

Theology: _____ **Credits: 2,3**

THST 667 - Postmodernism and the Church **Credits: 2,3**

THST 676 - History of Philosophy **Credits: 2,3**

3 Credits of THST 605 - Principles of Christian Ethics **Credits: 2,3**

OR Students who have taken an undergraduate course in Ethics may choose an advanced Ethics course in place of the required THST605 Principles of Christian Ethics.

For the advanced Ethics course, choose one 3 credit (600 Level) Ethics Core Elective (THST List C):

THST 600 - Christian Personal Ethics **Credits: 2,3**

THST 634 - Christian Social Ethics **Credits: 2,3**

THST 643 - Christian Professional Ethics **Credits: 2,3**

THST 644 - Theological Ethics **Credits: 2,3**

THST 659 - Seminar in Philosophy, Theology, and Ethics: _____ **Credits:** 2,3
THST 660 - Church and Society **Credits:** 2,3
CHMN 549 - Philosophy & Ethics of Chaplaincy **Credits:** 2

New Testament Credits: 8

Before registering for New Testament courses, check the course description for Greek Language and/or other course prerequisites.

One of the following MUST be taken to fulfill a New Testament Core Elective:

NTST 648 - Revelation **Credits:** 2,3 (as New Testament Exegesis)

OR NTST 647 - Eschatology **Credits:** 2,3 (as New Testament Theology)

Choose one 3 credit (600 level) New Testament Exegesis Core Elective

- *Intermediate Greek proficiency required. (NTST List A):*

NTST 645 - Hebrews **Credits:** 2,3

NTST 646 - Topics in New Testament Exegesis **Credits:** 2,3

NTST 648 - Revelation **Credits:** 2,3

NTST 653 - Advanced Studies in the General Epistles **Credits:** 2,3

NTST 655 - Advanced Studies in the Gospels **Credits:** 2,3

NTST 658 - Advanced Studies in the Pauline Writings **Credits:** 2,3

NTST 678 - Seminar in Greek Exegesis **Credits:** 2,3

Choose one 3 credit (600 Level) New Testament Theology Core Elective

- *Intermediate Greek proficiency required. (NTST List B):*

NTST 613 - Love, Marriage and Divorce **Credits:** 2,3

NTST 614 - Suffering, Death and Resurrection **Credits:** 2,3

NTST 616 - Theology of Luke-Acts **Credits:** 2,3

NTST 623 - New Testament Theology of Prayer **Credits:** 2,3

NTST 627 - New Testament Theology of Salvation **Credits:** 2,3

NTST 628 - The Holy Spirit in the New Testament **Credits:** 2,3

NTST 629 - New Testament Ecclesiology **Credits:** 2,3

NTST 630 - Theology of the Synoptic Gospels **Credits:** 2,3

NTST 633 - Social Issues in the New Testament **Credits:** 2,3

NTST 634 - Theology of the Pauline Epistles **Credits:** 2,3

NTST 641 - Theology of the Johannine Writings **Credits:** 2,3

NTST 647 - Eschatology **Credits:** 2,3

NTST 667 - Topics in New Testament Theology **Credits:** 2,3

NTST 668 - New Testament Ethics **Credits:** 2,3

NTST 676 - Jesus in Recent Scholarship **Credits:** 2,3

NTST 679 - Seminar in New Testament Theology and Ethics **Credits:** 2,3

NTST 650 - Great Controversy, Covenant, Law and Sabbath **Credits:** 2,3

Choose one 2 credit (600 Level) New Testament Backgrounds Core Elective (NTST List C):

NTST 606 - New Testament Textual Criticism and Canon Formation **Credits:** 2,3

NTST 615 - New Testament Archaeology **Credits:** 2,3

NTST 626 - Seminar in Classical Jewish Literature **Credits:** 2,3

NTST 635 - Intertestamental Literature **Credits:** 2,3

NTST 636 - Jerusalem in the Time of Jesus **Credits:** 2,3

NTST 654 - Second Century Christianity **Credits:** 2,3

NTST 680 - Greco-Roman World **Credits:** 2,3

NTST 684 - Judaism and the New Testament **Credits:** 2,3

NTST 689 - Seminar in New Testament Backgrounds **Credits:** 2,3

NTST 695 - Topics in New Testament Backgrounds **Credits:** 2,3

Old Testament Credits: 8

Before registering for Old Testament courses, check the course description for Hebrew Language and/or other course prerequisites.

2 Credits of OTST 674 - Daniel **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Exegesis Core Elective

- *Intermediate Hebrew proficiency required (OTST List A):*

OTST 628 - Methods of OT Exegesis **Credits:** 2,3

OTST 639 - Studies in Old Testament Exegesis **Credits:** 2,3

OTST 664 - Pentateuch **Credits:** 3

OTST 666 - Historical Books **Credits:** 3

OTST 668 - Psalms/Wisdom Literature **Credits:** 3

OTST 675 - Minor Prophets **Credits:** 3

OTST 680 - Seminar in Old Testament Exegesis **Credits:** 2,3

OTST 686 - Major Prophets **Credits:** 3

Choose one 2 credit (600 Level) Old Testament Theology/Hermeneutics Core Elective - Intermediate Hebrew proficiency required (OTST List B):

OTST 619 - Theology of the Old Testament **Credits:** 2,3

OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3

OTST 627 - Jewish Life and Thought **Credits:** 2,3

OTST 685 - Principles of Hermeneutics **Credits:** 2,3

2 Credits of OTST 510 - Archaeology and the Bible **Credits:** 2,3

OR Students who have taken an undergraduate course in Biblical

Archaeology may choose an advanced Archaeology course in place of the required **OTST510 Archaeology & the Bible.**

For advanced Archaeology Course, choose one 3 credit (600 Level) Biblical Archaeology Core Elective (OTST List C):

NTST 615 - New Testament Archaeology **Credits:** 2,3

OTST 514 - Bible Lands and Their Explorations **Credits:** 2,3

OTST 604 - History of the Ancient Near East **Credits:** 2,3

OTST 635 - History of Israel **Credits:** 2,3

Master of Public Health (MPH) Requirements Credits: 42

MPH Core Requirements Credits: 17

PBHL 500 - Introduction to Public Health **Credits:** 2

PBHL 511 - Biostatistics **Credits:** 3

PBHL 521 - Principles of Epidemiology **Credits:** 3

PBHL 525 - Principles of Environmental Health **Credits:** 3

PBHL 531 - Principles of Health Behavior **Credits:** 3

PBHL 535 - Principles of Health Administration **Credits:** 3

Research Credits: 4

FDNT 560 - Health Research Methods **Credits:** 3

FDNT 680 - Research Seminar **Credits:** 1

Concentration Credits: 15

FDNT 520 - Vegetarian Nutrition and Disease Prevention **Credits:** 3

FDNT 565 - Current Issues in Nutrition and Wellness **Credits:** 3

FTES 510 - Fitness and Health Promotion **Credits:** 2

PBHL 540 - Grant Writing **Credits:** 2

PBHL 545 - Program Planning and Evaluation **Credits:** 3

2 Credits of PBHL 646 - Integration of Spirituality in Health Care **Credits:** 2

Practicum Credits: 6

2 Credits of PBHL 580 - Field Practicum **Credits:** 2

4 Credits of PBHL 698 - Capstone Research Project **Credits:** 1–3

Certification

The curriculum for the MPH is designed to help prepare students to take the Certified Health Education Specialist Exam (CHES) administered by the National Commission for Health Education Credentialing (NCHEC).

Studentes will be expected to meet the Seven Areas of Responsibility of a Health Education Specialist.

Assessing individual and community needs for health education.

Planning effective health education programs.

Implementing health education programs.

Evaluating effectiveness of health education programs.

Coordinating provision for health education services.

Acting as a resource person in health education.

Communicating health and education needs, concerns and resources.

Admissions Requirements

Master of Divinity

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students and the general seminary requirements.

Hold a baccalaureate degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Minimum of 2.5 Undergraduate GPA

Normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.

Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the

Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

Submit an autobiographical history and a 350+ word statement of purpose reflecting the applicant's family and spiritual development, sense of calling to ministry, experience in church work, and future goals in relationship to the MDiv program. A guideline is provided in the admissions package.

If married, the spouse of the applicant is also asked to complete a statement in regard to his or her feelings and relationship to the partner's aspirations for future ministry.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from the MDiv office.

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.

Pre-admission Conduct Disclosure Statement - Applicants to all Seminary programs are required to complete and submit to the Seminary the "Pre-Admission Conduct Disclosure Statement."

Recommendations

Church board where the applicant is a member

Church administrator, pastor, or elder

General Recommendation from: College teacher or advisor, recent employer, or some other non-family member

English Language Requirements

Students whose language of education is not English must submit one of the following tests and minimum scores:

TOEFL Paper-based - 565

TOEFL Internet-based - 85

MELAB - 81

IELTS - 6.5

PTE - 58

Master of Public Health

Baccalaureate Degree: A four-year degree from an accredited United States institution, or its equivalent from an institution outside the U.S.

Undergraduate GPA: A minimum GPA of 3.00.

Recommendations: Three recommendations are required from professionals—such as advisors, major professors, and employers—excluding relatives. You are asked to provide names and email addresses on the online application, and then recommenders will receive an email with a direct link to the form.

Resume or Curriculum Vitae

Statement of Purpose

English Proficiency: Students whose language of instruction is not English must demonstrate English proficiency by meeting the TOEFL minimum scores. To learn more please visit our entrance exams page.

Corequisites:

Biology or Anatomy & Physiology or Physiology course

Two nutrition courses

Program Objectives

To prepare students for various forms of ministry in which public health skills and theology are needed.

To enable students to integrate both theological and public health knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit.

To sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to nutrition, prevention, wellness, environmental health, and health behaviors.

Master of Youth & Young Adult Ministry/Master of Social Work Dual Degree MAYYAM/MSW

MA in Youth & Young Adult Ministry Requirements

Prerequisite - 1 credit

The student needs to pass the Biblical Literacy Exam with an 80%

Or GSEM 525 - The Bible and Biblical History **Credits:** 0,1

MA YYAM Core Courses - 18 credits

DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3 (2 cr req)

CHMN 523 - Worship: Word and Music **Credits:** 2,3 (2 cr req)

Two courses in Old Testament/New Testament (4 cr req)

Two courses in Theology (4 cr req)

One course in World Mission (2 cr req)

CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2

One course in Conflict Management or Church Leadership (2 cr req)

MAYYAM Emphasis Courses - 14 Credits

2 credits of CHMN 632 - Contextualized

Preaching: _____ **Credits:** 2,3

2 credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3

2 credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3

2 credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3

2 credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3

2 credits of DSRE 615 - Collaborative Ministry: School, Church, Community **Credits:** 2,3

2 credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3

Master of Social Work Degree Requirements

Basic Courses - 56 Credits

SOWK 501 - Foundations of Practice I **Credits:** 4

SOWK 502 - Foundations of Practice II **Credits:** 4

SOWK 515 - Christian Perspectives on Professional Ethics **Credits:** 2

SOWK 531 - Human Behavior and the Social Environment I **Credits:** 2

SOWK 532 - Human Behavior and the Social Environment II **Credits:** 2

SOWK 550 - Social Policy **Credits:** 2,3

SOWK 561 - Social Work Research I **Credits:** 2

SOWK 562 - Social Work Research II **Credits:** 2

SOWK 601 - Advanced Practice I **Credits:** 3

SOWK 602 - Advanced Practice II **Credits:** 2

SOWK 605 - Advanced Clinical Assessment **Credits:** 3

SOWK 630 - Policy for Social Change **Credits:** 3

SOWK 660 - Advanced Practice Evaluation **Credits:** 3

SOWK 689 - Advanced Professional Seminar **Credits:** .5

Field Experience

SOWK 535 - Generalist Field Experience **Credits:** 1-4 (4 credits required for this degree. (4) = 400 hours)

SOWK 510 - Generalist Field Seminar **Credits:** .5

SOWK 635 - Advanced Field Experience **Credits:** 1-5 (5 credits required for this degree. (5) = 500 hours)

SOWK 610 - Advanced Field Seminar **Credits:** .5

MAYYAM/MSW Dual Degree

Andrews University has formed a collaborative between the Department of Discipleship and Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for youth and young adult ministry and social work. Students choosing this program would receive both a master's in Youth and Young Adult Ministry and a master's in Social Work. The objectives of this program are to equip students for various forms of ministry in

which clinical and administrative skills in social work and ministry are needed; to enable students to integrate both ministry and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit; and to sensitize them to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights and global perspectives from a Christian worldview. The program is designed to give students both master's degrees within three years. The details of the program are as follows:

- The dual degree will consist of 78 credits.
- The student will need to be accepted into both programs.
- There will be shared electives between the two programs:
 - Eight credits for the MA in Youth & Young Adult Ministry; and
 - Ten credits for the Master of Social Work.
- Fieldwork will also be a shared experience, being cross-listed as SOWK 535 - Generalist Field Experience and DSRE 660 - Field Practicum: Youth and Young Adult Ministry. Four credit hours will be required for a total of 400 clock hours of field during this course. A total of nine credit hours or 900 clock hours will be required for the program.
- One course will be cross-listed and be taken in the Department of Social Work:
 - SOWK 501 - Foundations of Practice I will fulfill the requirements for DSRE 503 - Marriage, Family, and Interpersonal Relationships.
- GSEM 525 - The Bible and Biblical History will be considered a prerequisite course. If the student passes the Biblical Literacy Exam, that will satisfy the prerequisite. If the student does not pass the exam, they will need to take the one-credit GSEM 525 in addition to the 78 credits for the dual degree.
- Since both, the MSW and MAYYAM programs, reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

MAYYAM/MSW with Campus Chaplaincy Emphasis
For those pursuing the MAYYAM/MSW with an emphasis in Campus Chaplaincy, please note the following differences:

- The following course is **not** required for those pursuing the Campus Chaplaincy Emphasis:
 - DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3
- The following courses are required for those pursuing the Campus Chaplaincy Emphasis:
 - DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3
 - * In either DSRE564 or DSRE636, the student registers for a third credit requiring completion of a research/action research project
 - DSRE 664 - Advanced Campus Ministry **Credits:** 3
 - DSRE 669 - Reaching the Secular Mind **Credits:** 2,3

Master of Youth & Young Adult Ministry/Masters of Science in Community & International Development Dual Degree MAYYAM/MSCID

Dual Degree Program Description

The Dual Degree Program in Community and International Development (CIDP) and Youth and Young Adult Ministry (MAYYAM) allows students to complete two degrees in three years. To facilitate this objective, the two programs will reduce the total number of required credits and will share a practicum and a limited number of elective courses. This amounts to a total of 69 credits to fulfill the Dual Degree.

The MAYYAM program is a 48-credit degree but it will share (use) six elective credits with the CIDP program thereby reducing MAYYAM credits to 42. The CIDP program will reduce the required number of credits from 39 to 30 by removing the concentration requirement. In addition, up to two CIDP elective credits can be fulfilled through MAYYAM courses reducing the CIDP credits to 28. Finally, CIDP's 1-credit Practicum requirement will be fulfilled through MAYYAM's required practicum. Reducing the CIDP credits to 27.

Since both the CIDP and MAYYAM programs reduce the total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree.

Combined Total Credits - 69

MAYYAM Total Credits - 42

MAYYAM Program Requirements - 48

- Core Requirements - 18
 - 2 Credits of DSRE 541 - Foundations of Biblical Spirituality **Credits:** 2,3
 - CHIS 574 - History of Seventh-day Adventist Theology **Credits:** 2
 - Two courses in Old Testament and/or New Testament (4 cr req)
 - Two courses in Theology. One ethics course recommended. (4 cr req)
 - 2 Credits of CHMN 523 - Worship: Word and Music **Credits:** 2,3
 - One course in Conflict Resolution or Church Leadership from Christian Ministry (2 cr req)
 - One course in World Missions (2 cr req)
- Youth Ministry Emphasis - 12
 - 2 Credits of DSRE 534 - Ministry to Youth and Young Adults **Credits:** 2,3
 - 2 Credits of DSRE 564 - Advanced Youth and Young Adult Ministry Leadership **Credits:** 2,3
 - 2 Credits of DSRE 608 - Youth and Young Adults in Contemporary Culture **Credits:** 2,3
 - 2 Credits of DSRE 656 - Counseling Youth and Young Adults **Credits:** 2,3
 - 2 Credits of CHMN 632 - Contextualized Preaching: _____ **Credits:** 2,3
 - 2 Credits of DSRE 605 - Contemporary Topics in Religious Education and Discipling **Credits:** 2,3
 - Or 2 Credits of DSRE 610 - Teaching for Discipleship **Credits:** 2,3
- Youth Ministry Electives - 6
 - DSRE 503 - Marriage, Family, and Interpersonal Relationships **Credits:** 2,3
 - DSRE 619 - Religious Experience in Adolescence **Credits:** 2,3
 - DSRE 626 - Ministry to At-Risk Youth **Credits:** 2,3
 - DSRE 636 - Seminar in Youth Ministry **Credits:** 2,3 (Choose no more than two topics from Campus Chaplaincy, Children's Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry)
 - DSRE 678 - Spiritual Nurture of Children **Credits:** 2,3
 - CHMN 553 - The Church and Social Issues **Credits:** 2,3
 - CHMN 555 - Pastoral Counseling **Credits:** 2,3
 - CHMN 574 - Perspectives in Church Marketing **Credits:** 2,3
 - CHMN 616 - Spirituality in Ministry **Credits:** 2,3
 - CHMN 623 - Innovative Evangelism **Credits:** 2,3
 - CHMN 656 - Evangelistic Small Groups **Credits:** 2,3
- Practicum - 6
 - 6 Credits of DSRE 660 - Field Practicum: Youth and Young Adult Ministry **Credits:** 1-6
 - *Registration is normally allowed only after the student has earned 24 credits or more.
- Electives - 6
 - These electives are fulfilled through the CIDP course requirements.

MAYYAM Denominational Certification

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MAYYAM Graduation Requirements

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

MAYYAM Additional Information

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

CIDP Total Credits - 27

CIDP Program Requirements - 30

Core Requirements - 10

- CIDS 520 - Development Theory and Practice **Credits:** 3
- CIDS 555 - Development Policy and Analysis **Credits:** 3
- SOCI 508 - Emergency Preparedness **Credits:** 2
- ANTH 517 - Cultural and Developmental Anthropology **Credits:** 2

Development Management - 11

- CIDS 530 - Community Assessment & Planning **Credits:** 3
- CIDS 535 - Budgeting, Fundraising & Grantsmanship **Credits:** 2
- CIDS 536 - Project Design, Implementation & Evaluation **Credits:** 3

Choose one of the following courses:

- CIDS 515 - Organization and Human Resources **Credits:** 3
- Or** BSAD 530 - Leadership & Management of Not-for-Profit Organizations **Credits:** 3

Research - 6

- SOCI 533 - Research Methods III: Advanced Research Design-Experimental and Survey **Credits:** 2
- SOCI 534 - Research Methods IV: Advanced Statistical Analysis & SPSS **Credits:** 2
- CIDS 670 - Comprehensive Exam **Credits:** 0

Choose one of the following courses:

- CIDS 698 - Research Project **Credits:** 2,3
- Or** CIDS 699 - Master's Thesis **Credits:** 3,4

Practicum - 1

This course is fulfilled through the MAYYAM degree practicum course DSRE 660

Electives - 2

These electives are fulfilled through MAYYAM degree courses.

CIDP Admission Requirements

Acceptance Criteria

Applicants to the regular two-year standing program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research.

A bachelor's degree from an accredited college or university.

- An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A-F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.
- Completed coursework in Accounting, Statistics and Research II. Provisional acceptance may be granted without these courses, and the student would be expected to take them during the first year of enrollment.
- Credits for prerequisites do not apply toward the MSCID.

The director of the program may request a personal interview or a third reference and/or other information.

GRE

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Language Requirements

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

CIDP Additional Information

Assistantships

Students have the opportunity to apply for graduate assistantships - administrative, teaching or research.

Post-Masters

Biblical and Ancient Near Eastern Archaeology PhD

Randall W. Younker, *Director*

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an academic program that prepares students for teaching positions and/or research in institutions of higher education.

Program Outcomes

- Knows the history, methods and theories of archaeology.
- Knows the material culture and history of the Biblical and ancient Near Eastern and Mediterranean world.
- Applies knowledge of the material remains to an understanding of Biblical and ancient Near Eastern contexts.
- Demonstrates the skills to conduct all phases of field work, including follow-up analyses and presentation and publication of findings.

Areas of Concentration

When students apply to this PhD program they may select one of two areas of concentration: Biblical Archaeology or Ancient Near Eastern Archaeology. The areas of specialized study for these concentrations are listed below:

Ancient Near Eastern Archaeology

- ANE History
- ANE Archaeology
- ANE Languages
- Fieldwork, Method and Theory

Biblical Archaeology

- Biblical History
- Biblical Archaeology
- ANE Languages
- Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below.

- Old Testament

New Testament
Church History
Theology and Christian Philosophy
World Mission
Biblical Archaeology (if the major concentration is Ancient Near Eastern Archaeology)
Ancient Near Eastern Archaeology (if the major concentration is Biblical Archaeology)
Ancient Near Eastern Languages

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements. Admission to the PhD in Biblical and Ancient Near Eastern Archaeology program is granted to applicants who

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (Ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.
- Read proficiently required ancient and modern languages as noted in the Language Requirements below.
- Minimum GRE score of 288.
- Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

- Have 15 prerequisite credits in the chosen area of concentration.
- Have a graduate course in Research Methods (e.g. ANEA 640 - Research, Method and Theory in Archaeology)

Admission to Advanced Standing. Advanced standing for the PhD in Biblical and Ancient Near Eastern Archaeology program may be granted for students who have post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of each student's first enrollment in the program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the program determines the appropriateness and relevance of the work considered for advanced standing and authorizes such standing. The minimum residence requirement cannot be reduced.

Time to Apply. Students who desire to enter the program in the fall semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions, usually by January 15. Some students may be allowed to enter the

program in the summer, in which case the application materials must be at the Office of Graduate Admissions by November 30. The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the program must also submit
A 600-word personal statement including their philosophical perspective and the relationship of their values to their responsibilities as a teacher-scholar and leader; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.

A significant research paper (term paper or thesis). This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

Core Language Requirements. Applicants must demonstrate proficiency in specified ancient and modern foreign languages either by passing language proficiency examinations or by taking specified graduate-level language courses and earning a grade of B or above. The foreign language requirements are listed below.

Biblical Archaeology. An ancient language appropriate to the student's research goals—typically Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, Italian, modern Hebrew, modern Arabic, modern Greek.

Ancient Near Eastern Archaeology. An ancient language appropriate to the student's research goals - typically Biblical Hebrew, Greek, or Latin at the Intermediate Level. Two modern languages relevant to research goals such as French, German, Italian, modern Hebrew, modern Arabic, modern Greek, or computer database skills.

Upon approval by the program committee, the Program Director may require additional ancient languages as required by the area of emphasis students choose.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, students may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule cannot take any further regular courses until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the program committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Complete 64 credits; at least 48 credits of formal course work in lecture, seminars, directed-study and reading courses, and 16 credits for the dissertation:

Area of Concentration 33

Biblical Archaeology Concentration-12 Credits

- Choose 4 of the Following 6 Courses (minimum of 3 credits per course)
- OTST 605 - Seminar in Old Testament History **Credits:** 2,3
- ANEA 613 - Paleo-Christian Archaeology **Credits:** 2–3
- OTST 614 - Archaeology of Palestine **Credits:** 2,3
- OTST 690 - Independent Study **Credits:** 1–3 in a Biblical Archaeology Topic
- OTST 695 - Directed Studies **Credits:** 3 in a Biblical Archaeology Topic
- OTST 890 - Directed Reading in History and Archaeology Studies **Credits:** 1–6 in Biblical Archaeology

Ancient Near Eastern Archaeology Concentration-12 Credits

- Choose 4 of the Following 6 Courses (minimum of 3 credits per course)
- ANEA 604 - History of the Ancient Near East **Credits:** 2,3
- ANEA 612 - Ancient Near Eastern Languages **Credits:** 3
- ANEA 690 - Independent Study **Credits:** 1–3 in an ANE Archaeology Topic
- ANEA 695 - Directed Studies **Credits:** 3 in an ANE Archaeology Topic
- ANEA 810 - Near Eastern Archaeology **Credits:** 3
- ANEA 890 - Directed Reading in History and Archaeology Studies **Credits:** 1–6 in an ANE Archaeology Topic

Required for Both Concentrations-12 Credits of Fieldwork

- ANEA 630 - Archaeological Field Work **Credits:** 1–8

Additional Courses-9 Credits

Choose 9 credits appropriate to the archaeological concentration selected in consultation with your advisor

Area of Cognate 9

Choose 9 credits from your cognate area in consultation with your advisor and/or the relevant department.

Additional Required Courses 6

GSEM 854 - PhD-ThD Dissertation Proposal Seminar **Credits:** 3

DSRE 860 - Teaching Religion in College **Credits:** 3

(Students with recognized teaching experience at the college/graduate level may substitute a course in either the emphasis or cognate area for DSRE 860 - Teaching Religion in College.)

Dissertation 16

GSEM 995 - PhD-ThD Dissertation **Credits:** 1–12 (must take 16 credits)

Additional Information:

Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the program.

Take a minimum of 24 credits on the 800- and 900-levels.

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence (residence includes field work if taken from Andrews University).

Attend doctoral colloquia, Horn Archaeology Lecture Series, worships and assemblies.

Achieve grades of B (3.00) or better and/or S. Only such grades are counted toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If students fall below this minimum GPA, they are placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of students with grades below B may be terminated after review by the program committee. Students who accumulate more than three grades of C or below (2.00 or below) are not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Time Limits. Students are required to finish all regular course work and take the comprehensive exams within five years of the initial registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two five-year time limits apply independently, so that shortening one does not lengthen the other.

Dissertation Advisory Committee

By the time that students register for GSEM 854 - PhD-ThD Dissertation Proposal Seminar, they, in consultation with the program director, should select a tentative dissertation topic and a dissertation advisory committee. The program director appoints as the chair of each student dissertation advisory committee, a faculty member in agreement with the tentative topic. During the same semester, students and their committee chairs should select two additional faculty members to complete the student dissertation advisory committee, so that, where possible, all three members may contribute to the development of the dissertation proposal. All three members of each student dissertation advisory committee must approve the proposal before it is presented to the program committee.

At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the external examiner, is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass four comprehensive examinations within a three-week period scheduled by the program office. Three of these examinations are set in the principal area of study and one in the cognate area. At least two of these examinations must be in the regular written format, each lasting between four and six hours, up to two of the four examinations may be given in the oral and/or take-home formats at the discretion of the examiner.

The course requirements of 48 credits must be completed before students can take comprehensive examinations.

The comprehensive examinations determine students' proficiencies in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.

Students' applications to take the comprehensive examinations are also an application for advancement to candidacy, which is granted subject to passing all comprehensive examinations.

Dissertation Proposal

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits. The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 844 (non-credit) until the proposal is approved.

Dissertation

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1–16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship,
- Demonstrate the candidate's competence to do independent research,
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature, and
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions and implications of the study.

The chair of each student dissertation advisory committee guides students in the research in consultation with other members of the committee. As a rule, a calendar year or more is needed for dissertation preparation.

The dissertation is normally written in BASOR style and is typically between 250 and 300 pages in length.

Once the dissertation is completed and approved by each student dissertation advisory committee, a date is set for an oral defense.

Consult the doctoral student handbook for more details regarding the various steps to be taken by students during this program.

Ministry DMin

Kleber Gonçalves, *Director*

Purpose

Prompted by the promise of Christ's soon return, the Doctor of Ministry program at Andrews University is designed to develop spiritually mature and responsible professionals in ministry for worldwide church leadership.

Program Description

The Doctor of Ministry program offers a professional doctoral degree for people who seek advanced competencies in ministry. The program enables people to grow in these areas within the framework of a biblical model of leadership. The program is normally offered to professionals who are in active ministry.

Course modules include intensives at various North American and international sites. Concentrations are offered in Chaplaincy, Discipleship (English/Spanish),

Family Ministry, Global Mission Leadership, Intergenerational Church, Leadership (English/Spanish), Leading Growth and Church Multiplication, Millennial Church, Missional Church, Multiethnic/Multicultural Mission and Ministry, Organizational Leadership, Preaching, and Urban Ministry.

Doctor of Ministry modules, including the intensive sessions, are taught by faculty teams of seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry, and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment. Faculty aim to facilitate balanced spiritual, professional, and theological formation that affects the individual, the family, and the ministry group. Participants develop a deeper personal experience, which leads to a strengthening of their family life as well as a greater commitment to ministry. They learn to evaluate ministerial practices through theological reflection, which helps them establish a biblical model of servant leadership. Graduates from the program will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.

Program Learning Outcomes and Educational Objectives

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are learning outcomes and educational objectives we expect for all students.

DMin Program Learning Outcomes

- Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
- Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service.
- Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

Primary Educational Objectives

Being

- Seek deeper Christ-like biblical spirituality.
- Experience enrichment of personal and family life.
- Intensify commitment to ministry.
- Develop an Adventist perspective of discipleship, evangelism, mission, and ministry.

Knowing

- Acquire exceptional theoretical knowledge that contributes to advanced ministry.
- Foster a holistic view of society and its needs.
- Articulate theological and theoretical understandings that advance global ministry.
- Understand the biblical model of servant leadership.

Doing

- Enhance the ability to evaluate ministerial practices through theological reflection.
- Use appropriate tools to analyze the needs of churches and communities.
- Refine skills that facilitate more effective ministry.
- Reinforce habits of study that contribute to lifelong learning.

Admission Requirements

To be considered for admission to the Doctor of Ministry program, applicants must meet the following requirements:

- Hold the Master of Divinity degree or its equivalent.
- Have a GPA of at least 3.25.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least three years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations.
- Submit a 1500–2500 word double-spaced paper that discusses their personal spiritual journey and sets forth their purpose for seeking the Doctor of

Ministry degree. The paper should manifest theological reflection and a familiarity with current literature in pastoral ministry.

Applicants from other faiths may be accepted into the program, provided they meet admission requirements and represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.

Admission Procedure. Applicants must submit those items specified in the Graduate Academic Policies and in the Admission and Evaluation Policies for Seminary admission requirements.

Degree Requirements

In addition to the requirements listed in Academic Policies Applying to all Programs, students must fulfill the following requirements for the DMin degree:

Total Credits: 32

General Requirements - 18 Credits

- 6 Credits of GSEM 796 - DMin Project **Credits:** 2–6
- 8 Credits of GSEM 706 - Spiritual and Theological Foundations for Ministry **Credits:** 6–8
- GSEM 788 - DMin Project Continuation **Credits:** 0
- GSEM 789 - DMin Program Continuation **Credits:** 0
- GSEM 790 - DMin Project Seminar **Credits:** 4

Other modules - 14 Credits

- In one of the following Concentrations.
- Chaplaincy
 - Discipleship (English/Spanish)
 - Family Ministry
 - Global Mission Leadership
 - Intergenerational Church
 - Leadership (English/Spanish)
 - Leading for Growth & Church Multiplication
 - Millennial Church
 - Missional Church
 - Multiethnic/Multicultural Mission and Ministry
 - Organizational Leadership
 - Preaching
 - Urban Ministry

Additional Information:

Financial Plans

Financial plans are available to assist NAD employees, international students, cohort groups, and others. See the DMin website (<http://www.andrews.edu/sem/dmin/about/costs/>) or contact the DMin office for further information.

Modes of Delivery

In order to make the program accessible to ministry professionals, the professor contact portions of course modules are offered as intensives on-campus and at off-campus locations. For information on where courses are offered, see the Program Planner. Cohorts with less than 12 course credits delivered in residency are offered as an approved exception to the Association of Theological Schools' larger residency expectation stated in Standard E, section E.3.1.1.

Project Requirements

Students take GSEM 790 in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM 790 is taken. A project proposal must be submitted and accepted.

The project, which should address a problem or issue directly relevant to the ministry context of the participant, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in consultation with the student's adviser. Regulations governing the style and format of project documents are found in the *Doctor of Ministry Writing Manual*, https://www.andrews.edu/sem/dmin/project/writing_assistance/writing-manual.pdf

During the third and fourth years of the curricular program, students must register for GSEM 796. If the project is still in progress after this time, the student must register for GSEM 788 DMin Project Continuation (0 cr).

When students are unable to demonstrate adequate writing abilities they will be required to hire an editor at their expense.

Students must pass an oral project assessment designed to test the candidate's ability to integrate learning and the practice of ministry. The project assessment must be successfully completed no later than four weeks prior to graduation.

Time Limits. DMin students must complete all courses and modules and pass an oral assessment of the project within six years from the time they begin course work. In special circumstances and upon written request, an extension may be granted for one year. There is a minimum threshold of project work that must be completed before a request for an extension will be considered. A higher tuition amount will be charged per semester in an extension year; see <http://www.andrews.edu/sem/dmin/about/costs/#fees> for the current rates.

Transferred and Earned Credit Term Limits: All course credits applied towards degree requirements should be earned within 10 years of the awarding of the degree.

Project Process. For a detailed outline of the DMin project process, students should see the Guidelines for the DMin Project published on the Doctor of Ministry website, <http://www.andrews.edu/sem/dmin/project/>.

Academic Supervision. The director of the DMin program acts as curriculum supervisor. The project adviser and a second reader are chosen by the student in consultation with the project coach. Students should work closely with these persons and the DMin project coach to complete the project.

Ministry DMin Concentrations

Chaplaincy Concentration

Required Modules

- CHMN 773 - Health Care Leadership **Credits:** 5
- CHMN 786 - Clinical Issues in Care and Counseling **Credits:** 5
- CHMN 787 - Theory and Research in Health Care Chaplaincy **Credits:** 5
- CHMN 788 - Professional Practice in Chaplaincy **Credits:** 4

Discipleship Concentration (English/Spanish)

This concentration is available at US and International off-campus locations.

Required Modules

- DSRE 705 - Theological and Historical Perspectives on Discipleship **Credits:** 4
- DSRE 708 - Mentoring and Coaching for Discipleship **Credits:** 5
- DSRE 709 - Constructs of Corporate Ministry for Discipleship **Credits:** 5

Family Ministry Concentration

Required Modules

- DSRE 747 - Ministry to Families in Context **Credits:** 4,5
- DSRE 748 - Family Dynamics and Sexuality **Credits:** 5
- DSRE 749 - Family as a Center for Discipleship **Credits:** 5

Global Mission Leadership Concentration

Required Modules

- MSSN 731 - Cultural and Religious Analysis – I **Credits:** 4
- MSSN 732 - Cultural and Religious Analysis – II **Credits:** 4
- MSSN 741 - Mission Strategy Development **Credits:** 4
- MSSN 742 - Mission Strategy Development **Credits:** 4

Intergenerational Church Concentration

The Intergenerational Church concentration intends to provide a significant and terminal professional doctoral experience for those who lead churches to include all ages and to give purposeful attention to the similarities among and differences between different generations. This includes the expected seasons of life each generation experiences as well as unique changes when new generations emerge. The focus for the Intergenerational Church concentration will be on local church mission and ministry.

This concentration is available at main campus and US off-campus locations.

Required Modules

- CHMN 707 - The Church in Intergenerational Contexts **Credits:** 4
- CHMN 762 - The Challenge of 2nd and 3rd Generations **Credits:** 5
- CHMN 783 - Hearing and Responding to God Throughout Life **Credits:** 5

Leadership Concentration (English/Spanish)

Required Modules

- CHMN 747 - Christian Leadership **Credits:** 4,5
- CHMN 760 - Advanced Leadership Competencies **Credits:** 5
- CHMN 780 - Leading and Managing the Church Organization **Credits:** 5

Languages

This concentration is now also taught in Spanish.

Leading for Growth and Church Multiplication Concentration

Required Modules

- CHMN 742 - Church Multiplication **Credits:** 5
- CHMN 763 - Effective Strategic Growth **Credits:** 4
- CHMN 779 - Leading Growth **Credits:** 5

Millennial Church Concentration

Required Modules

- CHMN 709 - The Changing Church **Credits:** 4
- CHMN 713 - Transformational Leadership and Organic Systems Thinking **Credits:** 5
- CHMN 752 - Discipling Congregational Leaders **Credits:** 5

Missional Church Concentration

This concentration is available at US and International off-campus locations.

Required Modules

- CHMN 704 - Missional Church in Western Culture **Credits:** 4
- CHMN 713 - Transformational Leadership and Organic Systems Thinking **Credits:** 5
- CHMN 714 - Discipling Leaders for Mission **Credits:** 5

Multiethnic/Multicultural Mission and Ministry Concentration

Required Modules

- CHMN 712 - Transformational Leadership **Credits:** 5
- CHMN 723 - Theological & Social Science Foundations for ME/MC Mission & Ministry **Credits:** 4

Organizational Leadership Concentration

Required Modules

- CHMN 747 - Christian Leadership **Credits:** 4,5
- CHMN 760 - Advanced Leadership Competencies **Credits:** 5
- CHMN 780 - Leading and Managing the Church Organization **Credits:** 5

Preaching Concentration

Required Modules

- CHMN 743 - Prophetic Preaching in the Worship Context **Credits:** 4
- CHMN 744 - A History of Preaching **Credits:** 5
- CHMN 748 - Preaching the Literary Forms of the Bible **Credits:** 5

Urban Ministry Concentration

Required Modules

- CHMN 774 - The Church in the City **Credits:** 4
- CHMN 776 - Urban Church Leadership and Management **Credits:** 5
- CHMN 778 - Church Growth and Discipleship in the Urban Church **Credits:** 5

Missiology DMiss

Program Description

Bruce L. Bauer, Director

The Doctor of Missiology (DMiss) program equips practitioners, leaders, and trainers who minister in cross-cultural mission situations through focused study and research in theological and social-science fields of study. For more detailed guidelines and program structures see the DMiss Handbook. A copy may be accessed online at: www.andrews.edu/sem/dmiss/handbook

Program Design

The DMiss degree is pursued while engaged in ministry. The curriculum is cohort-based and designed to be completed in four modules. Modules will include 1) pre-session reading, field research, application activities, and online discussions with the cohort group, 2) a residential period of at least 4 weeks on the campus of Andrews University, or one of its off-campus locations, and 3) post-session projects and/or paper. Cohorts will have emphases such as world religions, urban mission, cross-cultural leadership, ministry in animistic settings, and relief, development, and social issues. All credits given will adhere strictly to the minimum total study time of 60 hours (in class and out of class) for each credit as outlined in Andrews academic policies.

Total Credits - 48

Program Requirements

Core Requirements

The DMiss program is cohort-based. Each cohort will consist of a specific course schedule during 4 annual modules. All cohort members will take the 42 credits of those specific modules and its listed courses. A dissertation of 6 credits will also be completed. Evidence of ability to read and speak in a language other than English may be required for certain concentrations or research topics.

MSSN 840 - Research Methods in Mission and Ministry **Credits:** 2,3

MSSN 854 - Research Design in Mission **Credits:** 3

MSSN 795 - Topics in _____ (Emphasis) **Credits:** 1–4

MSSN 805 - Current Issues in Mission **Credits:** 3,4

MSSN 810 - Seminar in _____ (Emphasis) **Credits:** 1–6

Dissertation

Dissertation Proposal

Proposals for the dissertation will be accepted following the completion of the second module. Under the guidance of the Program Director and the student's dissertation advisor, the student will write a proposal. The final proposal must be approved by the student's committee and the DMiss Program Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapters and subsection titles, and a preliminary bibliography. This will be submitted with the completed form found at: www.andrews.edu/sem/dmiss/dissertationmanual

Following the fourth module and the proposal approval, the student registers in MSSN 899 DMiss Dissertation for 3 credits for each of the following two semesters. If the dissertation is not completed after one year, the candidate must register for MSSN 888 (DMiss Dissertation Continuation) every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the DMiss candidate must:

- Demonstrate the candidate's competence to do independent research.

- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.

- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

Oral Defense of the DMiss Dissertation

The date is set and advertised by the director of the DMiss program.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least three of the four examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented.
2. Acceptance of the dissertation subject to minor revisions.
3. Acceptance of the dissertation subject to major revisions.
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the DMiss Program 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.

After the defense

After the defense:

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation. Strict adherence to this deadline is essential or graduation is postponed. For more detailed guidelines and scheduling see the DMiss Handbook. A copy may be accessed online at: www.andrews.edu/sem/dmiss/handbook

Possible Emphases

- Ministry in Animistic Settings

- Mission Leadership

- Relief, Development, and Social Issues

- Urban Mission

- World Religions

Maintaining Academic Standing

Time Limits

Since the program is cohort-based, the student is expected to finish all modules as scheduled for the cohort. All degree requirements, including the dissertation must be finished within ten years of initial registration.

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission and in the Seminary Admission Requirements

(<http://bulletin.andrews.edu>). Admission to the DMiss program is granted by the DMiss Committee to applicants who:

- Hold the MDiv degree or its educational equivalent, or other advanced master's-level degrees in the related cognate discipline with a GPA of at least 3.3 on a 4-point scale.
- Have a minimum of 15 semester credits of mission-related course work.
- Pass the TOEFL test for English proficiency with a minimum TOEFL score of 85 (iBT) or 565 (paper based) if Secondary and Undergraduate schooling was not in English or if requested by the DMiss Program Committee.
- Have significant work experience (typically three years or more) in a cross-cultural ministry context.
- Show high promise of future usefulness in the mission of the church.
- Have completed GSEM620 Research Methods or equivalent.
- Have recommendations, which include at least one church leader from a cross-cultural/mission setting.

Application Process

Application for the DMiss program should be submitted at least 9 months before the start date for Module 1 of the cohort being applied for.

In addition to submitting the items required of all graduate students, applicants to the DMiss program must also submit:

- A 1000-word personal statement which includes:
 - The applicant's philosophy of mission—including religious, cultural, and ethical considerations in doing mission.
 - Personal aspirations for future ministry and how this degree program will contribute to that mission.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should be in an area related to mission if possible.
- Detailed description of applicant's cross-cultural ministry work experience.

Advanced Standing

The DMiss program is cohort-based. Therefore, it is expected that all students will complete all activities as a cohort. Only in cases where a student has completed extensive mission studies beyond a master's degree would an exception be considered.

Program Objectives

Purpose

The purpose of the DMiss program is to advance theologically competent mission leadership for the global church. Although graduates may be asked to teach missions, this degree is not primarily a teaching degree but a professional one. The emphasis of the degree is on knowledge, skills, and mission research, which result in practical applications for effective mission. This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate advanced knowledge in missiological themes and the ability to integrate theology and social science research into actual mission leadership and ministry.

Program Outcomes

Graduates will (1) grow in spiritual disciplines; (2) develop theological and biblical foundations for their ministries and mission practice; (3) conduct research on mission challenges of the church which results in recommended solutions; (4) implement mission strategies which are biblically faithful and culturally appropriate; and (5) demonstrate ability to train others for cross-cultural ministry.

Religion, Adventist Studies Concentration PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

- Development of Adventist lifestyle
- Development of Adventist theology
- General Adventist history

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

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

Concentration - 33

CHIS 628 - Historical Research and Historiography **Credits:** 3
30 other credits in Adventist Studies

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6

GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3
GSEM 860 - Teaching Religion in College **Credits:** 3
GSEM 810 - PhD-ThD Colloquium **Credits:** 0

Research - 3

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to

be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

- The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.
- At the conclusion of the collaborate process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

- All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.
- The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.
- The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.
- The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).
- When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.
- During semesters of preparation for comprehensive exams the student registers for:
- GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0
- During the semester in which the student takes the Comprehensive exams the student registers for:
- GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams			
	Fall Comps	Spring Comps	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired. The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

- To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:
- Acceptance of the dissertation as presented
 - Acceptance of the dissertation subject to minor revisions
 - Acceptance of the dissertation subject to major revisions
 - Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

- After the defense:**
- The student makes all corrections
 - The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.
- Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy by be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

Maintaining Academic Standing

- Residency:
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.
- Coursework Levels:
- Take all course work at the Seminary on the 800, & 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 program.
 - Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

- Seminary Worship:
- Attend seminary worships.

- Grade Point Average:
- 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 the minimum GPA of 3.0, 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 6 to 12 credits per semester.
 - International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time.
 - Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM

995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:

Transfer of credits 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/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:

The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-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 (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature

Conclusions are presented clearly and convincingly

The paper is in good English prose without grammatical, syntactical or spelling errors.

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's advisor and by the director of the PhD program).

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Program Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.
Display teaching ability appropriate for college and university settings.

Religion, Church History PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

- Early Christianity and the Middle Ages
- Reformation
- Modern Church, American Church, and Adventist Studies
- History of Theological and Prophetic Studies
- Church and State

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

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

Concentration - 33

- CHIS 628 - Historical Research and Historiography **Credits:** 3
- CHIS 614 - Readings in Ecclesiastical Latin **Credits:** 3
- Other languages as needed for research and/or dissertation, such as: Biblical Hebrew, Advanced Greek, Syriac, Coptic, etc.

Up to six hours of language (Ecclesiastical Latin, 3+3=6), or; (Ecclesiastical Latin, 3) + (3 hours of another language) may be included within the program hours.
27 other credits in Church History

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3
- GSEM 860 - Teaching Religion in College **Credits:** 3
- GSEM 810 - PhD-ThD Colloquium **Credits:** 0

Research - 3

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborate process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0
During the semester in which the student takes the Comprehensive exams the student registers for:

GSEM 885 - PhD-ThD Comprehensive Exams
Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams			
	Fall Comps	Spring Comps	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

Make an original contribution to scholarship.

Demonstrate the candidate's competence to do independent research.

Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.

Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

Acceptance of the dissertation as presented

Acceptance of the dissertation subject to minor revisions

Acceptance of the dissertation subject to major revisions

Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense:

The student makes all corrections

The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy by be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

Maintaining Academic Standing

Residency:

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:

Take all course work at the Seminary on the 800, & 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 program.

Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:

Attend seminary worships.

Grade Point Average:

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 the minimum GPA of 3.0, 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 6 to 12 credits per semester.

International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time.

Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:

Transfer of credits 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/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:

The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288.

Demonstrate the ability to handle doctoral-level work in English, according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-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 (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature

Conclusions are presented clearly and convincingly

The paper is in good English prose without grammatical, syntactical or spelling errors

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a

grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Prerequisite: Intermediate NT Greek, French and German.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Program Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.

Religion, Mission and Ministry Concentration PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

Analysis of the biblical, theological, and theoretical basis for mission

Evangelization of unreached people groups and urban population clusters

Cross-cultural leadership development for effective church growth, ministry, and evangelistic strategies

Study of world religions, secularism, and post-modernism as a missionary challenge

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

Biblical Archaeology and History of Antiquity

Christian Ministry

Church History

Mission

New Testament

Old Testament

Religious Education

Theology

Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

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

Concentration - 33

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics **Credits: 3**
- GSEM 860 - Teaching Religion in College **Credits: 3**
- GSEM 810 - PhD-ThD Colloquium **Credits: 0**

Research - 3

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborate process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits: 0**

During the semester in which the student takes the Comprehensive exams the student registers for:

GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams			
	Fall Comps	Spring Comps	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred. To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented
- Acceptance of the dissertation subject to minor revisions
- Acceptance of the dissertation subject to major revisions
- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense:

The student makes all corrections

The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy can be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

Maintaining Academic Standing

Residency:

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:

Take all course work at the Seminary on the 800, & 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 program.

Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:

Attend seminary worships.

Grade Point Average:

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 the minimum GPA of 3.0, 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 6 to 12 credits per semester. International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:

Transfer of credits 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/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:

The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288.

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit course in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, Summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-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 (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature

Conclusions are presented clearly and convincingly

The paper is in good English prose without grammatical, syntactical or spelling errors

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's advisor and by the director of the PhD program).

Schedule of Meeting Language Proficiency Requirements. All language prerequisites must 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 must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Program Outcomes

- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

Religion, New Testament Concentration PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

Biblical Archaeology and History of Antiquity

Christian Ministry
Church History
Mission
New Testament
Old Testament
Religious Education
Theology
Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

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

Concentration - 33

NTST 608 - Advanced Greek Grammar and Syntax **Credits:** 2,3
Or
NTST 696 - Seminar in Hellenistic Greek **Credits:** 2,3
Note: the courses listed above must be taken for 3 credits
30 other credits in New Testament Studies

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6

GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3
GSEM 860 - Teaching Religion in College **Credits:** 3
GSEM 810 - PhD-ThD Colloquium **Credits:** 0

Research - 3

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

- The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.
- At the conclusion of the collaborate process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

- The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.
- All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.
 - The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.
 - The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.
 - The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).
 - When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.
 - During semesters of preparation for comprehensive exams the student registers for:
 - GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits: 0**
During the semester in which the student takes the Comprehensive exams the student registers for:
 - GSEM 885 - PhD-ThD Comprehensive Exams
Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comrehensive Exams			
	Fall Comps	Spring Comps	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

- The dissertation prepared by the student must:
- Make an original contribution to scholarship.
 - Demonstrate the candidate's competence to do independent research.
 - Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
 - Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
 - Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

- To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:
- Acceptance of the dissertation as presented
 - Acceptance of the dissertation subject to minor revisions
 - Acceptance of the dissertation subject to major revisions
 - Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

- After the defense:**
- The student makes all corrections
 - The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed. For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy by be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

Maintaining Academic Standing

- Residency:
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

- Coursework Levels:
- Take all course work at the Seminary on the 800, & 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 program.
 - Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

- Seminary Worship:
- Attend seminary worship.

- Grade Point Average:
- 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 the minimum GPA of 3.0, 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 6 to 12 credits per semester.
 - International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time.
 - Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:

Transfer of credits 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/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:

The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission requirements. Admission to the PhD/ThD 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. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up for deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD/ThD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD/ThD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, and/or writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit courses with ESL and one or two 3 credit courses in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the sixteen personality factor questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD/ThD committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply: Students who desire to enter the program in the autumn semester (the normal entry point), or Summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the proceeding

year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the proceeding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit: In addition to submitting the items required of all graduate students, applicants to the PhD/ThD programs must also submit the following:

A 300 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 (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature

Conclusions are presented clearly and convincingly

The paper is in good English prose without grammatical, syntactical or spelling errors.

Dual Enrollment: Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD/ThD Program.

Language Requirements: Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisites must be passed by examination or course work before the student is accepted into Regular Status.

Prerequisite Language Requirements include the following: Intermediate Hebrew, Intermediate New Testament Greek, German and French

Schedule of Meeting Language Proficiency Requirements: All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD/ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD/ThD Program.

Program Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.

Religion, Old Testament Concentration PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

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

Concentration - 33

- OTST 654 - Biblical Aramaic **Credits:** 2,3
- OTST 660 - Readings in the Septuagint **Credits:** 2,3
- Note: the courses listed above must be taken for 3 credits
- 27 other credits in Old Testament Studies

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Degree Core

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3
- GSEM 860 - Teaching Religion in College **Credits:** 3
- GSEM 810 - PhD-ThD Colloquium **Credits:** 0

Research - 3

Dissertation Proposal:
The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborate process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0
During the semester in which the student takes the Comprehensive exams the student registers for:

GSEM 885 - PhD-ThD Comprehensive Exams
Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams			
	Fall Comps	Spring Comps	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.

- Demonstrate the candidate's competence to do independent research.

- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.

- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

- Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented

- Acceptance of the dissertation subject to minor revisions

- Acceptance of the dissertation subject to major revisions

- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense:

- The student makes all corrections

- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy may be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

Maintaining Academic Standing

Residency:

- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:

- Take all course work at the Seminary on the 800, & 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 program.

- Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:

- Attend seminary workshops.

Grade Point Average:

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 the minimum GPA of 3.0, 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 6 to 12 credits per semester.

- International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time.

- Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:

- Transfer of credits 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/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:

- The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites. Additional coursework may be required to make up deficiencies.

- Show high promise of future usefulness to church and society.

- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

- Minimum GRE score of 288.

- Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

- Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD program.

- Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

- All international students applying to the PhD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien

Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one or two 3 credit courses in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-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 (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature

Conclusions are presented clearly and convincingly

The paper is in good English prose without grammatical, syntactical or spelling errors

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD in Religion Program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisite must be passed by examination or course work before the student is accepted into Regular Status. Languages listed as Required are taken as part of the area of concentration. The language requirements are listed below.

Prerequisite: Intermediate Hebrew, OTST 625 Biblical Hebrew III, Intermediate New Testament Greek, and two of the following languages: German, French and Modern Hebrew.

Required: OTST 654 - Biblical Aramaic and OTST 660 - Readings in the Septuagint, for all specialties other than Archaeology.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the

program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

OTST 625 - Biblical Hebrew III **Credits:** 3

Program Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.

Religion, Theological Studies Concentration PhD

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

Areas of Specialization

Christian ethics, comprising ethical theory and professional, personal, and social ethics

Historical theology, examining the origin and development of theological concepts and trends

Philosophical theology

Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

Biblical Archaeology and History of Antiquity

Christian Ministry

Church History

Mission

New Testament

Old Testament

Religious Education

Theology

Area selected from approved graduate-level studies

PhD: Religion

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It acquaints students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in

Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area. One who holds a PhD in Religion will possess the following competencies:

- Faithfulness to God and Scripture within the church and the community of scholars
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Ability to produce scholarly presentations and publications
- Expertise in teaching and other forms of communication

Total Credits - 64

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

Concentration - 33

Area of Cognate - 9

Requirements for cognates may be obtained from the PhD/ThD office

Degree Core

Core Requirements - 6

- GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3
- GSEM 860 - Teaching Religion in College **Credits:** 3
- GSEM 810 - PhD-ThD Colloquium **Credits:** 0

Research - 3

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM 854 or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM 854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD/ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 888 every semester, and pay a continuation fee until the dissertation proposal is completed and the review is held.

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD student handbook.

At the conclusion of the collaborate process the PhD/ThD committee appoints the student's dissertation committee.

Comprehensive Examinations

The comprehensive examinations determine a students proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

The comprehensive exams will be offered three times per year (Fall, Spring and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0

During the semester in which the student takes the Comprehensive exams the student registers for:

GSEM 885 - PhD-ThD Comprehensive Exams

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams			
	Fall Comps	Spring Comps	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Dissertation - 16

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 for 1-16 dissertation credits (1-13 credits if GSEM 854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until time has expired.

The dissertation prepared by the student must:

- Make an original contribution to scholarship.
- Demonstrate the candidate's competence to do independent research.
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
- Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD/ThD programs.

At least six weeks before the time of the defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of those persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidate must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

- Acceptance of the dissertation as presented
- Acceptance of the dissertation subject to minor revisions
- Acceptance of the dissertation subject to major revisions
- Rejection of the dissertation

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense:

The student makes all corrections

The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approved page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD student handbook. A copy by be accessed on-line at: <http://www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf>

Maintaining Academic Standing

Residency:

Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 6 credits. At least 33 credits (of the minimum 48 course work credits) must be taken in residence.

Coursework Levels:

Take all course work at the Seminary on the 800, & 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 program.

Up to 9 Transfer credits at the 600 level may be approved if the work is done at the doctoral level, the credits do not apply to another degree, and a grade of B minimum is achieved.

Seminary Worship:

Attend seminary worships.

Grade Point Average:

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 the minimum GPA of 3.0, 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 6 to 12 credits per semester. International students must take a minimum of 8 credits per semester for two semesters per year in order to be considered full time. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888, GSEM 885 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Transfer of Credits:

Transfer of credits 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/ThD program. Credits earned toward the MA and MDiv degrees are not considered for transfer. The director of the PhD/ThD program determines the appropriateness, relevance, and currency of the work considered for the transfer of credits and authorizes such transfers. In no case is the minimum residence requirement reduced.

Time Limits:

The maximum time limit for completion of the PhD/ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission requirements. Admission to the PhD/ThD 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. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to

the program's prerequisites. Additional coursework may be required to make up for deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the PhD/ThD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the PhD/ThD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, and/or writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one 3 credit courses with ESL and one or two 3 credit courses in the PhD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the sixteen personality factor questionnaire.

Have 15 prerequisite credits in the chosen area of concentration.

Depending upon the applicant's academic background, the PhD/ThD committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply: Students who desire to enter the program in the autumn semester (the normal entry point), or Summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the proceeding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the proceeding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit: In addition to submitting the items required of all graduate students, applicants to the PhD/ThD programs must also submit the following:

A 300 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 (30-40 pages in length), normally written during MA or MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that analyzes primary sources and engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the current secondary literature

Conclusions are presented clearly and convincingly
The paper is in good English prose without grammatical, syntactical or spelling errors.

Dual Enrollment: Dual enrollment in undergraduate or other graduate degree programs is not allowed in the PhD/ThD Program.

Language Requirements: Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. Languages listed as Prerequisites must be passed by examination or course work before the student is accepted into Regular Status.

Prerequisite Language Requirements include the following: Intermediate Hebrew, Intermediate New Testament Greek, German and French

Schedule of Meeting Language Proficiency Requirements: All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites. Language prerequisites must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met. Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD/ThD Committee may require applicants to clear all the language prerequisites prior to admission.

In addition to these prerequisite language requirements, students in any of the six areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD/ThD Program.

Program Outcomes

- Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.
- Provide evidence of a broad understanding of the content area of the chosen major discipline and competency within the area of the minor discipline.
- Demonstrate ability to propose a delimited topic of original research, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.
- Write scholarly research, make a professional presentation and submit for publication.
- Display teaching ability appropriate for college and university settings.

Religious Education PhD

The PhD (Religious Education) offers the following focus areas:

- Christian Formation and Discipleship
- Theological Curriculum and Instruction
- Customized

Religious Education, PhD

John V. G. Matthews, Director

The PhD (Religious Education) prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research, generally using research methodologies of the social sciences.

Graduates with a PhD (Religious Education) are prepared to serve in teaching and leadership of ministries focused on the family, the church, or the school/university, and to investigate contemporary religious education issues, using social sciences research methodologies.

They demonstrate competency in six major roles and a focus area:

Religious Educator Roles

A Christian Apologist who develops and articulates effectively a philosophy of religious education.

- A Pastor-Teacher* who uses and teaches appropriate methodologies for discipling across the lifespan.
- A Servant-Leader* who models the principles of servant leadership in the church, school, and broader community.
- An Evaluator/Researcher* who conducts research, and analyzes and reports findings.
- A Maturing Christian* who exhibits a growing maturity in understanding and portraying the love of Christ.
- A Lifelong Learner* who demonstrates personal and professional development.
- An Area Expert* who applies all relevant core competencies to the focus area and teaches others to do likewise.

Focus Areas

- Christian Formation and Discipleship
- Theological Curriculum and Instruction
- Customized: See Curricula Requirements for focus below

Admission Requirements are listed following the curriculum and dissertation sections.

Total Credits: 64

Degree Core - 28

Core Requirements - 28

Christian Apologist - 6 credits

- DSRE 850 - Theological Foundations of Christian Teaching **Credits:** 3
- GSEM 915 - Biblical and Theological Hermeneutics **Credits:** 3

Pastor-Teacher - 6 credits

- Electives in psychology, curriculum and instruction

Servant Leader - 3 credits

- Elective in administration or leadership

Researcher-Evaluator - 7 credits

- 1 Credit of DSRE 887 - Applied Research **Credits:** 1-3
- EDRM 605 - Qualitative Research Methods in Education and Psychology **Credits:** 3
- EDRM 712 - Applied Statistical Methods II **Credits:** 3

Note:

At the time of their topic approval, students must show competency in the proposed research methodologies of their dissertation research. The research project from the course DSRE 887 - Applied Research is an appropriate way to demonstrate this competency.

Other research methodologies are available to be taken within the focus area.

- EDRM 636 - Program Evaluation **Credits:** 3
- EDRM 704 - Design and Analysis of Educational and Psychological Surveys **Credits:** 3
- EDRM 713 - Applied Statistical Methods III **Credits:** 3
- HIST 650 - Historical Method and Research **Credits:** 3

Maturing Christian - 3 credits

- DSRE 830 - Advanced Fostering Spiritual Growth **Credits:** 3

Lifelong Scholar - 3 credits

- DSRE 878 - Advanced Scholarly and Professional Development **Credits:** 0
- DSRE 950 - Synthesis in Religious Education **Credits:** 3

Focus - 20

Focus Requirements - 20

Courses for the focus areas, and in one case, language prerequisites for a focus, are listed below:

Christian Formation and Discipleship - 20 credits

- CHIS 940 - Seminar: **Credits:** 3
- GDPG 616 - Psychology of Religious Experience **Credits:** 3
- MSSN 830 - Seminar in Strategies and Development in Mission **Credits:** 3

- DSRE 930 - Seminar: _____ **Credits:** 3 (Seminar in New Testament Spirituality)
- OTST 620 - Seminar in Old Testament Theology **Credits:** 2,3 (2 cr req)
- THST 814 - Seminar in Philosophy, Theology and Ethics: _____ **Credits:** 3
- 3 Credits of an elective (advisor consultation required)

Theological Curriculum & Instruction - 20 credits

Language Prerequisite: If the area of study requires a language, complete the course NTST 552 Intermediate Greek, OTST 552 Biblical Hebrew II or pass a qualifying examination at the intermediate level in Greek or Hebrew.

- 9 credits from one of the following areas:
 - Biblical Archeology & History of Antiquity
 - Christian Ministry
 - Church History
 - Mission
 - New Testament
 - Old Testament
 - Theology
 - Christian Philosophy
- 5 credits from Curriculum & Instruction
- 6 credits from Christian Formation & Discipleship Focus

Customized - 20 credits

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
- 6 credits need to be taken from Christian Formation & Discipleship Focus

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music and worship, spiritual nurture of children, or spiritual nurture of youth and young adults.

Dissertation Sequence

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 five sections, one of which may be given in a takehome format, one of which is a portfolio presentation, and three of which must be written in a supervised environment. Examination dates are arranged through the administrative assistant for the Discipleship and Religious Education Department.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the *Religious Education Doctoral Handbook*.

Advancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in DSRE 878 - Advanced Scholarly and Professional Development and DSRE 950 - Synthesis in Religious Education and credits related to the dissertation sequence.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM 880 - Dissertation Proposal Development or GSEM 854 - PhD-ThD Dissertation Proposal Seminar, the student in consultation with his/her advisor selects a tentative dissertation topic.

The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee. The student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the Proposal Review Committee and the PhD/ThD committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee, as are any changes to the committee.

At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner.

Dissertation Proposal. No later than the last semester of course work, students must submit to the PhD/ThD Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

- Two types of proposals are acceptable:
 - A 10–15 page overview of the major elements of the dissertation.
 - The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

- See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.
 - GSEM 854 - PhD-ThD Dissertation Proposal Seminar **Credits:** 3
 - Or
 - EDRM 880 - Dissertation Proposal Development **Credits:** 2
 - 13-14 Credits of: DSRE 995 - Doctoral Dissertation **Credits:** 1–14

Comprehensive Examination and Candidacy

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 Faculty. The course plan identifies the courses required to be completed prior to taking the comprehensive examination and approval for advancement to candidacy.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education Program Faculty.

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 five sections, one of which may be given in a take-home format, one of which is a portfolio presentation, and three of which must be written in a supervised environment. Examination dates are arranged through the administrative assistant for the Discipleship and Religious Education Department.

Formal application to take the comprehensive examination should be made by the beginning of the semester preceding the semester the student intends to take the examination.

For more detailed information regarding the comprehensive examination, see the *Religious Education Doctoral Handbook*.

Advancement to Candidacy. Students should apply for advancement to degree candidacy when they apply to take comprehensive examinations and after they have

- completed all prerequisites;
- removed any English language deficiency;
- completed all course requirements or are registered for them;
- removed all deferred grades, except in DSRE 878 - Advanced Scholarly and Professional Development and DSRE 950 - Synthesis in Religious Education and credits related to the dissertation sequence.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Sequence

Dissertation Committee. Before the student registers for EDRM 880 - Dissertation Proposal Development or GSEM 854 - PhD-ThD Dissertation Proposal Seminar, the student in consultation with his/her advisor selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee. The student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the Proposal Review Committee and the PhD/ThD committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee, as are any changes to the committee.

Dissertation Proposal. No later than the last semester of course work, students must submit a proposal for review and approval to the Seminary Proposal Review Committee and the PhD/ThD Committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

- A 10–15 page overview of the major elements of the dissertation.
- The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner. 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.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section and in the Seminary Admission Requirements, applicants must:

- Hold an MA (Religious Education); an MDiv; an MA (Religion); or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education or religious education.
- Prerequisites will be evaluated for a coverage and balance of different areas of theology and education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. A TOEFL score of 90 is required of all PhD (Religion) program applicants whose native language is other than English, and who have not completed a bachelors or masters degree in an English based program.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD (Religious Education) program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD (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.

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 internship.
- Registering for 1 or more credits of dissertation.

For students who have completed all requirements for the degree except the dissertation, full-time status requires all of the following:

- Registering for one or more credits of dissertation or dissertation continuation;
- Doing "full-time" work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.

All course work is campus-based and supported by online resources.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Prerequisites. Students entering the PhD (Religious Education) program should have a foundation in research methods of education and psychology and in basic statistics as evidenced by EDRM 505 - Research Methods and EDRM 611 - Applied Statistical Methods I or their equivalents. As part of the conceptual framework for the religious education program, EDFN 500 - Philosophical Foundations for Professionals; DSRE 605 - Contemporary Topics in Religious Education and Discippling; and DSRE 541 - Foundations of Biblical Spirituality are required.

Theology ThD

Program Description

Thomas Shepherd, *Director*

The Doctor of Theology (ThD) program prepares teacher-scholars in interdisciplinary theological fields, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world.

The ThD program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historical research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The ThD is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area.

Degree Concentrations:

There are seven degree concentrations which include:

- Biblical Studies
- Historical/Biblical Studies
- Historical/Missiological Studies
- Missiological/Biblical Studies
- Missiological/Theological Studies
- Theological/Biblical Studies
- Theological/Historical Studies

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

Total Credits: 64

In order to fulfill the requirements for the ThD degree, students must: Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminar, directed-study, and reading courses, and 16 credits for the dissertation.

Degree Core

Field of Study: 33

A field of study links two departments in the Seminary. Coursework is divided between the two departments with a minimum of 12 hours in any one of the two. Certain fields of study include additional languages as part of the coursework requirements set by the two departments jointly. Students who include the area of Church History in their field of study must take CHIS 628 - Historical Research and Historiography.

- GSEM 860 - Teaching Religion in College **Credits: 3**
- GSEM 915 - Biblical and Theological Hermeneutics **Credits: 3**

Concentration

There are seven unique concentrations within the Doctor of Theology degree, including;

Biblical Studies:

In this concentration you will focus on one of these areas of specialization;

- Archaeology and History
- Exegesis and Theology
- Languages and Literature

Historical/Biblical Studies:

In this concentration you will focus on one of these areas of specialization;

- Adventist Studies and Old Testament
- Adventist Studies and New Testament
- Church History and Old Testament
- Church History and New Testament

Historical/Missiological Studies:

In this concentration you will focus on one of these areas of specialization;

- Adventist Studies and Mission
- Church History and Mission

Missiological/Biblical Studies:

In this concentration you will focus on one of these areas of specialization;

- Mission and Old Testament
- Mission and New Testament

Missiological/Theological Studies:

In this concentration you will focus on one of these areas of specialization;

- Mission, Ethics and Philosophy
- Mission and Historical Theology
- Mission and Systematic Theology

Theological/Biblical Studies:

In this concentration you will focus on one of these areas of specialization;

- Ethics, Philosophy and New Testament
- Historical Theology and New Testament
- Systematic Theology and New Testament
- Ethics, Philosophy and Old Testament
- Historical Theology and Old Testament
- Systematic Theology and Old Testament

Theological/Historical Studies:

In this concentration you will focus on one of these areas of specialization;

- Ethics, Philosophy and Adventist Studies
- Systematic Theology and Adventist Studies
- Historical Theology and Adventist Studies
- Ethics, Philosophy and Church History
- Systematic Theology and Church History
- Historical Theology and Church History

Cognates - 9

Requirements for cognates may be obtained from the PhD/ThD office.

Dissertation Committee and Defense

The student's dissertation committee is formed by a collaborative process involving the student, the department chair, the professors to serve on the committee, and the PhD director as described in the PhD/ThD Student Handbook.

At the conclusion of the collaborative process the PhD/ThD committee appoints the student's dissertation committee.

Dissertation Proposal:

The student may prepare his/her dissertation proposal by taking GSEM854 PhD-ThD Dissertation Proposal Seminar or by taking up to 3 dissertation credits during the coursework phase. In the case of the first option, the 3 credits of GSEM854 count toward dissertation credits.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

If the dissertation proposal has not been approved by the PhD-ThD Committee by the time comprehensive examinations have been passed the student registers for GSEM 844 - PhD-ThD Dissertation Proposal Preparation (non-credit) until the proposal is approved.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers for GSEM 995 - PhD-ThD Dissertation for 1–16 dissertation credits (1-13 credits if GSEM854 is taken) for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM 888 - PhD-ThD Dissertation Continuation every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation:

The dissertation prepared by the ThD candidate must

Make an original contribution to scholarship.

Demonstrate the candidate's competence to do independent research.

Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.

Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation:

The oral defense of the dissertation normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the ThD program.

At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the "external examiner", is normally a scholar from another graduate institution.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, the candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

Acceptance of the dissertation as presented

Acceptance of the dissertation subject to minor revisions

Acceptance of the dissertation subject to major revisions

Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the Defense:

The student makes all corrections.

The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation. Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD Student Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/phd/phd-handbook.pdf.

GSEM 995 - PhD-ThD Dissertation **Credits:** 1–12

Additional Requirements

Coursework Levels

Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the ThD Program.

Take a minimum of 24 credits on the 800- and 900-levels.

Colloquia and Seminary Worship

Attend doctoral colloquia and Seminary worships.

Residency

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 coursework credits) must be taken in residence.

Comprehensive Examination

The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis. Students are expected to demonstrate greater proficiency in the major area of emphasis than in the cognate area. Students are required to pass five comprehensive examinations within a four week period scheduled by the PhD/ThD office. Four of these examinations are set in the principal area of study and one in the cognate area.

All 48 credits of coursework must be completed a minimum of 6 months prior to taking the comprehensive exams.

The student's comprehensive exam schedule and all comprehensive exam contracts must be approved a minimum of 6 months prior to taking the comprehensive exams.

The student must clear all DG grades a minimum of 3 months prior to taking the comprehensive exams.

the comprehensive exams will be offered three times a year (Fall, Spring, and Summer semesters).

When the comprehensive exams have been successfully completed and the dissertation proposal has been approved by the PhD/ThD committee, the student is formally advanced to candidacy by the PhD/ThD committee.

During semesters of preparation for comprehensive exams and the semester of the exams the student registers for:

GSEM 880 - Preparation for PhD-ThD Comprehensive Examinations **Credits:** 0

Below is a table that indicates what months the student has to accomplish the above requirements in order to take the exams at the appointed time. The PhD/ThD office will abide by these deadlines.

Table of Dates for Comprehensive Exams			
	Fall Comps.	Spring Comps.	Summer Comps.
Complete Coursework	April	July	December
Turn in Schedule & Contracts	April	July	December
Clear DG's	June	September	March
Take Exams	October/November	January/February	July/August

*Comprehensive exams are scheduled by the PhD/ThD office. Check with the office for the starting dates for the exams.

Additional Information

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Students with full-sponsorship are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM 880, GSEM 844, GSEM 888 (non-credit courses) are counted as full-time students. Students who register for GSEM 995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the ThD Program. Credits earned towards the MDiv degree are not considered for advanced standing. The director of the ThD Program determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The maximum time limit for completion of the ThD is ten years from first enrollment. Regular course work and the comprehensive exams must be completed within five years of first enrollment. The dissertation must be completed within five years of passing the comprehensive exams.

Maintaining Academic Standing

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 the minimum GPA of 3.00, 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.

Admission Requirements

All applicants must meet the Graduate Programs Admission requirements, and the Seminary Admission Requirements. Admission to the ThD program is granted by the PhD-ThD Committee to applicants who

Hold an MDiv degree (or its equivalent), from an approved seminary or university. The applicant's transcript(s) will be reviewed by the PhD/ThD office for applicability to the program's prerequisites.

Additional coursework may be required to make up deficiencies.

Show high promise of future usefulness to church and society.

Read proficiently in ancient and/or modern languages as noted in the Language Requirements.

Minimum GRE score of 288

Demonstrate the ability to handle doctoral-level work in English according to the following guidelines:

Applicants for whom English is not a primary language of communication are required to take the TOEFL exam and

must achieve the entry level score of 90 for iBT TOEFL exam (equivalent to a paper based ITP TOEFL exam score of 575) for regular admission to the ThD program.

Applicants who have received a bachelor's or higher degree in the past 5 years from an institution where English is the medium of instruction are exempt from the requirement to take the TOEFL exam.

All international students applying to the ThD programs are required to have a language evaluation interview with the program director whether or not they are required to take the TOEFL exam. The content of this interview may include reading and listening comprehension components and writing and speaking components. The interview can be in person or via Skype if the applicant is not in the Berrien Springs area. A proctor will be involved in any reading and writing components of the interview.

Based on the results of the language evaluation interview the applicant may be required to take ESL courses to enhance their English language ability in one or more of the areas covered in the interview (reading, listening, speaking, writing).

For an iBT TOEFL score between 80 and 89 (equivalent to a paper based ITP TOEFL score between 550 and 574), the applicant is eligible to enter the Seminary ESL Bridge program in which the student takes two courses with ESL and one or two 3 credit courses in the ThD program. This is counted as full time student status.

For iBT TOEFL scores below 80 (550 for ITP TOEFL) the applicant is ineligible for the Seminary ESL Bridge program.

For further details regarding the Bridge program and its policies see the ESL website.

Complete and return the Sixteen Personality Factor Questionnaire.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Have completed GSEM 620 - Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point), or, summer semester must submit all application materials to the Office of Graduate Admissions by December 15 of the preceding year. Students may also enter the program in the spring semester, in which case the application materials must all reach the Office of Graduate Admissions by June 15 of the preceding year.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students, applicants to the PhD-ThD programs must also submit

A 300-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 (30-40 pages in length), normally written during MDiv studies. The topic of this paper should coincide with the area of concentration. This paper should have the following characteristics:

A problem in the area of research is described that engages the debate in the secondary literature

A clear thesis is stated

The case for the thesis is argued succinctly and logically, taking into account the discussion in the secondary literature

Conclusions are presented clearly and convincingly

The paper is in good English prose without grammatical, syntactical or spelling errors

Dual Enrollment. Dual enrollment in undergraduate or other graduate degree programs is not allowed in the ThD program.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. The language requirements for the ThD degree are advanced Hebrew and advanced Greek and reading knowledge of French and German.

When warranted by the student's program, language substitutions may be made with the approval of the student's advisor and the director of the ThD program. Some departments allow up to 6 hours of language requirements to count toward the field of study.

Schedule of Meeting Language Requirements. All language requirements should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these requirements. Language requirements must be met by the end of the third consecutive semester in the program (including summer). Students who fail to meet this schedule take no further regular course work until all the language requirements are met. Because of the amount of study and the length of time usually required in developing skill in languages, the PhD-ThD Committee may require applicants to clear all the language requirements prior to admission.

Program Objectives

Competencies

One who holds a ThD in Religion should possess the following competencies:

Faithfulness to God and Scripture

Mastery of content relevant to the chosen discipline

Advanced research and writing capability in the chosen discipline

Expertise in teaching and other forms of communication

Outcomes

Articulate an integrated theology and philosophy of faithfulness to God and Scripture, objectivity in research, and integrity in relationships.

Provide evidence of an integrated understanding of two major content areas and competency within the area of the minor discipline.

Demonstrate ability to propose a delimited topic of original research that integrates the knowledge base of two major content areas, carry out the investigation under faculty mentorship, and produce a logical and coherent written report of the study.

Write scholarly research, make a professional presentation and submit for publication.

Display teaching ability appropriate for college and university settings.

Certificates

Fellowship Post-Doctoral Certificate

Program Description

Wagner Kuhn, Director

The postdoctoral studies will be research based.

The fellowship will last one to two years. If needed, an extension for one additional year may be granted with the approval of the faculty of the mentoring Department, the Program Director, and the Seminary Dean.

Each postdoctoral fellow will be assigned his/her mentor who will be appointed by the Program Director, Department Chair, and Seminary Dean.

Each semester the postdoctoral fellow is in residence, he/she must register and participate in GSEM 990 Postdoctoral Seminar (3 credits) and GSEM 898 Postdoctoral Research Project (noncredit research class).

At the end of the fellowship, the postdoctoral fellow will be required to present a publishable study in the form of article(s), monograph, or book approved by the faculty of the mentoring Department, Program Director and Seminary Dean.

The postdoctoral fellow may be invited to participate in faculty meetings or doctoral club activities.

The fellow will be encouraged to audit classes in their field of expertise. Each department will be limited to mentoring two fellow participants at a time.

The mentor must agree to the additional mentoring load.

Purpose of Fellowship

This fellowship is available to individuals who have completed their Ph.D. or Th.D. degree or their equivalent. It is especially offered for those who would like to experience participating in a Seventh-day Adventist academic community based on Seventh-day Adventist educational values.

Application to the Program

An application to the Postdoctoral Fellowship Program must contain the following items:

- Official transcript of doctoral studies.
- Copy of the diploma granted (if the doctorate is not finished at the time of application, it must be submitted before the fellowship will start).
- Current curriculum vitae.
- Description of the area of concentration with a proposed research project.
- Three letters of recommendation: (a) one from the members of the fellow's doctoral committee, (b) one from his/her teachers, and (c) one from the sponsoring organization.
- The applicant may also include a signed statement from a SDA Theological Seminary faculty member indicating his/her willingness to mentor the fellow and guide his/her research project.

Acceptance into the Program

- The fellowship appointment will begin in either January or August of each academic year.
- The fellow will be accepted into the program after the approval of the application by the faculty of the mentoring Department, the Program Director, and the Seminary Dean.
- Upon acceptance into the program, the fellow will receive an Andrews University identification card and will have full access to the James White Library.

Financial Responsibilities

- A mentoring fee of \$1,000 per semester will be charged.
- The fellow will be charged doctoral-rate tuition for the doctoral seminar credits taken each semester.
- The SDA Theological Seminary has no financial obligations toward the postdoctoral fellow and appointment does not imply any actual employment or working relationship.
- The postdoctoral fellow must be able to pay for his/her expenses or have a sponsoring organization (Division, Union, University, or College) to cover his/her costs.
- The fellow will be required to either purchase Andrews University health insurance or provide evidence of health insurance coverage viable within the United States.

Certification of Completion

A valid Andrews University certificate will be issued upon the successful completion of the postdoctoral program.

Research Areas Available

Adventist Studies
Apocryphal and Pseudepigraphical Literature
Biblical and Ancient Languages
Biblical Archaeology
Biblical Spirituality
Christian Ethics
Christian Philosophy
Church History
Doctrines and Theology
Historical Theology
Judaism and Rabbinic Studies
Leadership
Literary Criticism
Mission
New Testament Studies
New Testament Backgrounds
Old Testament Studies

Preaching
World Religions

Course Requirements

GSEM 990 - Postdoctoral Seminar **Credits:** 3
GSEM 898 - Postdoctoral Research Project **Credits:** 5

Seminary - General

GSEM 501 - New Student Orientation

Credits: 0

Required for all incoming MDiv students. This class introduces students to the MDiv program and covers topics such as degree requirements, how to succeed in the program, Seminary code of conduct, and campus resources. Information on the date of the Orientation is sent out to students once accepted.

Grade Mode: Satisfactory (S,U,I,W)

Schedule Type: Independent, Seminar

College Code: SEM

GSEM 505 - Colloquium: _____

Credits: 0

Colloquia on a variety of topics offered every semester for MDiv students. (On-campus MDiv students are required to participate in five colloquia before graduation.)

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Lecture

Term Offering: Fall, Spring, Summer

College Code: SEM

GSEM 511 - Daniel and Revelation

Credits: 3

Survey of Daniel and Revelation, laying basic exegetical and hermeneutical foundations for proper use of these books in preaching and evangelism. Must have met the beginning level Greek and Hebrew requirements.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 551 or equivalent

Prerequisite/Corequisite: Must have passed NTST 551 either by passing the placement exam or the course or be enrolled in NTST 551.

Schedule Type: Lecture, Interactive Online

College Code: SEM

GSEM 520 - Methods in Biblical & Theological Research

Credits: 2

An exploration of the methods, principles, and tools for studying Scripture through biblical exegesis and through studies in biblical and systematic theology. Includes attention to library research and research writing.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Corequisite(s): An NTST, OTST or THST course.

Schedule Type: Lecture, Interactive Online

College Code: SEM

GSEM 525 - The Bible and Biblical History

Credits: 0,1

Surveys the Bible's content and history as reflected in the requirements for the Bible Knowledge Entrance Test and equips the student to improve the biblical literacy of the local parish.

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning, Independent

College Code: SEM

GSEM 528 - Nutrition and Health Promotion

Credits: 2,3

Health promotion and Adventist lifestyle, with primary focus on the influence of diet on the development of chronic diseases such as heart disease, hypertension, diabetes, and cancer.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture
College Code: SEM

GSEM 530 - Doctrine of the Sanctuary

Credits: 2,3
A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

GSEM 588 - MA (Pastoral Ministry) Program Continuation

Credits: 0
Allows off-campus MAPM students during their coursework phase to maintain active status and to have access to the James White Library electronic resources. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 620 - Research Methods

Credits: 2,3
An introduction to research techniques and tools. A research paper is required.

Lecture/Lab: Computer lab required
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass Essential Computer Skills Test.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

GSEM 625 - Religious Liberty Issues and Advocacy

Credits: 3,4
A survey of religious liberty principles and cases from an Adventist perspective with an emphasis on the contemporary U.S. setting, including a review of major historical developments and a look at trends shaping the future.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

GSEM 627 - Issues in Daniel and Revelation

Credits: 3
Hermeneutics and exegesis of Daniel and Revelation in the original languages, focusing on issues pertaining to use of these books in evangelistic preaching. Daniel 7-9 and Revelation 10-14 receive particular attention. Must have met the intermediate level Greek and Hebrew requirements.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or equivalent
Prerequisite/Corequisite: Must have passed NTST 551 either by passing the placement exam or the course or be enrolled in NTST 551.
Schedule Type: Lecture
College Code: SEM

GSEM 648 - Workshop

Credits: 1–4
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Workshop
College Code: SEM

GSEM 660 - Portfolio

Credits: 0
Using the approved guidelines, students document personal development; the integration of theory and practice; engagement in ministry within a local congregation; participation in evangelistic outreach; and community involvement.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SEM

GSEM 670 - Guided Study Tour of the Bible Lands

Credits: 1–4
The principal sites of historical and archaeological interest in the countries of the Bible surrounding the eastern Mediterranean, including Egypt, Sinai, Lebanon, Syria, Iraq, and Jordan. Weekly: 2 or 3 lectures.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SEM

GSEM 675 - Study Tour:

Credits: 0
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Course/Lab Fee: Yes
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning
College Code: SEM

GSEM 678 - Church History Study Tour

Credits: 1–8
Provides a variety of guided study tours to places of interest in general Christian and denominational history.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable with different sites or eras
Schedule Type: Blended Learning
College Code: SEM

GSEM 680 - Master's Comprehensive Exam

Credits: 0
Note: This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Schedule Type: Independent
College Code: SEM

GSEM 688 - Master's Degree Continuation

Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 695 - Research Project

Credits: 2,3
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 697 - Thesis for MA Degree

Credits: 1–9
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 698 - Thesis for Master of Divinity Degree

Credits: 2–8
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 699 - Thesis for Master of Theology Degree

Credits: 2–8
This course qualifies for full-time status, requiring a minimum of 480 hours of work

per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

GSEM 700 - DMin Program Orientation

Credits: 0

Registration for accepted students preparing for their first module intensive. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

GSEM 706 - Spiritual and Theological Foundations for Ministry

Credits: 6–8

This is a foundational module required of all DMin students. The module builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

GSEM 788 - DMin Project Continuation

Credits: 0

Persons who have completed all registrations of module and project credits required for the DMin degree maintain their enrollment status by registration for DMin Project Continuation each subsequent semester until completing or leaving the program. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

GSEM 789 - DMin Program Continuation

Credits: 0

Program participants register in semesters between module intensives for DMin Program Continuation to maintain current student status in all semesters. This course qualifies for half-time status, requiring a minimum of 240 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

GSEM 790 - DMin Project Seminar

Credits: 4

Forming the project proposal and issues related to completing the project successfully. Areas of focus include literature review, theological reflection, critical thinking, experiential learning, reflective observation, research design and techniques, reading and evaluating research, academic writing, an effective work plan for completion of the project, and other project-related topics.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable

Schedule Type: Blended Learning, Seminar

College Code: SEM

GSEM 796 - DMin Project

Credits: 2–6

A DMin project is a professional project that integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church and to the growth and development of the ministry professional. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: SEM

GSEM 797 - Independent Study

Credits: 1–8

Available to students by permission of the program committee. A minimum of one meeting per month with the supervising professor is generally required.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

GSEM 810 - PhD-ThD Colloquium

Credits: 0

Attendance at PhD-ThD scholarly colloquia to enhance understanding of the SDA theology, identity, and philosophy of scholarship, promote interdisciplinary knowledge and foster the PhD-ThD learning community. Four semesters of S credit required.

Grade Mode: Satisfactory (S,U,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

Term Offering: Fall, Spring

College Code: SEM

GSEM 844 - PhD-ThD Dissertation Proposal Preparation

Credits: 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

GSEM 850 - Research Seminar

Credits: 2

An introduction to research methods and tools.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

GSEM 854 - PhD-ThD Dissertation Proposal Seminar

Credits: 3

Advanced research techniques and tools, with preparation of a tentative proposal, or pre-proposal, for a dissertation in the field of religion.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

GSEM 860 - Teaching Religion in College

Credits: 3

Furnishes PhD and ThD students with insights into the practice of using basic techniques, tools and procedures for meaningful instruction in the field of religion.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

GSEM 880 - Preparation for PhD-ThD Comprehensive

Examinations

Credits: 0

This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes

Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)

Repeatable: Repeatable

Schedule Type: Independent
College Code: SEM

GSEM 885 - PhD-ThD Comprehensive Exams

Credits: 0
Taken in the semester comprehensive exams are taken. May be repeated one time only. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory (S,U,I,W)
Prerequisite(s): GSEM 880 Preparation for PhD-ThD Comprehensive Exam
Repeatable: Repeatable one time
Schedule Type: Independent
Term Offering: Fall, Spring, Summer
College Code: SEM

GSEM 888 - PhD-ThD Dissertation Continuation

Credits: 0
This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course/Lab Fee: Yes
Course Attribute: Full-time status

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 898 - Postdoctoral Research Project

Credits: 5
Research project for a postdoctoral fellow in the area of his/her expertise. This research is guided by the assigned mentor. Qualifies for 5 credits.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

GSEM 915 - Biblical and Theological Hermeneutics

Credits: 3
Examination and critique of hermeneutical systems, their presuppositions, principles, and methodologies with the goal of developing sound principles of biblical and theological interpretation from a high view of Scripture. Application to selected biblical texts and theological issues.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Seminar
College Code: SEM

GSEM 990 - Postdoctoral Seminar

Credits: 3
A postdoctoral seminar in the area of the fellow's expertise.

Grade Mode: Satisfactory (S,U,I,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

GSEM 995 - PhD-ThD Dissertation

Credits: 1–12
May take 1-12 credits to qualify for full-time status requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 16 credits
Schedule Type: Independent
College Code: SEM

Christian Ministry

Seminary S220
269-471-6371

Faculty

Willie Hucks II, *Chair*
O.M. (Skip) Bell
Kenley Hall
S. Joseph Kidder
Errol McLean
Ricardo Norton
Stanley Patterson
David Penno
Eduard E. Schmidt
Anthony WagenerSmith
Johnnathan Ward
David Williams
Hyveth Williams

Christian Ministry

CHMN 505 - Biblical Preaching

Credits: 2

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons. Opportunity for students to do supervised preaching in class and receive constructive feedback. Required for students with no previous formal training in preaching.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHMN 507 - Introduction to Chaplaincy Ministry

Credits: 2

Describes various contexts of chaplaincy and how they mold the chaplain's role as a spiritual care provider. Explores ethical and diversity issues within chaplaincy and envisions the future of chaplaincy within the Adventist Church.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHMN 508 - Tools for the Pastor's Spouse

Credits: 2,3

This course is designed to equip the pastor's spouse for life in the pastorate. Some of the areas explored are: components needed for success, devotional life, enhancing marriage, hospitality, preacher's kids, discovering mission, team ministry, challenges in the parsonage, women's/men's ministry, and available resources.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 514 - Public Evangelism (Hispanic)

Credits: 2,3

Evangelistic leadership. A study of basic principles underlying public evangelistic endeavor, and basic evangelistic procedures focused on the Hispanic-American population.

Course Attribute: Hispanic Ministries

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 516 - Death & Grief in Contemporary Society

Credits: 2

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 and guest

presenters' personal loss experiences provides additional topics for class discussion. The student will understand grief related to both death and loss.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHMN 517 - Topics in Ministry

Credits: 2,3

This course introduces students to selected church ministry areas such as finances, church planting, teaching, Christian education, chaplaincy, urban ministry and health evangelism.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHMN 523 - Worship: Word and Music

Credits: 2,3

Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts.

Course/Lab Fee: Yes

Course Attribute: Sacred Music and Worship

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Workshop, Interactive Online

College Code: SEM

CHMN 524 - Stewardship, Church and Personal Resources

Credits: 3

Explores the foundations for stewardship and wise resource management as Christian principles. The course focuses on the financial structure of the Seventh-day Adventist Church and the personal finance of the minister in the broader stewardship context of the Divine/human relationship.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 525 - Hispanic-American Culture and Challenges

Credits: 2,3

Studies into the nature of the multifaceted North American Hispanic culture and challenges.

Course Attribute: Hispanic Ministries

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 526 - Conflict Management

Credits: 2,3

This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHMN 527 - Church Leadership and Administration

Credits: 2,3

Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop non-profit leadership competencies, understanding of leadership in a pluralistic and multi-cultural world, as well as the important administrative skills one needs to lead effectively.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 529 - Church and Personal Finance

Credits: 2,3
Financial structure of the Seventh-day Adventist Church. Also personal finance of the minister.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 535 - Issues in Urban Church Leadership

Credits: 2,3
This course allows for consideration of the application of leadership principles in urban pastoral settings as they relate to worship, preaching, social engagement, and race relations both within the Adventist denomination and in the larger society.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 536 - Personal Evangelistic Ministry

Credits: 2,3
Creating and conducting Bible studies that effectively facilitate conversion. Students will reflect on the discipleship process. Practical instruction will be given for doing visitation, initiating spiritual conversations, applying coaching skills, leading people to life transformation, and helping individuals remove faith barriers for sustained decision-making and assimilation.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 537 - Hymnology and Sacred Music

Credits: 2,3
The understanding and appreciation of the heritage and development of Christian hymn singing and church music repertoire, in their respective liturgical and theological contexts.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 538 - Bilingual Ministry

Credits: 2,3
A study of the contextual needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church.

Course Attribute: Hispanic Ministries

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 539 - Church Growth and the Equipping Pastor:

Credits: 3
An examination of church growth research, principles, and practices, with a special focus on the role of the pastor as an equipper. Sections of this course will include content addressing the particular needs of different concentrations.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): A prerequisite for all NADEI courses. 3 credits required for the MDiv program.
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 540 - Church and Urban Community

Credits: 2,3
Analysis of essential characteristics of urban life—diversity, secularity, anonymity, mobility. Study of specific urban issues such as racial conflict, inner-city poverty, middle-class alienation, and changing family patterns.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 543 - Christian Leadership in a Changing World

Credits: 2,3
Explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking applicable to the church. Seeks to instill in students servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management. Track II students first take CHMN 552.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 546 - Marriage and Family

Credits: 2,3
Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 547 - The Ministry of Healing

Credits: 2,3
An interdisciplinary study of the nature and function of ministry and medicine as they relate to the integration of the work of the healing agencies of the church and community with the traditional forms of pastoral ministry.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 548 - Religion and the Black Experience

Credits: 2,3
This course explores psychological and sociological foundations of the Black religious experience, emerging patterns of change, and a consideration of models and strategies for responding to that change.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 549 - Philosophy & Ethics of Chaplaincy

Credits: 2
This course provides an introduction to the role of the chaplain in healthcare philosophy and ethics. It aims at increasing familiarity with the concepts, theories, and distinctions of healthcare ethics as well as fostering moral decision-making and justification. The course addresses a wide variety of ethics topics in healthcare and in other institutional chaplaincy environments.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 550 - Pastoral Psychology

Credits: 2,3
A specialized study of the psychological realm of human nature as portrayed by science and Divine revelation.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 552 - Foundations of Pastoral Ministry

Credits: 0,2

This course leads students to explore and reflect on the high calling of ministry, their own call, and the focus of their ministry. It engenders growth in the roles, tasks and responsibilities of pastoral ministry.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Lab required.

Schedule Type: Blended Learning, Lecture/Lab, Independent

College Code: SEM

CHMN 553 - The Church and Social Issues

Credits: 2,3

This course explores the biblical and theological foundations for the church's moral and social engagement in the local community. It combines academic theory and praxis with a biblically-informed perspective on contemporary society, and equips students with the tools required for their responsible involvement in society as prophetic change agents.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 555 - Pastoral Counseling

Credits: 2,3

Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation. A weekly lab experience for skills practice is required.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Blended Learning, Lecture/Lab

College Code: SEM

CHMN 557 - Practicum in Clinical Pastoral Education

Credits: 2-8

Clinical experience in pastoral care and professional development of the pastor/chaplain. CPE training must be completed at an approved CPE location.

Course Attribute: Pastoral Care

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Prerequisite(s): CHMN 555.

Schedule Type: Practicum

College Code: SEM

CHMN 560 - Theological Field Education

Credits: 1,2

TFE is built around the mentoring relationship between a ministry context mentor and an individual seminarian in area churches or community ministry settings. It fosters the formation of ministry practitioners who are intentional about theological reflection to create insightful religious practice. 2 credits required for the MDiv program.

Course Attribute: Evangelism

Grade Mode: Sem Intensive (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Practicum

College Code: SEM

CHMN 561 - Preparation for Public Evangelism

Credits: 2,3

Introduces principles and practices of public evangelism, including the task of planning the details of a public meeting. This is an optional course for those conducting their own meeting.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 562 - Field Evangelism

Credits: 2-6

This is a field school of evangelism under the direction of an approved evangelist, with an emphasis on evangelistic visitation, clearing of biblical teaching, and leading people to decision.

Course Attribute: Evangelism

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Prerequisite(s): 3 credits required for the MDiv program.

Repeatable: Repeatable

Schedule Type: Practicum

College Code: SEM

CHMN 566 - Mobilizing Laity for the Ministry of Evangelism

Credits: 2,3

An examination of the practical ways a pastor equips and mobilizes church members for evangelistic ministry. This course builds on the foundation laid in the prerequisite course, CHMN 539.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHMN 539

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 567 - Health Ministry

Credits: 1-3

A study of the Adventist health message in its contemporary expression and application in pastoral work and outreach, and in the pastor's personal life.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 568 - Learning in Professional Experience

Credits: 1-8

Used to record credits granted for previous professional experience based on a learning portfolio and reflection paper in degree programs that provide for this option. Guidelines are available from the respective program directors.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 8 credits

Schedule Type: Independent

College Code: SEM

CHMN 569 - Chaplaincy Formation

Credits: 2,3

An introduction to the basics of institutional pastoral ministry with a practicum in a local institution under chaplain supervision and in-class reflection on the practicum using discussion, verbatims, and small group principles. Experience in work site visitation on campus and in health-care institutions, emergency ministries, ministry to the sick and dying and their families, ministry to the staff.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 574 - Perspectives in Church Marketing

Credits: 2,3

A survey of cutting-edge marketing principles used in the accomplishment of the church's mission, including programs intended to attract and serve current and prospective church members. Topics include selecting and understanding target audiences, strategic marketing planning, developing and branding church programs, promotion strategies, fund-raising, attracting volunteers, and evaluating program effectiveness.

Course Attribute: Communication

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture
College Code: SEM

CHMN 575 - Principles of Stewardship

Credits: 2,3
Explores the foundations for stewardship as a Christian lifestyle and the principles which are needed in a stewardship ministry for the local church.

Course Attribute: Church Finance and Stewardship

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 578 - Voice and Hymn Singing

Credits: 0.5,1
Fundamental understanding of the voice as it relates to singing— includes breathing, tone quality, placement, and aspects of keeping the voice healthy. Seminary chorus participation required. Maximum 3 credits.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal (A-F,I,W)
Repeatable: Repeatable up to 3 credits
Schedule Type: Music Organization
College Code: SEM

CHMN 585 - Cross-Cultural Communication

Credits: 2,3
A study of the impact of culture on communication and the ways cultures influence values and perceptions. Attention given to developing sensitivity when communicating with people of other cultures.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 586 - Specialized Approaches to Evangelism

Credits: 1–3
A study of one or more particular evangelistic strategies, such as small-group evangelism, felt-need ministries, youth and university-campus evangelism, church planting, Natural Church Development, and community engagement evangelism.

Course Attribute: Evangelism

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 587 - Apologetics in Evangelism

Credits: 2,3
Designed to enhance one's skill in defending the claims of the Christian faith as it relates to various world religions and other systems of beliefs and philosophies including giving reasons for one's faith in order to persuade others to accept Christ.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 588 - Seminary Chorus

Credits: 0.5,1
Choral studies and participation as a demonstration of evangelistic and church music values. Membership open to the public by the consent of the instructor. Maximum 3 credits.

Course Attribute: Sacred Music and Worship

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Music Organization
College Code: SEM

CHMN 590 - Ministry of Music

Credits: 2,3
Selected topics in music ministry include church-music practicum: the administration and planning of a church music program, the creation of liturgies,

working with choirs, conducting, leading congregational singing; hymnology: the study of the historical, theological, and musical background and development of the Christian hymn.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 600 - Preaching from the New Testament

Credits: 2,3
An advanced preaching course focusing on how to work with the various types of New Testament literature, including gospel narrative, parable, and epistle.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 604 - Mobilizing for Evangelistic Ministry

Credits: 2,3
Examination of how the equipping pastor mobilizes the church for evangelistic ministry. Different models of ministry approaches are reviewed within a strategic framework taking into account community needs and members' giftedness in creating a missional strategy. Builds on the foundation laid in the prerequisite course, CHMN539.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 605 - Theology and Preaching

Credits: 2,3
An advanced course that examines the interrelationship of preaching and theology, with emphasis on the theology of preaching.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 606 - Mission-Shaped Church Planting

Credits: 2,3
Develops an understanding of the significance of church planting for Adventist pastors and leaders. Through laying a mission-shaped theology, recognizing its role in Adventist history, exploring current models, and instilling passion, students will gain competency for both the planting and facilitating of new churches.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 607 - Preaching from the Old Testament

Credits: 2,3
An advanced preaching course focusing on the analysis of the various types of Old Testament literature and special themes found in selected passages. Identical to OTST 607.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 609 - Media Ministry

Credits: 2,3
A dynamic interactive class that equips learners to prepare and produce audio/visual programs. Applies biblical and homiletical principles, uses media technologies, and develops strategies for branding and outreach. Includes involvement in audio-production for radio programming and production experience in various electronic communications ministries.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture/Lab
College Code: SEM

CHMN 612 - Urban Mission

Credits: 2,3

Explores the nature of cities, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries dealing with the hungry, homeless, battered, addicted, and the alienated. Identical to MSSN612.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 614 - Preaching from Daniel or Revelation

Credits: 2,3

A specialized preaching course taught in a lab setting and designed to complement courses offered in Daniel and Revelation.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 616 - Spirituality in Ministry

Credits: 2,3

Explores topics such as spiritual values in the Adventist faith, the ministry of prayer, and spiritual direction, and others.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: SEM

CHMN 617 - Field Evangelism: Youth & Young Adult Ministry

Credits: 3-6

Students receive a specialized evangelistic experience focusing on mentoring Adventist youth and young adults in proclamation and relational strategies that reach young people with the Christ-centered Adventist message of hope and wholeness.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)

Repeatable: Repeatable

Schedule Type: Practicum

College Code: SEM

CHMN 618 - The Practice of Spirituality

Credits: 1

Nurturing a personal relationship with God through involvement with various spiritual disciplines such as prayer, meditation, devotional reading, and journaling under the guidance of an instructor.

Course Attribute: Pastoral Care

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 3 credits

Schedule Type: Lecture

College Code: SEM

CHMN 620 - Supervision in Ministry

Credits: 2,3

Training in the supervision of seminary students and ministerial interns in the practice of ministry. Emphasis on formation as well as education. Action-reflection methods utilized in instruction as models for supervision in person-to-person or small group settings.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 622 - Seminar in Personal Evangelism

Credits: 2,3

Research and presentations on various aspects of soul-winning in one-to-one or small-group encounters, including the development of new methods. This may

involve formats, materials, audiovisuals, spiritual and psychological principles, decision seeking, problem solving, etc.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Seminar

Special Approval: Admission for non-doctoral students by permission of professor.

College Code: SEM

CHMN 623 - Innovative Evangelism

Credits: 2,3

Seeks to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 625 - Demographics and Urban Studies

Credits: 2,3

Methods of determining the characteristics of a particular community or target population, with a unique focus on large urban centers, for the purpose of selecting the most effective evangelistic approaches. Includes the use of needs assessments and marketing surveys.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 627 - Black Preaching

Credits: 2,3

An advanced preaching course which seeks to refine and further develop the preaching skills of those called to preach among African Americans. Includes a survey and analysis of great Black preachers.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 629 - Sacred Music in the African-American Tradition

Credits: 2,3

An examination of the historical role of music in African- American worship, and of the distinctive contributions African- American sacred music has made to Christian worship.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 630 - Leadership Development

Credits: 2,3

A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to MSSN 630.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 632 - Contextualized Preaching: _____

Credits: 2,3

The history and dynamics of preaching to a particular cultural group, such as African Americans, Hispanics, Youth, and Koreans, with an emphasis on the

distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 633 - Preaching the Literary Forms of the Bible

Credits: 2,3
An advanced preaching course that presents a methodology for taking the literary form of biblical texts into account in the text to- sermon process. The methodology is then applied to preaching on narratives, wisdom and apocalyptic literature, parables, and epistles.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 634 - Field Evangelistic Preaching & Practicum

Credits: 2,3
This course equips students to prepare Christ-centered, Bible-based, doctrinally sound sermons and Bible Studies for an evangelistic series to obtain decisions for Christ, His teachings and His church. The course will also help students with field preparation and organizational planning for evangelistic series and preaching event.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 637 - Seminar in Preaching

Credits: 2,3
An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

CHMN 638 - Seminar in Leadership

Credits: 2,3
Emphases from topics such as social psychology of leadership, theological foundations of leadership and pastoral care, management and leadership, leadership styles, conflict management, and church polity and finance.

Course Attribute: Church Leadership

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 639 - Seminar in Evangelism

Credits: 2,3
Emphases from topics such as theology and history of evangelism and church growth, theory and research in church growth and member retention, evangelism and social alternative strategies for evangelism.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 640 - Seminar in Pastoral Counseling

Credits: 2,3
Application of principles and techniques to specific problem areas in pastoral care.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
612

Prerequisite(s): CHMN 665 or its equivalent, or permission of instructor.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 641 - Practicum in Military Chaplaincy

Credits: 2-8
Air Force, Army, or Navy Chaplain School courses, such as the Chaplain Candidate Course or Basic Chaplain Course and subsequent Seminary approved military chaplaincy training events.

Course Attribute: Pastoral Care

Grade Mode: By examination (P)
Repeatable: Repeatable
Schedule Type: Practicum
College Code: SEM

CHMN 643 - Trauma & Advanced Crisis Intervention

Credits: 2
This course is designed to enhance understanding of the nature and impact of a trauma. This course considers how traumatic experiences may influence the person's life. Focus on the impact of trauma provides a foundation for assessment, crisis intervention, and ministry. Such ministry provides effective services reflecting the unique needs of the individual.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHMN 644 - Field Evangelism: Chaplaincy

Credits: 3
In collaboration between the NAD Evangelism Institute and CHMN Chaplaincy, the student will be guided through classroom interaction and engagement in the community for appropriate evangelistic field ministry. The various methods for sharing Seventh-day Adventist faith in a diverse community context will be the focus of training and field settings. Consideration will be given to the ethical challenge of ministry in a non-proselytizing context.

Course/Lab Fee: Yes
Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): CHMN 539 Church Growth and the Equipping Pastor
Repeatable: Repeatable
Schedule Type: Lecture, Practicum
College Code: SEM

CHMN 645 - Seminar in Marriage and Family Problems

Credits: 2,3
Open to advanced students in pastoral care. Individual research for seminar presentations and analysis of more complex and difficult problems faced by the pastor in the family context. A consideration of special techniques and counseling strategies in handling such problems in the pastoral role.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Seminar
College Code: SEM

CHMN 646 - Seminar in Specialized Ministries

Credits: 2,3
Principles of ministering to people in particular circumstances, such as aging, physical disability, single parenting, delinquency, adoption, substance abuse, and dependency.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHMN 647 - Christian Education in the African-American Church

Credits: 2,3
Explores the way African-Americans historically have conducted the task of grounding themselves and growing in the Word of God. The critical role church schools have played in the African- American community is examined.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 648 - The Chaplain as Institutional Leader

Credits: 3

This course explores the role of the chaplain as an institutional leader. It covers current theory and practice of Christian leadership, knowledge of skill sets regarding religion, spiritual concerns, and moral and ethical issues. Students develop, understand, and implement basic diplomatic skill sets that allow them to function as a Christian leader and advisor to superiors in their institutional setting.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHMN 543

Schedule Type: Lecture

College Code: SEM

CHMN 651 - Foundations of Biblical Counseling

Credits: 2,3

Equips students to apply biblical principles of counseling concepts and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life. Cross-listed with DSRE651.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 654 - History and Theology in Adventist Worship

Credits: 2,3

A study of Adventist corporate worship in terms of the theological and historical issues that inform it. Principles for designing and leading Adventist worship are emphasized.

Course Attribute: Sacred Music and Worship

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 655 - Dynamic Group Strategies

Credits: 2,3

An examination of group-leadership interventions and techniques for specialized ministry in grief support, divorce support, smoking cessation, stress management, and other support groups within church, community, and campus settings.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 656 - Evangelistic Small Groups

Credits: 2,3

Examination of outward-focused small group models as a context for sharing the Adventist message. Students will develop competencies for creating Bible lessons that facilitate conversion, receiving practical instruction for initiating spiritual conversations, applying coaching skills, doing visitation and leading people to life transformation.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 659 - Practicum in Pastoral Care and Counseling

Credits: 1-4

A skills course in techniques of pastoral visitation, counseling, and appraisal. Opportunity given for students to have direct counseling experience, with preparation and supervised examination of case reports and studies. Supervised experience at an approved Pastoral Care Residency site.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHMN 555.

Repeatable: Repeatable

Schedule Type: Practicum

College Code: SEM

CHMN 660 - Field Practicum

Credits: 1-6

Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 6 credits

Schedule Type: Practicum

College Code: SEM

CHMN 665 - Advanced Pastoral Counseling

Credits: 2,3

An intensive study of potential contributions of counseling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHMN 555 or its equivalent, or permission of instructor.

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 667 - Health Evangelism

Credits: 2,3

The use of health and temperance programming in outreach to meet people's felt needs; to arouse interest in the broader physical, mental, and spiritual aspects of better living; and to assist those pursuing Adventist ideology to make appropriate lifestyle adjustments.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 669 - Advanced Holistic Small Groups

Credits: 2,3

Examines church planting with small groups and how a church transitions into becoming a church of small groups by using time-line management/story-boarding techniques. Explores the establishment of youth and college groups as well as the development of group coaches.

Course Attribute: Evangelism

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 680 - Preaching from Selected Books of the Bible

Credits: 2,3

An advanced preaching course emphasizing the preaching challenges and opportunities of working with targeted books of scripture.

Course Attribute: Preaching

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHMN 683 - The Pastor, Church, and Civil Law

Credits: 3

An introduction to legal issues affecting the pastor and the church, including an overview of the history of religious liberty in America, as well as matters relating to church operations, employment, and minimizing exposure to legal liability.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture
College Code: SEM

CHMN 690 - Independent Study

Credits: 1–3
See general guidelines under Academic Information.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHMN 704 - Missional Church in Western Culture

Credits: 4
Investigates 21st century western culture and corresponding mission praxis. Includes theology of the church, theory, and practices in ministry. Prepared for church leaders who desire to to gain an understanding of the implications of missional church in western culture. Includes an emphasis in contemporary worldviews.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Spring
College Code: SEM

CHMN 707 - The Church in Intergenerational Contexts

Credits: 4
CHMN 707 The Church in Intergenerational Contexts Articulate a wholistic model that includes similarities and differences of individuals and groups in different age categories. Develop clarity in theological foundations for ecclesiology and missiology for those who join, are born into, and/or those who leave church involvement.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Fall
College Code: SEM

CHMN 709 - The Changing Church

Credits: 4
Includes biblical theology of the church and ecclesiology. Why churches change, or resist change, theory and practices in managing change. Defining discipleship. Preparing church leaders who desire to gain an understanding of the implications of intergenerational congregations in secular cultures. Includes characteristics and worldviews of millennials.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Spring
College Code: SEM

CHMN 712 - Transformational Leadership

Credits: 5
Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated in the context of multiethnic/multicultural lifestyle modeling.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 713 - Transformational Leadership and Organic Systems Thinking

Credits: 5
Personal and theological reflection will be integrated with principles for leading change. Systems thinking, transformation of organizational culture, and human development theory are investigated in the context of missional leadership. The module also pursues further development and application of missional lifestyle modeling. Practical focus on incarnational mission skills is initiated.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 714 - Discipling Leaders for Mission

Credits: 5
Leaders transact vision through developing disciples according to the biblical model for an apostolic movement. Those whom missional servants lead become

mature in Christ and thus a missional movement is multiplied. Coaching and mentoring skills are taught so that the leader can develop people toward maturity in Christ.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 723 - Theological & Social Science Foundations for ME/MC Mission & Ministry

Credits: 4
This module will focus on a systematic study of Old Testament and New Testament principles for multiethnic and multicultural mission and ministry. It will explore the history of immigration and changing demographic trends around the world, and address issues of cross-cultural communication. A sociological foundation for understanding the various ethnic and cultural groups that make up the rich American tapestry will be explored along with issues of racism, prejudice, and racial reconciliation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
College Code: SEM

CHMN 724 - Recovering the Life and Growth of the New Testament Church

Credits: 4
Examines the conditions behind the growth of the church in the New Testament, including leadership transformation, church unity, and the role of the Holy Spirit. Engages Scripture to draw principles and practices that lead to a similar experience in the contemporary church.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 731 - Essential Principles and Practices in ME/MC Mission and Ministry

Credits: 5
This module will examine best practices in multiethnic/multicultural mission and ministry. Special emphasis will be given to models of multiethnic/multicultural mission and ministry. The module will include site visits to successful multiethnic/multicultural churches and discussions with these top practitioners.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
College Code: SEM

CHMN 742 - Church Multiplication

Credits: 5
The Seventh-day Adventist church has defined itself as a movement. In order to be a movement, there must be momentum. This module will primarily focus on the multiplication of small groups/grow groups, house churches, and church plants. In order for these systems to multiply, there must be an intentional and continual discipling of new leaders. The goal is to experience exponential growth of God's kingdom.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended learning
Term Offering: Spring
College Code: SEM

CHMN 743 - Prophetic Preaching in the Worship Context

Credits: 4
Participants will develop a biblically-based Adventist theology of prophetic preaching and worship. Use of scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 744 - A History of Preaching

Credits: 5
This module explores the history of preaching, its process of personalities and trends. Participants investigate and define the beliefs, practices and identity of four preaching styles that have dominated preachers and schools of preaching.

Includes a discussion of unusual and/or important contributions to preaching in the 20th–21st century.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 747 - Christian Leadership

Credits: 4,5

This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 748 - Preaching the Literary Forms of the Bible

Credits: 5

Examination of biblical literature, including historical narrative, NT epistles, and apocalyptic passages for preaching. The skill of storytelling and how stories are processed by the human mind. Reflection on the challenges and opportunities within epistolary and apocalyptic biblical texts. Includes rhetorical and oral performance techniques to bring the sermon to life.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 752 - Discipling Congregational Leaders

Credits: 5

Developing disciples according to the biblical model for an apostolic movement. Congregational leaders become mature in Christ and thus a mission oriented movement is multiplied. Includes cross-cultural leadership. Coaching and mentoring skills are taught so that the congregational leader can develop people who practice mature repentance and forgiveness in Christ.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Blended learning

Term Offering: Spring

College Code: SEM

CHMN 760 - Advanced Leadership Competencies

Credits: 5

Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHMN 747

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 762 - The Challenge of 2nd and 3rd Generations

Credits: 5

Explore cultural realities that challenge stability and growth for individuals and churches across generations. Identify steps for transmitting faith and motivating young people for mission, including how immigration, language, and culture play a vital role in this process.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Blended Learning

Term Offering: Fall

College Code: SEM

CHMN 763 - Effective Strategic Growth

Credits: 4

Provides an overview of the latest and most effective methods for growing Adventist churches as a basis for developing an effective growth strategy. Engagement with a variety of best practices and practitioners will be provided to further guide the participant in the development of their methodology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Blended Learning

College Code: SEM

CHMN 767 - Formation of Evangelistic Strategy

Credits: 5

Provides reflection and experience in contemporary personal, public, media and social networking methodologies as a basis for developing an effective evangelistic strategy. Biblical and practical foundations for empowering and involving people in ministry as well as factors and strategies for multiplying disciples are experienced.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 773 - Health Care Leadership

Credits: 5

Students pursuing a health care emphasis take this module instead of CHMN 786 in the fourth year. Prerequisite: three completed CPE units recognized and or validated by the Adventist Chaplaincy Institute. Examines chaplaincy leadership roles within an institutional setting. Conflict management, effective communication, decision-making skills, and team supervision are investigated using current leadership principles. Analyzes best practices to navigate complex medical institution governance and management operational systems. Participants will design a Pastoral Care Department with multiple pastoral care delivery systems.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): 3 completed CPE units recognized and or validated by the Adventist Chaplaincy Institute.

Schedule Type: Blended Learning

Term Offering: Spring

College Code: SEM

CHMN 774 - The Church in the City

Credits: 4

This module is an in-depth study of key biblical, theological and contemporary insights into the church in the city. A compassionate vision for the city is fostered. Issues in urban life and corresponding systems are explored. It includes an emphasis on strategic planning that leads to economic and community development.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 775 - Foundations of Chaplaincy Ministry

Credits: 4

Examines theoretical and practical implications of biblical, theological and religious foundations for chaplaincy. Explores the history and development of chaplaincy as a pastoral calling, along with the role and function of chaplaincy in the church and community. Discusses ethics, professional practice, and the personal spiritual formation of the chaplain.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHMN 776 - Urban Church Leadership and Management

Credits: 5

This module investigates principles, challenges and practices of Christian leadership in the urban context. It includes a theology of leadership, leading and managing specific ministries, how to engage in community organizing, working with the systems effecting life in the city, empowering people, managing change, and managing conflict effectively.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHMN 778 - Church Growth and Discipleship in the Urban Church

Credits: 5

An examination of principles for expanding the kingdom of God in the urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 779 - Leading Growth

Credits: 5
Explores the role of leadership in the evangelistic ministry of the church. Includes vision, equipping, and influence issues relative to the leader as a change agent and as a catalyst for turnaround churches and strategic church planting initiatives. Emphasizes contextualized peer coaching.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 780 - Leading and Managing the Church Organization

Credits: 5
Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 783 - Hearing and Responding to God Throughout Life

Credits: 5
Address the life cycle perspective of God's call in the initial response and continuing relationship indicative of discipleship and renewal. Evaluate individuals, groups, and Adventist history in light of piety, mission, organizational structure, lifestyle, and worship.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Fall
College Code: SEM

CHMN 785 - Professional Formation in Chaplaincy Ministry

Credits: 5
Examines leadership models relevant to chaplaincy. Investigates ethical issues in chaplaincy and the place of chaplaincy within the church and society. Provides opportunities to grow spiritually through processes such as biblical spirituality, devotional reading and journaling.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 786 - Clinical Issues in Care and Counseling

Credits: 5
Training in theory and clinical skills related to the clinical setting within the context of spiritual care. Provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific disease processes such as HIV/AIDS, cancer, disability, and mental health issues.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 787 - Theory and Research in Health Care Chaplaincy

Credits: 5
Examines current research on spirituality and health, as well as theological understanding of spiritual care within the clinical context. The theoretical framework is based on psychological, sociological, and theological literature. Enables participants to have a better understanding of the lived experience of the people to whom they minister.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHMN 788 - Professional Practice in Chaplaincy

Credits: 4
Explores various leadership roles and functions involved in chaplaincy. Includes professional conduct, leadership, ethics, interdisciplinary consultation, and interdepartmental relations. Promotes the integration of the chaplain into institutional life. Teaches how to conduct workshops and organize support groups.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Practicum
College Code: SEM

CHMN 789 - The Missional Church

Credits: 5
This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHMN 885 - Topics in

Credits: 1–3
Classroom setting research dealing with selected problems in the field of Christian Ministry.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 890 - Directed Reading

Credits: 1–6
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHMN 897 - Independent Study:

Credits: 1–3
Research on an individual basis dealing with selected problems in the field of Christian Ministry.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

CHMN 905 - Seminar in Theory and Praxis

Credits: 2,3
The interfacing of theory and praxis and their informing each other from a variety of theological, philosophical, sociological, functional, and related aspects.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

CHMN 940 - Seminar in:

Credits: 3
Selected issues in Christian Ministry

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

Church History

Seminary N327
269-471-3541
chis@andrews.edu

Faculty

John Reeve, *Chair*
Merlin D. Burt
Denis Kaiser
Nicholas P. Miller
Trevor O'Reggio

Church History

CHIS 504 - Adventist Heritage

Credits: 0,3

History of the Seventh-day Adventist Church and the life and ministry of Ellen G. White. Intended for students without equivalent undergraduate course(s).

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Prerequisite to GSEM 534 and CHIS 674.

Schedule Type: Lecture, Blended Learning, Independent

College Code: SEM

CHIS 505 - Survey of Church History

Credits: 3

Early Church, Rise of the Papacy, Great Schism, Eastern Orthodoxy, Crusades, Medieval Church, Continental Reformation and Counter Reformation, English Reformation, English Puritanism, Enlightenment, Pietism, Methodism, American denominationalism, and recent developments. Does not apply toward the CHIS requirements for the MDiv program.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHIS 506 - Church History to 1500

Credits: 2,3

Early Church; rise of the Papacy; Great Schism; Crusades; Medieval Church; and pre-Reformation to 1500. Intended for students without a college course in church history. CHIS 506 and CHIS 507 should be taken sequentially.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SEM

CHIS 507 - Church History 1500 to Present

Credits: 2,3

Continental Reformation and Counter Reformation; English Reformation; Elizabethan Settlement; English Puritanism; Enlightenment; Pietism; Methodism; American denominationalism; Eastern Orthodoxy; and recent developments. Intended for students without a college course in church history. CHIS 506 and CHIS 507 should be taken sequentially.

Course/Lab Fee: Yes

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SEM

CHIS 567 - Hispanic-American Church History

Credits: 2,3

The Christian Church in Hispanic North America, in the wider context of Spanish and Latin American church history since the 16th century.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHIS 570 - History of the Seventh-day Adventist Church

Credits: 2

A topical approach with emphasis on source documents. Intended for students who did not take a college course in denominational history. For MA (Rel) does not apply to MDiv requirement.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SEM

CHIS 574 - History of Seventh-day Adventist Theology

Credits: 2

Origin and subsequent development of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Interactive Online

College Code: SEM

CHIS 600 - The Early Church to A.D. 604

Credits: 2,3

The message and mission of the church; experiences, attitudes, and practices of early Christians, selected for their usefulness to a modern pastor.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHIS 609 - The Church in the Middle Ages

Credits: 2,3

Rise of the papacy; the evangelization of Europe; the great schism, investiture controversy, crusades, and conciliarism; religious authority, predestination, justification, church and state, church and sacrament, faith and reason.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 612 - Introduction to Ecclesiastical Latin

Credits: 3

Grammar, syntax and working vocabulary of Ecclesiastical Latin.

Course Attribute: Language and Literature

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 614 - Readings in Ecclesiastical Latin

Credits: 3

Study of advanced Latin syntax, vocabulary and grammar, as well as reading and analysis of primary sources in Ecclesiastical Latin, selected for their significance to the history of theology.

Course Attribute: Language and Literature

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHIS 612 or equivalent.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHIS 620 - Seminar in Christian Biography

Credits: 2,3

A study of the lives and contributions of selected preachers and other church leaders from ancient times to the present.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

Schedule Type: Seminar

College Code: SEM

CHIS 624 - Issues in Ellen G. White Studies

Credits: 2

Methods of research and interpretation of issues in the writings of E.G. White. Based on personal research in her published and unpublished works. A core requirement.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHIS 504 or equivalent.

Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

CHIS 625 - Seminar in Church-State Thought

Credits: 2,3
A seminar that examines religious toleration and freedom and the relationship of church and state through the reading of primary sources. Includes classic writers such as Augustine, Aquinas, Calvin, Williams, Bayler, Locke, Jefferson, and Mill, and contemporary authors such as Neuhaus and Carter.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Seminar
College Code: SEM

CHIS 628 - Historical Research and Historiography

Credits: 3
An examination of the methods of historical investigation and presentation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 629 - History of Christian Spirituality

Credits: 2,3
History and practice of Christian spirituality, from the Early Church through the Modern Church and Adventism, supported by reading and discussion of selected spiritual writers.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 630 - History of Jewish Experience

Credits: 2,3
The history of the Jewish people, religion, literature, and culture since biblical times, with emphasis on relationships to Christianity.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 634 - Reformation Theology

Credits: 2,3
Teachings of the leading Reformers on justification, predestination, law and grace, the church, the sacraments, church-state relationships, and other topics; a comparison of these positions with Seventh-day Adventist teachings.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 635 - History of the African American Churches

Credits: 2,3
An investigation of the African-American experience within the Christian church, with particular focus given to the Seventh-day Adventist Church. Study is given to such critical issues as Regional Conferences.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 638 - History of the Great Controversy, Covenant, Law, Sabbath

Credits: 2,3
The historical development of theological thought concerning the great controversy, covenant, law, and Sabbath and their interrelationships since the early church, with particular attention to aspects that have influenced the Seventh-day Adventist Church.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 640 - Reformation: _____

Credits: 2,3
Careers and contributions of selected major reformers and the course of their movements.
618

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different reformers or movements
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 650 - English Reformation and Rise of Puritanism

Credits: 2,3
Developments in the 16th and 17th centuries; the Elizabethan Settlement; the Puritan movement and its relation to authority, the kingdom of God, preaching, and the Sabbath; leading Reformers and Puritans and their legacy for today.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 654 - Seminar in English Reformation and Puritan Theology

Credits: 3
Theological documents of the English Reformation and Puritanism, with particular attention to those aspects which influenced Seventh-day Adventist doctrine.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.
Schedule Type: Seminar
College Code: SEM

CHIS 655 - Wesley and Methodism

Credits: 2,3
Topics in the historical development of Methodism and Wesleyan theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

CHIS 657 - Seminar in Reformation Theology

Credits: 3
Selected topics from Lutheran, Reformed, Swiss, Radical, and Counter-Reformation theologies.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHIS 659 - Seminar in the History of Selected Christian Doctrines

Credits: 3
The history of concepts characteristic of Seventh-day Adventism, such as the Sabbath, sanctuary, conditional immortality, and pre-millennial historicist eschatology, as taught through the centuries, with principal emphasis on their development outside of Seventh-day Adventism.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

CHIS 660 - History of Religion in America

Credits: 2,3
The development of religion in America from colonial times to the present. Emphasis on the role of religion in American culture and on such issues as revivalism, the social concerns of the churches, and the evolution of major denominational families.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

CHIS 664 - History of American Religious Thought

Credits: 2,3
Special attention given to the evolution of Calvinistic and Arminian thought, millennial schemes in the 19th and early 20th centuries, and the fundamentalist-

modernist controversy. Intellectual developments that influenced the development of Seventh-day Adventism are emphasized.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 665 - Modern Church History

Credits: 2,3

The Pietistic movement, evangelical awakenings, the Enlightenment, the rise of the modern missionary impulse, the Oxford Movement, the Vatican Councils, and related phenomena, in the context of their times. Factors that influenced the rise of Seventh-day Adventism are emphasized.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 668 - History of Religious Liberty

Credits: 2,3

Religious oppression and freedom in the history of Western civilization with special attention to developments in British Colonial America and the United States; Sunday closing laws and labor unionism as threats to religious freedom; government aid to education; current developments as they occur.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHIS 670 - Seminar in History of the Seventh-day Adventist Church

Credits: 2,3

Research into specific areas of denominational history employing source materials in the Adventist Heritage Center and Ellen G. White Research Center.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHIS 504, or CHIS 674. Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

CHIS 673 - Development of Seventh-day Adventist Lifestyle

Credits: 2,3

The historical development of Seventh-day Adventist practice and attitude in such areas as healthful living, military service, Sabbath observance, literature evangelism, labor unions, recreation, dress, political activity, marriage, minorities, and education.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHIS 674 - Development of Seventh-day Adventist Theology

Credits: 2,3

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): CHIS 504, or equivalent.

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

CHIS 675 - Seminar in the Development of Seventh-day Adventist Lifestyle

Credits: 2,3

The historical development of Seventh-day Adventist practices and attitudes in relation to such matters as healthful living, military service, Sabbath observance, worship, labor unions, recreation, amusement, entertainment, sports, dress and adornment, music, theater, drama, marriage, divorce, minorities, education, reform, and the nearness of the second advent.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

CHIS 680 - History of Sabbath and Sunday

Credits: 2,3

A historical and theological study of the extensive primary sources and issues concerning Sabbath and Sunday, with due attention to related matters.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHIS 682 - Seminar in Church History

Credits: 3

Research into special topics in Christian history from the Early Church period through post-Reformation times.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite/Corequisite: Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

Repeatable: Repeatable with different topics

Schedule Type: Blended Learning, Seminar

College Code: SEM

CHIS 683 - The Pastor, Church and Civil Law

Credits: 3

An introduction to legal issues affecting the pastor and the church, including an overview of the history of religious liberty in America, as well as matters relating to church operations, employment, and minimizing exposure to legal liability.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 684 - Seminar in History of Sabbath and Sunday

Credits: 3

Analysis of documents and issues not covered in CHIS 680.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

CHIS 685 - Studies in Church History

Credits: 2,3

Topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture, Blended Learning

College Code: SEM

CHIS 686 - Development of Prophetic Interpretation

Credits: 2,3

The historical development of the understanding of apocalyptic prophecies in Daniel, Revelation, the Gospels, and the Epistles, since the first century. The origin, development and impact of historicism, preterism, futurism, dispensationalism, and millennialism.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 687 - Seminar in Development of Prophetic Interpretation

Credits: 2,3

A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh-day Adventists.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

Repeatable: Repeatable

Schedule Type: Blended Learning, Seminar

College Code: SEM

CHIS 688 - Contemporary Trends

Credits: 2,3

Selected topics involving recent developments in such areas as church and state relations, tensions between science and religion, challenge and opportunity in a technological society, the appeal of non-Christian religions, dialogue and debate in the ecumenical movement, and Christian versus non-Christian secularism.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 689 - History of Worship and Liturgy

Credits: 3

From an Adventist perspective, investigate the development of Christian worship and liturgy in the early church, middle ages, Reformation, post-Reformation, and contemporary movements.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 690 - Independent Study

Credits: 1–3

Restricted to advanced students. Selected problems in the field of church history. See general guidelines under Academic Policies Applying to All Programs.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

CHIS 695 - Topics in Church History

Credits: 2,3

Selected themes. Can be used only by preapproval from the student's program director and the teacher.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable with different topics

Schedule Type: Lecture

College Code: SEM

CHIS 880 - Topics in Church History:

Credits: 1–3

Classroom setting research dealing with selected problems in the field of Church History.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 885 - Topics in Adventist Studies:

Credits: 1–3

Classroom setting research dealing with selected problems in the field of Adventist Studies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

CHIS 890 - Directed Reading in Church History

Credits: 1–6

Guided readings in selected literature.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

CHIS 891 - Independent Study Church History:

Credits: 1–3

Research on an individual basis dealing with selected problems in the field of Church History.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

CHIS 892 - Independent Study Adventist Studies:

Credits: 1–3

Research on an individual basis dealing with selected problems in the field of Adventist Studies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

CHIS 895 - Directed Reading in Adventist Studies

Credits: 1–6

Guided readings in selected literature.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

CHIS 940 - Seminar:

Credits: 3

Selected issues in Church History.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

CHIS 944 - Seminar in Adventist Studies:

Credits: 3

Selected issues in Adventist Studies.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F, I, DG, DN, W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

CHIS 974 - Seminar in Development of Seventh-day Adventist Doctrines

Credits: 3

The development of such doctrines as the Sabbath, sanctuary, atonement, righteousness by faith, conditionalism, and premillennialism within the Seventh-day Adventist Church.

Course Attribute: Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

Discipleship & Religious Education

Seminary N210
269-471-6186

Faculty

Allan R. Walshe, *Chair*
Kenley Hall
Edyta Jankiewicz
S. Joseph Kidder
John V. G. Matthews
Trevor O'Reggio
David Sedlacek
H. Peter Swanson, *Emeritus*
Jane Thayer, *Emerita*
Scott Ward
Ronald H. Whitehead

Discipleship & Religious Education

DSRE 503 - Marriage, Family, and Interpersonal Relationships

Credits: 2,3

Current issues in marriage and family are discussed, and available resources are explored. The dynamics of interpersonal relationships are examined and students are challenged to emulate Christ's example as they interact with persons from all segments of society.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

DSRE 507 - Introduction to Chaplaincy Ministry

Credits: 3

Describes various models of chaplaincy and how they mold the chaplain's roles as spiritual care providers in institutions to inform and/or expand their own chaplaincy style. Explores ethical and diversity issues within chaplaincy. Envisions the place of chaplaincy within the Adventist Church in the future. Challenges students to grow in biblical spirituality.

Course Attribute: Chaplaincy

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

DSRE 534 - Ministry to Youth and Young Adults

Credits: 2,3

Designed to acquaint students with the opportunities for ministry to and with young people in the church, school and home. The biblical principles of youth ministry leadership, within the context of the church community, are given primary emphasis.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning

College Code: SEM

DSRE 541 - Foundations of Biblical Spirituality

Credits: 2,3

Study and practice of Biblical spirituality designed to lead students to growth in their personal spiritual lives.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

DSRE 542 - Advanced Foundations of Biblical Spirituality

Credits: 2,3

In-depth study and practice of specific issues and activities of the spiritual life.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): DSRE 541.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 543 - Assessment and Treatment of Victims of Violence

Credits: 2

Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long- term therapy options including specific techniques are explored. Prerequisites: SOWK401 and 402 or SOWK501 or permission of instructor.

Grade Mode: Normal (A-F,I,W)

Schedule Type: Lecture

College Code: SEM

DSRE 546 - Marriage and Family

Credits: 2,3

Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

DSRE 564 - Advanced Youth and Young Adult Ministry Leadership

Credits: 2,3

Application of biblical principles of youth ministry leadership to the concrete issues and settings of contemporary youth ministry. Treats topics such as: small groups for youth; sexuality and dating; music; programming.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): DSRE 534.

Schedule Type: Lecture

College Code: SEM

DSRE 568 - Treatment of Substance Abuse

Credits: 2

An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

DSRE 605 - Contemporary Topics in Religious Education and Discipling

Credits: 2,3

Focuses on current and historical theoretical approaches to religious education and discipling. An introduction to procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and school.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

DSRE 606 - Philosophical Foundations for Professionals

Credits: 2,3

Examines philosophical and theological bases of major worldviews and critiques the impact of naturalism and post-modernism on religion, education, religious education, and psychology from a Christian perspective. Preferably taken in the first year of any Religious Education program.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

DSRE 608 - Youth and Young Adults in Contemporary Culture

Credits: 2,3

A study of current developments in youth culture and the influence of youth culture on young people both in the church and the community. Students formulate a strategic response relevant to Seventh-day Adventist ministry to

youth.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 610 - Teaching for Discipleship

Credits: 2,3
Educational strategies based on current research in learning theory and human development, enhancing skills in planning learning events for church, community, and school. Instruction and assessment focused on transformation of behavior and values, taking into account the teaching and discipling mandate of the Gospel Commission. Meets three hours per week.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

DSRE 615 - Collaborative Ministry: School, Church, Community

Credits: 2,3
Participation of the pastor in the development, promotion and support of Adventist education and schools as creative centers for community life and learning. Fostering discipleship as a catalyst for community engagement with secular society.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 619 - Religious Experience in Adolescence

Credits: 2,3
A survey of the literature on the tasks of adolescence with particular emphasis on how this developmental stage impacts acceptance of or alienation from religion. An investigation into how adolescents develop and experience faith and the various influences—such as parents, peers, church, school and media.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 620 - Scholarly and Professional Development

Credits: 0
Students develop sustainable habits of scholarship including attendance at planned seminars and professional conference, reading scholarly journals, and maintaining a vibrant spiritual life. DG will be given until portfolio is presented as part of comprehensive examination (or thesis defense).

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

DSRE 626 - Ministry to At-Risk Youth

Credits: 2,3
This course addresses the theory, practice and application of helping skills to at-risk youth. Emphasis is placed on biblical solutions to real life secular problems. Students will experience and develop effective social skills to work with at-risk youth, focusing on prevention, redirection and restoration skills.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Interactive Online
College Code: SEM

DSRE 630 - Fostering Spiritual Growth

Credits: 2,3
Explores spiritual growth from both a theological and social science perspective. Evaluates models for answering, What is spiritual growth? and What is involved in facilitating it? Explores the role of all church ministries in fostering spiritual growth.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 635 - Christian Perspectives on Professional Ethics

Credits: 2,3
Students will examine their personal beliefs and values in relation to ethical and diversity issues. Students will also apply professional Codes of Ethics to practice dilemmas they may face in the fields of social work and family life using a Christian

theological framework.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 636 - Seminar in Youth Ministry

Credits: 2,3
Formulation of a comprehensive ministry for a specific age group, culture, situation or approach (e.g. campus chaplaincy, childhood, adolescence, young adult, African American, Hispanic, youth evangelism, visionary leadership).

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): DSRE 534 or permission of professor.
Repeatable: Repeatable
Schedule Type: Seminar, Interactive Online
College Code: SEM

DSRE 648 - Workshop: _____

Credits: 1–3
Examination and application of principles and strategies in Religious Education.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Workshop
College Code: SEM

DSRE 651 - Foundations of Biblical Counseling

Credits: 2,3
Equips students to apply biblical principles of counseling concepts and psychological insights to human challenges in the emotional, spiritual, cognitive, and behavioral aspects of life.

Course Attribute: Pastoral Care

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 655 - Families in Society

Credits: 3
An introduction to family life education, and the mission and methods of family ministry within a leadership perspective.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 656 - Counseling Youth and Young Adults

Credits: 2,3
Application of counseling theories and techniques to counselees in their teens and twenties. Students engage in actual counseling experiences and submit reports for self and instructor critiques.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): CHMN 550 recommended for MDiv students.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 657 - Social Policy

Credits: 2,3
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice, particularly with families.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
Term Offering: Spring
College Code: SEM

DSRE 658 - Internal Dynamics of Families

Credits: 3
A study of family systems theory and its application to key issues in internal family dynamics.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 659 - Human Sexuality

Credits: 3

An understanding of the development and main tenets of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 660 - Field Practicum: Youth and Young Adult Ministry

Credits: 1-6

Can only be done after the student has completed 24 credits in the MAYYAM program. Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 6 credits
Schedule Type: Practicum
College Code: SEM

DSRE 664 - Advanced Campus Ministry

Credits: 3

Examines the vision, goals and implementation strategies for campus ministry through an understanding of organizational behavior, and mobilization of student leadership. Group strategies, relationship building and networking, and working with Adventist resources are emphasized. Breakout sessions focus on public and Christian campuses to meet needs of professionals in both settings.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 669 - Reaching the Secular Mind

Credits: 2,3

Describes popular worldviews found in academic settings and explores strategies for Christian young adults to maintain their own faith and to present the gospel in terms understandable to the unchurched. Includes a consideration of how to plan informal learning events that focus on behavior and value changes.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 676 - Topics: _____

Credits: 1-3

Themes to be covered are announced in the current class schedule.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

DSRE 678 - Spiritual Nurture of Children

Credits: 2,3

Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

DSRE 679 - Parenting Education and Guidance

Credits: 3

Examines the changing roles and responsibilities of parents; child-rearing practices,

including spiritual nurture of children; safety and protection for children; diverse parenting situations; and decision-making about parenthood. Develops skills in parenting education, integrating a Christocentric purview.

Grade Mode: Normal with DG (A-F,I,W,DG,DN)
Schedule Type: Lecture
College Code: SEM

DSRE 680 - Field Practicum: _____

Credits: 1-6

Supervised religious education experience in a chosen area of specialty, such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Practicum
Special Approval: Instructor and Topic permission required

College Code: SEM

DSRE 688 - MA (Religious Education) Program Continuation

Credits: 0

Allows off-campus master's students during their coursework phase to maintain active status and to have access to the James White Library electronic resources.

Grade Mode: Noncredit (NC,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

DSRE 690 - Independent Study: _____

Credits: 1-3

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Prerequisite(s): Permission of advisor and instructor required.

Repeatable: Repeatable up to 6 credits

Schedule Type: Independent

College Code: SEM

DSRE 699 - Thesis

Credits: 1-3

Master's thesis.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable up to 3 credits
Schedule Type: Independent
College Code: SEM

DSRE 705 - Theological and Historical Perspectives on Discipleship

Credits: 4

Examines the biblical and theological basis for discipleship, spiritual life, and Christian experience as well as how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended
Term Offering: Spring
College Code: SEM

DSRE 707 - The Personal Practice of Discipleship and Biblical Spirituality

Credits: 8

Covers a historical view of those devotional practices outlined in Scripture, Ellen White and significant devotional writers that lead to Christian formation. Provides a praxis model of reflection upon and engagement with those spiritual practices and patterns of life that define who we are as disciples of Jesus.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended
Term Offering: Spring
College Code: SEM

DSRE 708 - Mentoring and Coaching for Discipleship

Credits: 5

This course will equip participants for assisting in the Christian formation and

discipling of others through spiritual mentoring and coaching. It will develop an understanding of how the age, temperament, and developmental stage of a mentoree helps to determine the most effective model for discipling.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Spring
College Code: SEM

DSRE 709 - Constructs of Corporate Ministry for Discipleship

Credits: 5
Explores constructs of corporate ministry that will enhance growth in Christian formation and discipleship within the context of the church and wider community. A corporate life of mission and ministry to others through loving and maturing relationships will be developed.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Blended Learning
Term Offering: Spring
College Code: SEM

DSRE 710 - Current Issues in Youth and Young Adult Ministry

Credits: 4
Students study selected issues in youth and young adult ministry, including adolescent development, inter-generational relationships, and the challenges of popular culture. They learn how to build specialized approaches in youth ministry. Selected issues in youth and young adult ministry, including adolescent development, inter-generational relationships, loss and reclamation of youth and young adults, Adventist education, popular culture, emergent church, and the call and mission of young people for God's kingdom and the church. Building specialized approaches in youth and young adult ministry.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 720 - Professional Development

Credits: 1,2
Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Each summer two intensives in the Family Ministry Concentration are offered. GDPC 614 Human Development or equivalent.
Schedule Type: Lecture
College Code: SEM

DSRE 721 - Perspectives on Youth and Young Adult Ministry

Leadership Strategies

Credits: 5
This module will explore the various leadership roles and functions involved in youth and young adult ministry. It includes: youth and young adult ministry leadership principles, planning and leading major events, implementing change, leadership in youth evangelism, developing people helping skills, life cycle of a youth and young adult ministry.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 747 - Ministry to Families in Context

Credits: 4,5
Provides an introduction to family ministry and the challenges of ministry to contemporary families based on an understanding of their religious, social, educational, occupational, and governmental/legal contexts. Marriage as the core social institution of the family will be emphasized as will current family and public policy.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Summer
College Code: SEM

DSRE 748 - Family Dynamics and Sexuality

Credits: 5
This module addresses ministry to families based on an understanding of family systems, the family life cycle, human relationship processes, and human sexuality.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Summer
College Code: SEM

DSRE 749 - Family as a Center for Discipleship

Credits: 5
Considers the mission of the home to foster discipleship—within the marriage relationship and in the parenting of children, with the wider family circle of relatives, and with friends and neighbors in the community. Special emphasis will be placed on the dynamics of parent-child relationships and parenting responsibilities with a particular emphasis on transmitting a heritage of faith to the next generation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
Term Offering: Summer
College Code: SEM

DSRE 755 - Families in Society

Credits: 2
An exploration of issues germane to family life education, and the mission and methods of family ministry within a leadership perspective.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): GDPC 614 Human Development or equivalent.
Schedule Type: Lecture
Term Offering: Summer
College Code: SEM

DSRE 757 - Family Law and Public Policy

Credits: 3
An exploration of issues which identify social problems affecting families and how family law and public policies relate to social services for children and families.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): GDPC 614 Human Development or equivalent.
Schedule Type: Lecture
Term Offering: Summer
College Code: SEM

DSRE 758 - Internal Dynamics of Families

Credits: 2–5
A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

DSRE 759 - Human Sexuality

Credits: 2,3
An understanding of, and skill development in, interpersonal relationships and a study of human social conduct with emphasis on congregational life. Also studies the physiological, psychological, emotional, and social aspects of human sexuality and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): GDPC 614 Human Development or equivalent.
Schedule Type: Lecture
Term Offering: Summer
College Code: SEM

DSRE 765 - Advanced Youth and Young Adult Ministry

Credits: 5
Builds on knowledge of youth and young adult ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth and young adult ministry, sexuality, music, camping, short-term missions, risk management, contemporary worship, and youth as the present and future of the church.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

DSRE 779 - Parenting Education and Guidance

Credits: 3

Examines the changing roles and responsibilities of parents; child-rearing practices, including spiritual nurture of children; safety and protection for children; diverse parenting situations; decision making about parenthood. Develop skills in parenting education, integrating a Christocentric purview.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): GDPC 614 Human Development or equivalent.

Schedule Type: Lecture

Term Offering: Summer

College Code: SEM

DSRE 830 - Advanced Fostering Spiritual Growth

Credits: 3

Examines the contributions of theology and the social sciences to a theoretical understanding of how the spiritual life is formed in the individual and considers strategies to foster spiritual growth.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 840 - Nonformal Learning

Credits: 3

A philosophical and practical approach toward teaching strategies in diverse cultural, non-formal settings, with consideration given to literacy issues in the developing world.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 850 - Theological Foundations of Christian Teaching

Credits: 3

Theistic assumptions and biblical models that identify the goals of Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 860 - Teaching Religion in College

Credits: 3

Furnishes PhD in Religious Education students with insights into the practice of using basic techniques, tools and procedures for meaningful religious education.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 870 - Advanced Studies: _____

Credits: 1–4

Individual or group studies in a specific area of Religious Education designed to meet program competencies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Independent

Special Approval: Advisor or instructor permission required.

College Code: SEM

DSRE 878 - Advanced Scholarly and Professional Development

Credits: 0

Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special-event lectures, and professional conferences; presentation of scholarly papers; and teaching experiences. DG will be given until requirements are completed and experiences are documented in the portfolio.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 880 - PhD (Religious Education) Program Continuation

Credits: 0

Allows off-campus doctoral students during their coursework phase to maintain active status and to have access to the James White Library electronic resources.

Grade Mode: Noncredit (NC,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

DSRE 885 - Field Practicum: _____

Credits: 1–5

Supervised religious education experience for the advanced student's chosen area of specialty such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Practicum

College Code: SEM

DSRE 887 - Applied Research

Credits: 1–3

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Project to support competency for dissertation research.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

DSRE 890 - Directed Reading

Credits: 1–6

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

DSRE 930 - Seminar: _____

Credits: 3

Group study in specified areas of Religious Education.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Seminar

Special Approval: Advisor or instructor permission required.

College Code: SEM

DSRE 950 - Synthesis in Religious Education

Credits: 3

A capstone course in which students synthesize their learning experiences by examining the structure of the discipline, discussing its major issues, and reviewing its basic literature. Students make portfolio presentations to demonstrate program competencies. Preferably taken in the last semester of course work.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

DSRE 995 - Doctoral Dissertation

Credits: 1–14

Dissertation credits should be registered for while working on the dissertation. Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRM 880 or GSEM 854, and their dissertation proposal has been approved. One credit qualifies as a full-time status. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Course Attribute: Full-time status

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable up to 13 or 14 credits

Schedule Type: Independent

College Code: SEM

New Testament

Seminary N125
269-471-3219
ntst@andrews.edu

Faculty
P. Richard Choi, *Chair*
Felix Cortez
Teresa Reeve
Thomas Shepherd
Ranko Stefanovic

New Testament Studies

NTST 509 - Intro to Exegesis and Theology 3: Pauline Writings

Credits: 3
Interpretation and theology of the writings of the Apostle Paul, with detailed exegesis of selected passages.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

NTST 510 - Intro to Exegesis and Theology 1: Gospels

Credits: 3
Interpretation and theology of the four Gospels, with detailed exegesis of selected passages.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite/Corequisite: Must have passed NTST 551 either by passing the placement exam or the course or be enrolled in NTST 551.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 515 - New Testament Backgrounds

Credits: 2,3
The political, cultural, and religious situation in the New Testament world, with an introduction to the major primary sources.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 520 - Introduction to the New Testament

Credits: 2
An introduction and survey of the New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 525 - Revelation

Credits: 2
An exegetical approach to the book of Revelation, with special emphasis on selected passages.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite/Corequisite: Must have met the beginning Greek requirement or be enrolled in NTST 551.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 530 - Introduction to Revelation

Credits: 2
An introduction and survey of the book of Revelation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture
College Code: SEM

NTST 535 - Studies in the Pauline Writings

Credits: 2,3
Study of selected letters of Paul. Greek not required. Not applicable to MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 536 - Studies in the Gospels

Credits: 2, 3
Study of a selected book or books of the Gospels. Greek not required. Not applicable to MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

NTST 537 - Studies in Acts and General Epistles

Credits: 2,3
Study of a selected book or books from either Acts or the General Epistles. Greek not required. Not applicable to MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 538 - Studies in Hebrews

Credits: 2,3
Study of Hebrews. Greek not required. Not applicable to MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

NTST 539 - Studies in Revelation

Credits: 2,3
Study of Revelation. Greek not required. Not applicable to MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 543 - Intro to Exegesis and Theology 2: Acts and General Epistles

Credits: 2
Interpretation of the book of Acts and the General Epistles, with detailed exegesis of selected passages.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite/Corequisite: Must have passed NTST 552 either by passing the placement exam or by earning at least a C in the course or be enrolled in NTST 552.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 551 - Beginning Greek

Credits: 0,2
An introduction to the grammar and syntax of New Testament Greek for students without a working knowledge of the language. Students taking this course during the summer may not take other classes during the same session.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Independent, Interactive Online
College Code: SEM

NTST 552 - Intermediate Greek

Credits: 0,2,3
Completes the coverage of grammar and syntax and includes extensive reading in the Greek New Testament. Students taking this course during the summer may not take other classes during the same session.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must have passed NTST 551 either by passing the placement exam or the course
Repeatable: Repeatable
Schedule Type: Lecture, Independent, Interactive Online
College Code: SEM

NTST 567 - Theology of the New Testament (English)

Credits: 2,3
Study of selected NT topics. The subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 606 - New Testament Textual Criticism and Canon Formation

Credits: 2,3
Development and history of the New Testament canon, text and translations. Meets the New Testament Backgrounds course requirement for the MDiv.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 608 - Advanced Greek Grammar and Syntax

Credits: 2,3
An intense and rigorous course to give students high proficiency in the Koine Greek of the New Testament and cognate literature.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 613 - Love, Marriage and Divorce

Credits: 2,3
In-depth historical-grammatical study of the New Testament theology of love, sexual expression, marriage and divorce in the teachings of Jesus and the apostles.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 614 - Suffering, Death and Resurrection

Credits: 2,3
In-depth historical-grammatical study of the New Testament theology of suffering, death and resurrection in the teachings of Jesus and the apostles.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 615 - New Testament Archaeology

Credits: 2,3
A study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 616 - Theology of Luke-Acts

Credits: 2,3
In-depth study of selected themes in Luke-Acts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 618 - Syriac

Credits: 2,3
Basic elements of grammar and syntax with a practical vocabulary; attaining proficiency in reading to enable continued independent study; comparisons with Hebrew for a better understanding of biblical Hebrew in its Semitic setting.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 623 - New Testament Theology of Prayer

Credits: 2,3
In-depth historical-grammatical study of the prayers in the New Testament ranging from Jesus' prayers to prayers in Acts and the Epistles and the theology of prayer as expressed by various New Testament writers.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 626 - Seminar in Classical Jewish Literature

Credits: 2,3
Reading in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and medieval texts. Identical to OTST 626.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Required languages vary according to the subject matter.
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SEM

NTST 627 - New Testament Theology of Salvation

Credits: 2,3
In-depth historical-grammatical study of the concepts of sin and salvation in the New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 628 - The Holy Spirit in the New Testament

Credits: 2,3
In-depth historical-grammatical study of the person and the work of the Holy Spirit in the New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 629 - New Testament Ecclesiology

Credits: 2,3
A comprehensive study of the nature, structure, ministry and activities of the church in New Testament times.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 630 - Theology of the Synoptic Gospels

Credits: 2,3
In-depth study of selected themes in the synoptic gospels.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 633 - Social Issues in the New Testament

Credits: 2,3
In-depth study of selected New Testament passages regarding the involvement of individual believers and the church in addressing human need.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture
College Code: SEM

NTST 634 - Theology of the Pauline Epistles

Credits: 2,3
In-depth study of selected themes in the Pauline Epistles.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 635 - Intertestamental Literature

Credits: 2,3
Selected studies in the Old Testament, Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls in the context of the history and culture of Judaism of the Intertestamental Period and their relationships to the Old and New Testaments. Particular topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 636 - Jerusalem in the Time of Jesus

Credits: 2,3
A study of the geography, history, culture and archaeology of the city of Jerusalem focused particularly on the time of Jesus and the events surrounding his crucifixion.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

NTST 641 - Theology of the Johannine Writings

Credits: 2,3
In-depth study of selected themes in the Johannine Writings.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 644 - Readings in the Septuagint

Credits: 2,3
Readings of selected passages in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Identical to OTST 660 - Readings in the Septuagint.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 - Intermediate Greek either by passing the placement exam or by earning at least a C in the course. Must pass OTST 552 - Biblical Hebrew II either by passing the placement exam or by earning at least a C+ in the course.
Schedule Type: Lecture
College Code: SEM

NTST 645 - Hebrews

Credits: 2,3
In-depth study of Hebrews.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

NTST 646 - Topics in New Testament Exegesis

Credits: 2,3
Studies in hermeneutical principles and procedures requisite to New Testament interpretation and/or in various sections of the New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 647 - Eschatology

Credits: 2,3
A study of nature and method of NT eschatology with a Christ-centered emphasis, an overview of the eschatology of the OT and Intertestamental period as the primary backgrounds to NT eschatology, and an intensive study of the key NT texts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture
College Code: SEM

NTST 648 - Revelation

Credits: 2,3
In-depth study of selected key chapters of Revelation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): GSEM 511 or GSEM 627. Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 650 - Great Controversy, Covenant, Law and Sabbath

Credits: 2,3
Study of key New Testament passages on the Great Controversy, covenant law and Sabbath in their canonical and theological contexts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

NTST 653 - Advanced Studies in the General Epistles

Credits: 2,3
The epistle(s) chosen from among James, 1 Peter, 2 Peter, Jude, and 13 John announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

NTST 654 - Second Century Christianity

Credits: 2,3
A study of the line of development from the writings and communities of the New Testament to the literature and movements of the post-apostolic period.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 655 - Advanced Studies in the Gospels

Credits: 2,3
The Gospel(s) to be studied are announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.

Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 658 - Advanced Studies in the Pauline Writings

Credits: 2,3
The letter(s) of Paul to be studied are announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 either by passing the placement exam or by earning at least a C in the course.
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 665 - Coptic

Credits: 2,3
Basic elements of Coptic grammar and syntax, readings in the Coptic New Testament and other Coptic literature.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 667 - Topics in New Testament Theology

Credits: 2,3
A study of selected themes in New Testament theology or of the structure of New Testament theology as a whole. Topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a C in the course
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 668 - New Testament Ethics

Credits: 2,3
A study of the ethical teachings of the New Testament, their relation to New Testament theology, and their implications for contemporary Christian living.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a C in the course
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 676 - Jesus in Recent Scholarship

Credits: 2,3
Advanced studies in the person and proclamation of Jesus and the ways Jesus has been understood in various, significant 'lives' of Jesus, including current Jewish assessments. Seeks to give a biblical answer to Jesus' question, "Who do you say that I am?"

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a C in the course
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 677 - Seminar in New Testament Issues

Credits: 2,3
Topics announced in the Class Schedule.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
Special Approval: Admission for non-doctoral students by permission of professor.

College Code: SEM

NTST 678 - Seminar in Greek Exegesis

Credits: 2,3
Particular books or passages to be exegeted are announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

Repeatable: Repeatable with different topics

Schedule Type: Seminar

Special Approval: Admission for non-doctoral students by permission of professor.

College Code: SEM

NTST 679 - Seminar in New Testament Theology and Ethics

Credits: 2,3
An examination of one or more major theological or ethical themes of the New Testament. Particular themes announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a C in the course
Repeatable: Repeatable with different topics
Schedule Type: Seminar
Special Approval: Admission for non-doctoral students by permission of professor.

College Code: SEM

NTST 680 - Greco-Roman World

Credits: 2,3
Aspects of the culture, history, and religion of the Greco-Roman world bearing on New Testament interpretation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 684 - Judaism and the New Testament

Credits: 2,3
A study of the Jewish background of the New Testament, including the contemporary history, culture, religion, and literature.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 689 - Seminar in New Testament Backgrounds

Credits: 2,3
Particular topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SEM

NTST 690 - Independent Study

Credits: 1-4
Research on an individual basis dealing with problems in the field of the New Testament. Only open to students who have completed core New Testament requirements. See Seventh-day Adventist Theological Seminary.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

NTST 695 - Topics in New Testament Backgrounds

Credits: 2,3
Course deals with selected themes.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

NTST 696 - Seminar in Hellenistic Greek

Credits: 2,3
Selected readings in and analysis of various sources such as the Greek New Testament, Septuagint, papyri, Josephus, Philo, Apostolic Fathers, or related texts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a C in the course

Repeatable: Repeatable
Schedule Type: Seminar
Special Approval: Admission for non-doctoral students by permission of professor.

College Code: SEM

NTST 885 - Topics in

Credits: 1–3
Classroom setting research dealing with selected problems in the field of New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 890 - Directed Reading in New Testament Studies

Credits: 1–8
Guided readings in selected literature.

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SEM

NTST 897 - Independent Study:

Credits: 1–3
Research on an individual basis dealing with selected problems in the field of New Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

NTST 920 - Seminar in New Testament Backgrounds

Credits: 2,3
Particular topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Seminar
College Code: SEM

NTST 940 - Seminar in New Testament Exegesis and

Hermeneutics:

Credits: 3
Exegesis in New Testament books or passages and/or studies in particular topics such as the history of New Testament exegesis and hermeneutics.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a B in the course
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: SEM

NTST 945 - Seminar in Biblical Theology

Credits: 2,3
Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the testaments, and biblical authority. Identical to OTST 945.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must pass NTST 552 by passing the placement exam or by earning at least a B in the course
Repeatable: Repeatable with different topics
Schedule Type: Blended Learning, Seminar
College Code: SEM

Old Testament

Seminary N111
269-471-2861

Faculty

Paul Z. Gregor, *Chair*
Richard M. Davidson
Jacques B. Doukhan
Constance E. C. Gane
Roy E. Gane
Oliver Glanz
Gerald A. Klingbeil
Paul J. Ray, Jr.
Randall W. Younker

Old Testament Studies

ANEA 510 - Archaeology and the Bible

Credits: 2,3

The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word.

Course Attribute: History and Archaeology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

ANEA 514 - Bible Lands and Their Explorations

Credits: 2,3

Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 604 - History of the Ancient Near East

Credits: 2,3

An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 605 - Seminar in Old Testament History

Credits: 2,3

Individual research on specific problems for advanced students in Old Testament history.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): ANEA 635 or ANEA 604 or equivalent.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

ANEA 612 - Ancient Near Eastern Languages

Credits: 3

Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 and NTST552 or their equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

ANEA 613 - Paleo-Christian Archaeology

Credits: 2-3

A study of the archaeological evidence that contributes to a better understanding of the cultural, political, and religious context from the beginnings of early Christianity into the Byzantine period.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

ANEA 614 - Archaeology of Palestine

Credits: 2,3

An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 615 - Seminar in Archaeology and History of Antiquity

Credits: 2-3

The archaeology and historical discoveries and problems related to the Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): ANEA 510 or ANEA 514 or equivalent and ANEA 614 or equivalent, or permission of instructor.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

ANEA 630 - Archaeological Field Work

Credits: 1-8

In connection with the Andrews-sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable up to 12 credits
Schedule Type: Lecture
College Code: SEM

ANEA 635 - History of Israel

Credits: 2,3

An introduction to the history of Israel in the pre-monarchial, monarchial, and post-monarchial periods.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 638 - Archaeology in Evangelism

Credits: 2,3

An introduction to the use of archaeology in evangelistic settings. Field projects are observed and presented by students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): ANEA 510 or equivalent.
Schedule Type: Lecture
College Code: SEM

ANEA 640 - Research, Method and Theory in Archaeology

Credits: 2-3

An introduction to research techniques and tools in the discipline of archaeology. Distinctive concepts and selected topics in archaeological methodology and theory.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

ANEA 690 - Independent Study

Credits: 1-3

Individual research work on specific problems for students who have completed basic courses in Archaeology. See general guidelines under Academic information.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable

Schedule Type: Independent
College Code: SEM

ANEA 695 - Directed Studies

Credits: 3
Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Independent
College Code: SEM

ANEA 810 - Near Eastern Archaeology

Credits: 3
Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non-written materials.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): ANEA 614 or equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

ANEA 830 - Advanced Archaeological Field Work

Credits: 1–9
This course is an advanced field work course for doctoral students. It provides guidance and experience in supervising and directing archaeological field research.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Corequisite(s): ANEA 630or the permission of the instructor
Schedule Type: Lecture, Blended Learning
College Code: SEM

ANEA 890 - Directed Reading in History and Archaeology Studies

Credits: 1–6
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Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

OTST 500 - Survey of the Old Testament

Credits: 2,3
An introductory survey of the history, literature, and backgrounds of the Old Testament for students who have not had such a course on the college level.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 510 - Archaeology and the Bible

Credits: 2,3
The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible, emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 514 - Bible Lands and Their Explorations

Credits: 2,3
Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 515 - Introduction to Middle Eastern Languages, Culture and History

Credits: 2,3
An introduction to the languages and/or culture and history of the Middle East, this course is designed to provide a practical general background for students who plan to conduct work or research on or in selected Middle Eastern countries.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 520 - Introduction to Old Testament Theology

Credits: 2,3
Introduction of Old Testament theology. Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith. Normally offered off-campus for the MA Ministry students and others who have not taken Hebrew. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 545 - Daniel

Credits: 2,3
Exegetical study in selected portions of Daniel.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 546 - Studies in Daniel (English)

Credits: 2,3
This course covers selected chapters of Daniel based primarily on the English text with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

OTST 551 - Biblical Hebrew I

Credits: 0,3
The fundamentals of biblical Hebrew: a small but practical vocabulary, an understanding of the grammatical structure of the language, and practice in the use of lexicons and commentaries. Aims to provide the minister with a practical study tool.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Independent, Interactive Online
College Code: SEM

OTST 552 - Biblical Hebrew II

Credits: 0,2,3
Development of reading ability in narrative portions of the Hebrew Bible for the student who has OTST 551 or its equivalent.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Independent, Interactive Online
College Code: SEM

OTST 555 - Prophets

Credits: 3
Interpretation of the Nevi'im (Prophets, except Daniel) and exegetical study in selected portions of its books.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must have met the intermediate Hebrew requirement or be enrolled in OTST 552.
Schedule Type: Lecture
College Code: SEM

OTST 556 - Studies in Prophets (English)

Credits: 2,3
This course covers selected books of Prophets based primarily on the English text

with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

OTST 558 - Writings

Credits: 2
Interpretation of the Ketubim (Writings) and exegetical study in selected portions of its books.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must have met the intermediate Hebrew requirement or be enrolled in OTST 552.
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 565 - Pentateuch

Credits: 3
Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, or Deuteronomy).

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Must have met the beginning Hebrew requirement or be enrolled in OTST 551.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 566 - Studies in the Pentateuch (English)

Credits: 2,3
This course covers selected books of the Pentateuch based primarily on the English text with reference to the Hebrew/Aramaic original. Typically offered to students who have not yet taken OTST551 or OTST552. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 570 - Readings in the Old Testament (English)

Credits: 2,3
Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min students and others who have not taken Hebrew. Not applicable for MDiv credit.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 604 - History of the Ancient Near East

Credits: 2,3
An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 605 - Seminar in Old Testament History

Credits: 2,3
Individual research on specific problems for advanced students in Old Testament history.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 635 or OTST 604
Schedule Type: Seminar
College Code: SEM

OTST 607 - Preaching from the Old Testament

Credits: 2,3
An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN 607.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 612 - Ancient Near Eastern Languages

Credits: 3
Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 and NTST 552 or their equivalent.
Schedule Type: Lecture
College Code: SEM

OTST 614 - Archaeology of Palestine

Credits: 2,3
An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 615 - Seminar in Archaeology and History of Antiquity

Credits: 2,3
The archaeology and historical discoveries and problems related to the Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 510 or OTST 514 or equivalent and OTST 614 or equivalent, or permission of instructor
Schedule Type: Seminar
College Code: SEM

OTST 619 - Theology of the Old Testament

Credits: 2,3
Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 620 - Seminar in Old Testament Theology

Credits: 2,3
Selected aspects of Old Testament theology, such as the nature and function of Old Testament theology, the method of Old Testament theology, and the development of major theological themes.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

OTST 625 - Biblical Hebrew III

Credits: 3
The reading of substantial portions of various types of prose and poetry in the Hebrew Bible, with attention to matters of syntax.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Grade of B+ or higher in OTST 552 or a Hebrew Placement Exam score of 75% or higher.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 626 - Seminar in Classical Jewish Literature

Credits: 2,3
Readings in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and Medieval texts. Identical to NTST 626.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Required languages vary according to the subject matter.
Repeatable: Repeatable

Schedule Type: Seminar
College Code: SEM

OTST 627 - Jewish Life and Thought

Credits: 2,3
An introduction to Jewish beliefs and theology, liturgy and festivals, and thinking and philosophy as they illuminate approaches to the Bible and Hebrew customs.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 628 - Methods of OT Exegesis

Credits: 2,3
Introduction to the Masoretic text (Masora, accents, apparatus) and to the various methods and tools of exegesis; provides basic training in applying the exegetical work to selected passages of the Hebrew Bible.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 630 - Archaeological Field Work

Credits: 1–8
In connection with the Andrews-sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable up to 12 credits
Schedule Type: Lecture
College Code: SEM

OTST 633 - Social Issues in the Old Testament (Exegesis)

Credits: 3
Interpretation and theology of the Old Testament regarding the involvement of individual believers and the covenant community of faith in addressing human need.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Schedule Type: Lecture
College Code: SEM

OTST 634 - Intertestamental Literature

Credits: 2,3
Selected studies in the Old Testament, Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls in the context of the history and culture of Judaism of the Intertestamental Period and their relationships to the Old and New Testaments. Particular topics announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 635 - History of Israel

Credits: 2,3
An introduction to the history of Israel in the pre-monarchial, monarchial, and post-monarchial periods.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

OTST 639 - Studies in Old Testament Exegesis

Credits: 2,3
Exegetical studies in selected sections or themes of the Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 640 - The Old Testament and Its Translations

Credits: 2,3
A non-technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 654 - Biblical Aramaic

Credits: 2,3
Study of the essentials of grammar and syntax (with some reference to biblical Hebrew) coordinated with reading and analysis of a substantial part of the Aramaic portions of the Bible.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 658 - Seminar in Ancient Near Eastern Languages

Credits: 3
A study of Ancient Near Eastern languages and/or texts not offered in other courses.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

OTST 659 - Studies in Old Testament Issues

Credits: 2,3
A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis 1-11, Messianism, and Old Testament eschatology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 660 - Readings in the Septuagint

Credits: 2,3
Reading of selected texts in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): NTST 552 and OTST 552 or their equivalent.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

OTST 664 - Pentateuch

Credits: 3
Exegetical study in selected portions of Genesis, Exodus, Leviticus, Numbers or Deuteronomy.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 666 - Historical Books

Credits: 3
Exegetical study in selected portions of Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah or Esther.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): OTST 552 or its equivalent.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

OTST 668 - Psalms/Wisdom Literature

Credits: 3

Exegetical study in selected portions of Job, Psalms, Proverbs, Qoheleth or Song of Songs.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 552 or its equivalent.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

OTST 674 - Daniel

Credits: 3

Exegetical study in selected portions of Daniel.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 552 or its equivalent. Recommended prerequisite: OTST 654.

Recommended: Recommended OTST654.

Schedule Type: Lecture, Interactive Online

College Code: SEM

OTST 675 - Minor Prophets

Credits: 3

Exegetical study in selected portions of the Book of the Twelve ("Minor Prophets"). Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 552 or its equivalent.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

OTST 680 - Seminar in Old Testament Exegesis

Credits: 2,3

Exegesis of selected passages in the Old Testament. Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 625 and at least one Hebrew exegesis course with a grade of an A.

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

OTST 685 - Principles of Hermeneutics

Credits: 2,3

An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 552 or its equivalent.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

OTST 686 - Major Prophets

Credits: 3

Exegetical study in selected portions of Isaiah, Jeremiah or Ezekiel.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 552 or its equivalent.

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

OTST 690 - Independent Study

Credits: 1–3

Individual research work on specific problems for students who have completed basic courses in Old Testament. See general guidelines under Independent Study Courses.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

OTST 695 - Directed Studies

Credits: 3

Course deals with selected themes. Can be used only by preapproval from the

student's program director and the teacher.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable with different topics

Schedule Type: Independent

College Code: SEM

OTST 810 - Near Eastern Archaeology

Credits: 3

Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non-written materials.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 614 or equivalent.

Schedule Type: Lecture

College Code: SEM

OTST 820 - Textual Criticism

Credits: 3

Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 654, OTST 660, additional languages as needed. Admission by permission of instructor.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

OTST 835 - Theology of the Hebrew Scriptures

Credits: 3

The theology of an individual book or block of books in 1 of the 3 divisions of the Hebrew canon: Torah (Pentateuch), Prophets, and Writings. Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

OTST 845 - Methodology in Biblical Theology

Credits: 3

The development of biblical theology from the Reformation to the present with special attention to current methodologies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

OTST 885 - Topics in: _____

Credits: 1–3

Classroom setting research dealing with selected topics in the field of Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

OTST 890 - Directed Reading in History and Archaeology Studies

Credits: 1–6

Topics in the area of History and Archaeology Studies.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

OTST 890 - Directed Reading in Old Testament Studies

Credits: 1–6

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

OTST 895 - Independent Study: _____

Credits: 1–3

Research on an individual basis dealing with selected topics in the field of Old Testament.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

OTST 940 - Seminar in Advanced Old Testament Exegesis

Credits: 3

Advanced work on selected passages of the Old Testament; building on the other exegesis courses in Old Testament. Content announced in advance.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): OTST 625.

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

OTST 945 - Seminar in Biblical Theology

Credits: 3

Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the Testaments, and Biblical authority. Identical to NTST 945.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Seminar

College Code: SEM

Theology & Christian Philosophy

Seminary N311
269-471-3607
thst@andrews.edu

Faculty

Darius Jankiewicz, *Chair*
Jo Ann Davidson
Denis Fortin
Martin Hanna
Ante Jeroncic
John Peckham

Theology & Christian Philosophy

THST 510 - Understanding the Christian World

Credits: 2,3

Reaching Roman Catholic, Protestant, Ecumenical, and post-denominational minds. Addressing the post-modern worldview, as well as other challenges to the task of theology in general, and to the Seventh-day Adventist faith in particular. For students without a prior degree in Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 521 - Christian Theology I

Credits: 2,3

Study of the interdisciplinary nature, sources, and methods of theology; the doctrines of God (the Trinity, foreknowledge, predestination), His works (creation, providence, the covenant, law and Sabbath), the Holy Spirit, and human beings (nature, image of God, and sin). For students without a prior degree in Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 522 - Christian Theology II

Credits: 2,3

Study of the doctrines of Christ (nature and works of atonement), salvation, the church (marks, ministry, and mission) and eschatology (Adventist, Christ-centered exploration of end-time prophecies and events). For students without a prior degree in Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 540 - Doctrine of Salvation

Credits: 2,3

A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 550 - Principles of Christian Ethics

Credits: 2,3

Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 600 - Christian Personal Ethics

Credits: 2,3

An application of Christian moral teachings to various personal issues and dilemmas with special emphasis on the moral habits and Christian character.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 605 - Principles of Christian Ethics

Credits: 2,3

Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 608 - The Great Controversy, Covenant, Law, Sabbath

Credits: 2,3

Significance of the Seventh-day rest in the Old Testament, in the teachings of Christ and the apostles, and in Christian theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 611 - Revelation, Inspiration and Hermeneutics

Credits: 3

An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

THST 615 - Doctrine of the Church

Credits: 2,3

The nature, attributes, marks, and government of the Christian Church. Its relation to Christ, to the Scriptures, and to the Holy Spirit. The ordinances and the ministry.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 616 - Doctrine of God

Credits: 2,3

A study of the nature and attributes of God and His relation to the world. Consideration of divine foreknowledge, predestination, and providence; the Trinity; God as person.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

THST 617 - The Works of God

Credits: 2,3

An in-depth study of such doctrines as creation, law and covenant, and Sabbath.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 618 - The Works of Christ

Credits: 2,3

An in-depth study of such doctrines as atonement, salvation, and righteousness by faith.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 619 - Principles and Methods of Theology

Credits: 2,3
The nature, function, and practice of constructive theological activity. Doing theology: What? Why? How? For advanced students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning, Interactive Online
College Code: SEM

THST 623 - Contemporary Adventist Theological Issues

Credits: 2,3
Study of contemporary theological issues and their impact on the message, life and mission of the Seventh-day Adventist Church. The content of the course may vary from year to year.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 624 - Protestant Theological Heritage

Credits: 2,3
An in-depth study of the most important positions of the great shapers of the Protestant tradition from the earliest times to the end of the Magisterial Reformation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 625 - Early Christian Theology

Credits: 2,3
Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 626 - Modern Christian Theology

Credits: 2,3
Study of the major doctrinal trends of the Church from the post-Reformation era to the Enlightenment. Particular attention is given to such themes as salvation, ecclesiology, and Scripture and Tradition.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 627 - Roman Catholic Life & Thought

Credits: 2,3
An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 628 - Contemporary Theology

Credits: 2,3
Study of major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 629 - History and Theology of Ecumenism

Credits: 2,3
Study of the history, structures, and theological implications of the ecumenical movement; including evaluation and response from a Seventh-day Adventist perspective.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 630 - Doctrine of Christ

Credits: 2,3
Systematic and historical study of the unique person of Christ: His pre-existence, divinity, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 634 - Christian Social Ethics

Credits: 2,3
An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 635 - Issues in Origins

Credits: 2,3
A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 637 - Biblical Eschatology

Credits: 2,3
Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 639 - Doctrine of the Holy Spirit

Credits: 2,3
The person and work of the Holy Spirit in the plan of redemption and the divine economy.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Interactive Online
College Code: SEM

THST 640 - Doctrine of Salvation

Credits: 2,3
A broad study of the Christine doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture
College Code: SEM

THST 643 - Christian Professional Ethics

Credits: 2,3

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the various aspects of pastoral ministry and other caring professions.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 644 - Theological Ethics

Credits: 2,3

Discussion and application of biblical teachings and normative models to decision making and standards of Christian behavior in the context of praxis of ministry. THST 550 strongly recommended (expected for MDiv students) prior to this course.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 647 - Human Nature and Destiny

Credits: 2,3

Origin of humanity, the fall, and sin—its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 649 - Seminar in Theological

Issues: _____

Credits: 2,3

Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Available for PhD/ThD, MA, and select MDiv students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

THST 656 - Seminar in Historical

Theology: _____

Credits: 2,3

Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Available for PhD/ThD, MA, and select MDiv students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Blended Learning, Seminar
College Code: SEM

THST 659 - Seminar in Philosophy, Theology, and

Ethics: _____

Credits: 2,3

The interrelation between philosophical, theological, and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

THST 660 - Church and Society

Credits: 2,3

Interdisciplinary analysis of the interrelatedness of church, its theology and task with the society as potential recipient of the Gospel; examination of structures and

dynamics in church and society from biblical, theological, ethical, and sociological perspectives; formulation of a biblical world view vis-a-vis modern philosophies and ideologies.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 667 - Postmodernism and the Church

Credits: 2,3

A critical study of the nature and ideological origins of the postmodern mind as it relates to both the theology and the mission of the Seventh-day Adventist Church.

Course Attribute: Historical Theology

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 676 - History of Philosophy

Credits: 2,3

An overview of classical, medieval, modern, and contemporary philosophy: an introduction to key figures such as Plato, Aristotle, Augustine, Thomas Aquinas, Descartes, Hume, and Kant; and a survey of recent developments such as process, existentialist, and analytical philosophy. For advanced students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 678 - Science and Religion

Credits: 2,3

The relation of scientific information and theory to Christian doctrines; theories of origin, geologic time, uniformity, and organic evolution as developed in the fields of historical geology and biology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 690 - Independent Study: _____

Credits: 1–3

Restricted to advanced students. Selected problems in the field of theology. See general guidelines under Academic Information.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

THST 695 - Topics _____

Credits: 2,3

Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

THST 809 - The Theology of Ellen G. White

Credits: 3

Analytical study of major theological themes in the writings of E. G. White and their influence on Adventist theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 814 - Seminar in Philosophy, Theology and

Ethics: _____

Credits: 3

The interrelation between philosophical, theological and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD,

MA, and select MDiv students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 830 - Methods in Historical Theology

Credits: 3
An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 885 - Topics in _____

Credits: 1–3
Classroom setting research dealing with selected problems in the field of Theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

THST 890 - Directed Reading in Systematic Theology

Credits: 1–6
Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

THST 895 - Directed Reading in Historical Theology

Credits: 1–6
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

THST 896 - Directed Reading in Christian Ethics

Credits: 1–6
Grade Mode: Satisfactory w/DG (S,U,I,W,DG)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

THST 897 - Independent Study:

Credits: 1–3
Research on an individual basis dealing with selected problems in the field of Theology.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

THST 935 - Seminar in Philosophical

Theology:_____

Credits: 3
Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

THST 940 - Seminar in Systematic Theology:_____

Credits: 3
Selected issues in systematic theology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

THST 964 - Seminar in Historical

Theology:_____

Credits: 3
Study of selected doctrinal and historical issues and systems.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

THST 966 - Seminar in Ethics:_____

Credits: 3
Selected issues in ethics from a Christian perspective.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

World Mission

Seminary S203
269-471-6505
mssn@andrews.edu

Faculty

Wagner Kuhn, *Chair*
Bruce Bauer
Petr Cincala
Cheryl Doss
Gorden Doss
Kleber Gonçalves
Lester P. Merklin, Jr.
Boubakar Sanou

World Mission

MSSN 505 - Christian Responses to Human Needs

Credits: 2,3

Explores biblical models, historical examples, and development paradigms for Christian involvement in incarnational ministries.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

MSSN 525 - Mission to the World

Credits: 2,3

A broad introduction to Christian world missions. Includes aspects of mission history, the theological foundations of mission, intercultural perspectives of mission service, contemporary theoretical thought about missions, and basic relationships to other faiths.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

MSSN 546 - Mission in Cultural and Religious Context

Credits: 3

Explores missiological principles with an emphasis on the cultural and religious context, and the development of cultural sensitivity and cross-cultural communication skills for Christian witness. Required of all MDiv students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

MSSN 561 - Christian Witness and World Religions

Credits: 3

Study of the history, writings, beliefs and practices in world religions such as Islam, Hinduism and Buddhism and the development of effective strategies for Christian witness. Required of all MDiv students.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture, Blended Learning, Interactive Online

College Code: SEM

MSSN 584 - Preparation for Cross-Cultural Workers

Credits: 2-4

An orientation for cross-cultural workers that aims to (1) create an awareness of the actual context of mission today; (2) prepare missionaries to meet this situation; and (3) shape attitudes that are indispensable for fruitful cross-cultural mission service.

Grade Mode: Normal (A-F,I,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

MSSN 610 - Theology of Mission

Credits: 3

The biblical foundation of mission, its essence, goals, motives, and the role of the church in mission.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): MSSN 546 and MSSN 561.

Schedule Type: Lecture

College Code: SEM

MSSN 615 - Anthropology for Mission and Ministry

Credits: 2,3

The fundamentals of culture, worldview, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

MSSN 618 - Mission to the Cities

Credits: 3

Examines some of the most pressing elements and topics involved in urban mission: history and issues in urbanization, reasons for urban growth, understanding and navigating the urban context, biblical and theological foundations for urban mission, incarnational ministries, investigation of urban mission models, Ellen G. White and mission to the cities.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture

College Code: SEM

MSSN 630 - Cross-Cultural Leadership Development

Credits: 2,3

A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to CHMN630.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): MSSN 546 and MSSN 561

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

MSSN 635 - Contemporary Issues in Mission

Credits: 2,3

Current issues in mission and the way they affect the church's outreach in the world.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): MSSN 546 and MSSN 561.

Repeatable: Repeatable

Schedule Type: Lecture, Blended Learning

College Code: SEM

MSSN 640 - Advanced Mission Studies

Credits: 3

Study of advanced missiological principles and their application.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): MSSN 546 and MSSN 561.

Schedule Type: Lecture

College Code: SEM

MSSN 650 - Introduction to a World Religion

Credits: 2,3

An introduction to the history, beliefs, writings, personalities and current developments in religions such as Islam, Judaism, Hinduism and Buddhism.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Prerequisite(s): MSSN 546 and MSSN 561.

Repeatable: Repeatable

Schedule Type: Lecture

College Code: SEM

MSSN 652 - Biblical and Qur'anic Studies

Credits: 2,3

The study of the Bible and the Qur'an and other Adventist and Muslim sources of faith such as the Spirit of Prophecy, the Hadith, and Islamic tafsir, with a view to leading a Muslim to faith in Islamic contexts.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 653 - Islamic Culture and Society

Credits: 3
The study of Islamic social systems and practices and their implications for mission. Topics include morals and ideals, family life, festivals, religious life and practice, shar'iah law, and female spirituality.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 660 - Witnessing to People of Another Religion

Credits: 2,3
Development and evaluation of various forms of Christian witness among the peoples of other religions such as Muslims, Jews, Hindus, and Buddhists.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): Prerequisite for MDiv students: MSSN 546 and MSSN 561.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 676 - History of Christian Mission

Credits: 2,3
History of the expansion of the Christian church, from the first century until the present. At the discretion of the Department of Church History, this course may fulfill a Church History elective requirement.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): MSSN 546 and MSSN 561.
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 685 - Strategies for World Mission

Credits: 2,3
A concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
College Code: SEM

MSSN 690 - Independent Study

Credits: 1–3
Individual research on a selected problem in the theory, history, or practice of mission. See general guidelines under Academic Information.

Grade Mode: Normal w S/DG (A-F,I,S,U,DG,W)
Repeatable: Repeatable
Schedule Type: Independent
College Code: SEM

MSSN 695 - Topics _____

Credits: 1–6
On themes by preapproval from the student's program director and the teacher.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 731 - Cultural and Religious Analysis—I

Credits: 4
Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 732 - Cultural and Religious Analysis—II

Credits: 4
Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 741 - Mission Strategy Development

Credits: 4
Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): MSSN 731, MSSN 732.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 742 - Mission Strategy Development

Credits: 4
Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Prerequisite(s): MSSN 731, MSSN 732.
Repeatable: Repeatable
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 795 - Topics in _____ (Emphasis)

Credits: 1–4
Topics courses that address specific areas of knowledge, skills, and research needed for an advanced professional in mission in the cohort's specific concentration. Topics will include foundational concepts needed for the cohort's concentration, such as historical and contemporary mission, cultural studies, and worldviews. Research applicable to the people group or mission concentration will be included.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable with different topics
Schedule Type: Lecture
College Code: SEM

MSSN 805 - Current Issues in Mission

Credits: 3,4
A study of contemporary issues in mission and the way they affect the church's outreach in the world.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 806 - Biblical, Theological, & Spiritual Foundations of Mission

Credits: 5,6
A foundational course that seeks to deepen self-understanding of the attributes one brings to mission and strengthen the biblical spirituality essential for mission. The biblical and theological foundations of mission are explored, including the theology of culture and religions.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 810 - Seminar in _____ (Emphasis)

Credits: 1–6
This seminar will address specific issues beyond the core mission courses that are appropriate to the cohort concentration, allowing students to apply biblical, theology, and missiological concepts to issues in mission from their context. Research applicable to the people group or mission emphasis will be included.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)

Schedule Type: Lecture
College Code: SEM

MSSN 820 - The Church and Social Issues

Credits: 3

This course not only looks at social issues but also helps students learn the skills needed to investigate, understand, and develop a Christian response to a particular social issue.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 826 - Seminar in Theology of Mission

Credits: 3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 827 - Seminar in History of Mission

Credits: 3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 828 - Seminar in Social Sciences and Mission

Credits: 3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 829 - Seminar in Other Religions

Credits: 3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 830 - Seminar in Strategies and Development in Mission

Credits: 3

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Seminar
College Code: SEM

MSSN 834 - Mission Leadership

Credits: 3

This course explores biblical and theological principles of Christian leadership, organizational theory, and systems thinking with a particular focus on mission leadership. Additionally, the course emphasizes the character formation of the Christian leader and the interplay between mission, leadership, context, and strategy development. The course seeks to develop non-profit leadership competencies, an understanding of Christian mission leadership in a pluralistic and multi-cultural world, as well as some important administrative skills one needs to lead effectively.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 835 - Urban Contexts for Mission and Ministry

Credits: 3

Explores urban dynamics tracing the development of urban anthropology in assisting students on how to exegete and relate to urban contexts. Provides the tools to develop a theological framework and mission strategy to reach particular urban cultures or subgroups.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 837 - History & Strategy of Mission

Credits: 3

A missiological study of the history of the church worldwide and the application of the insights which emerge to present strategies of mission. The course focuses on the dynamics of the expansion of the Christian movement, with special attention

to the means of renewal, structures of mission, and the relationship between the two.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 838 - Mission & the Social Sciences

Credits: 5,6

A social science course that provides a prism through which those involved in the study and practice of mission can see and understand people and their worldviews in a more comprehensive and integrated manner.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 840 - Research Methods in Mission and Ministry

Credits: 2,3

Research methods and procedures as applied to the field of mission and ministry with an emphasis on field-based qualitative research, participant observation and ethnographic interviews.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 854 - Research Design in Mission

Credits: 3

Advanced missiological research methods with preparation of a tentative proposal for a field research dissertation.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture
College Code: SEM

MSSN 870 - Discipleship & Worldview Transformation

Credits: 3,4

A course that explores the interaction of context, methodology, attitude, and approach in fostering a biblically-based Christian worldview. Discipling strategies and missionary methods responsive to cultural, religious, and socio-historical contexts will be studied and applications developed for specific groups.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 880 - Mission Education & Training

Credits: 3,4

A survey of educational approaches and training methodologies for teaching mission and missionaries. Adult education and discovery learning models will be practiced and critiqued.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Schedule Type: Lecture, Blended Learning
College Code: SEM

MSSN 885 - Topics in:

Credits: 1–3

Classroom setting research dealing with selected problems in the field of missiology.

Grade Mode: Normal Sem (A-F,I,DG,DN,W)
Repeatable: Repeatable
Schedule Type: Lecture
Term Offering: Fall, Spring, Summer
College Code: SEM

MSSN 888 - Doctor of Missiology Dissertation Continuation

Credits: 0

Doctor of Missiology Dissertation Continuation. This course qualifies for full-time status, requiring a minimum of 480 hours of work per semester of registration.

Grade Mode: Satisfactory w/o 'I' (S,U,W)
Schedule Type: Independent
College Code: SEM

MSSN 890 - Directed Reading in Mission Studies

Credits: 2–12

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Repeatable: Repeatable

Schedule Type: Independent

College Code: SEM

MSSN 897 - Independent Study:

Credits: 1–3

Research on an individual basis dealing with selected problems in the field of missiology.

Grade Mode: Normal Sem (A-F, I, DG, DN, W)

Repeatable: Repeatable

Schedule Type: Independent

Term Offering: Fall, Spring, Summer

College Code: SEM

MSSN 899 - Doctor of Missiology Dissertation

Credits: 1–6

Doctor of Missiology Dissertation

Grade Mode: Satisfactory w/DG (S,U,I,W,DG)

Schedule Type: Independent

College Code: SEM

University Personnel

University Personnel

Presidents, 1874–Present

Battle Creek College, 1874–1901

Sidney Brownsberger, 1874–1881
Alexander McLearn, 1881–1882
Wilcott H. Littlejohn, 1883–1885
William W. Prescott, 1885–1894
George W. Caviness, 1894–1897
Edward A. Sutherland, 1897–1901

Emmanuel Missionary College, 1901–1959

Edward A. Sutherland, 1901–1904
Nelson W. Kauble, 1904–1908
Otto J. Graf, 1908–1917
Clement L. Benson, 1917–1918
Frederick Griggs, 1918–1924
Guy F. Wolfkill, 1924–1930
Lynn H. Wood, 1930–1934
Thomas W. Steen, 1934–1937
Henry J. Klooster, 1937–1943
Alvin W. Johnson, 1943–1950
Percy W. Christian, 1950–1955
Floyd O. Rittenhouse, 1955–1960

Advanced Bible School, 1934–1937

Milton E. Kern, Dean 1934–1937

Seventh-day Adventist Theological Seminary, 1937–1957

Milton E. Kern, 1937–1943
Denton E. Rebok, 1943–1951
V. E. Hendershot, 1951–1952
Ernest D. Dick, 1952–1957

Potomac University, 1957–1960

Ernest D. Dick, 1957–1959
Floyd O. Rittenhouse, 1959–1960

Andrews University, 1960–

Floyd O. Rittenhouse, 1960–1963
Richard Hammill, 1963–1976
Joseph G. Smoot, 1976–1983
W. Richard Leshner, 1984–1994
Niels-Erik A. Andreasen, 1994–2016
Andrea Luxton, 2016–

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Advisors: Larry Blackmer, Jonathan Duffy, G. Thomas Evans, Ricardo Graham, Mark A. Johnson, G. Earl Knight, Thomas Lemon, Larry R. Moore, Ella Simmons

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(As of November 6, 2017)

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University Administration

(As of August 1, 2017)

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Christon Arthur, PhD, Provost

Larry Schalk, MBA, Senior Vice President for Financial Administration

David A. Faehner, PhD, Vice President for University Advancement

Frances Faehner, PhD, Vice President for Campus & Student Life

Stephen Payne, BA, Vice President for Integrated Marketing & Communication

Randy K. Graves, MS, Vice President for Enrollment Management

Michael Nixon, JD, Vice President for Diversity & Inclusion

Daniel Agnetta, MA, Director of Human Resources

Elynda Bedney, MSA, Assistant Vice President for Student Financial Services

Lorena L. Bidwell, MBA, Chief Information Officer

Audrey V. Castelbuono, MA, Associate Vice President for Development

Aimee Vitangcol-Regoso, MBA, Registrar

Lynn Merklin, PhD, Assistant Provost for Institutional Effectiveness

Donald L. May, MA, Assistant Provost for Undergraduate Initiatives & Andrews Core Experience

Steve Yeagley, MDiv, Assistant Vice President for Student Life

Gwendolyn Powell Braswell, JD, General Counsel

Glenn A. Meekma, BS, CPA, Controller

Dawn Mutz, MA, Associate Registrar for Graduate and Undergraduate Programs

Beth Baxter, BS, Assistant Registrar

Academic Deans and Directors

Robert Bates, PhD, Assistant Director of Archaeological Publications

Bruce L. Bauer, DMiss, Director, Doctor of Missiology

Robert Benjamin, MDiv, MBA, Director, International Student Services & Programs

Gary Burdick, PhD, Dean of Research

Merlin D. Burt, PhD, Director, Center for Adventist Research

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Carey Carscallen, MArch, Dean, School of Architecture & Interior Design

Petr Činčala, PhD, Director, Institute of Church Ministry

Felix Cortez, PhD, Director, MA (Religion) and Seminary Affiliations and Extensions

Paula Dronen, JD, Associate Dean, School of Architecture & Interior Design

Vacant, Director, Institute of Jewish-Christian Studies

La Ronda Forsey, MS, Associate Dean, School of Distance Education; K–12 Principal,

Griggs International Academy

Constance Gane, PhD, Curator, Horn Archaeological Museum; Associate Director, Institute of Archaeology

Carolina Gomez-Jones, MA, Director, Off-Campus Programs

Kleber Gonçalves, PhD, Director, Doctor of Ministry Program; Director, Global

Mission Center for Secular and Postmodern Studies

Helena R. Gregor, PhD, Director, Seminary Online Learning Center

Paul Z. Gregor, PhD, Associate Director, Institute of Archaeology

Esther Knott, MA, Director, MA in Pastoral Ministry, English Track; Director, InMinistry Center

Ronald A. Knott, MAPM, Director, Andrews University Press

Wagner Kuhn, PhD, Director, Postdoctoral Fellowship

Øystein S. LaBianca, PhD, Associate Director for Research, Institute of Archaeology

Jeannie Leitermann, MA, Principal, Andrews Academy

Janine Lim, PhD, Associate Dean of Online Higher Education, School of Distance Education

Robson Marinho, PhD, Dean, School of Education

John Matthews, PhD, Director, MA (Religious Education); Director, PhD (Religious Education)

Keith E. Mattingly, PhD, Dean, College of Arts & Sciences

Jasel McCoy, MS, Director of Fitness & Exercise Studies

Errol McLean, DMin, Associate Director, North American Division Evangelism Institute

Nicholas P. Miller, JD, PhD, Director, International Religious Liberty Institute

Aaron Moushon, BA, Director, Academic and Career Exploration

Jiří Moskala, ThD, PhD, Dean, Seventh-day Adventist Theological Seminary

Ricardo Norton, DMin, PhD, Director, MA in Pastoral Ministry, Hispanic Track; Director, Institute of Hispanic Ministry

Lawrence W. Onsager, MLS, Dean of Libraries

L. Fernando Ortiz, DMin, Director, Master of Divinity

Stanley E. Patterson, PhD, Director, Christian Leadership Center

L. Monique Pittman, PhD, Director, J.N. Andrews Honors Program
Paul J. Ray, Jr, PhD, Director, Archaeological Publications; Associate Curator, Horn Archaeological Museum
Teresa Reeve, PhD, Associate Dean, Seventh-day Adventist Theological Seminary
Emmanuel Rudatsikira, MD, PhD, Dean, School of Health Professions
Evelyn Savory, PhD, Principal, Ruth Murdoch Elementary School
Eduard E. Schmidt, DMin, Director, North American Division Evangelism Institute; Director, Theological Field Education
David Sedlacek, PhD, Director, MA in Youth and Young Adult Ministry
Thomas Shepherd, DrPH, PhD, Director, PhD (Religion) & ThD Programs; Director, Greek Manuscript Research Center
Alayne Thorpe, PhD, Dean, School of Graduate Studies; Dean, School of Distance Education & International Partnerships
Ralph Trecartin, PhD, Dean, School of Business Administration
Anthony Wagener Smith, DMin, Associate Director, North American Division Evangelism Institute
Ronald H. Whitehead, MA, Executive Director, Center for Youth Evangelism
Randall W. Younker, PhD, Director, Institute of Archaeology; Director, PhD (Biblical and Ancient Near Eastern Archaeology)

Administrative Deans and Directors

Stanley Beikmann, BS, Director, Arboretum
Glynis Bradfield, PhD, Director, School of Distance Education Student Services and Assessment
Jennifer Burrill, MA, Director, Lamson Hall
Spencer Carter, MA, Director, Meier Hall
Sonya Cruz, MA, Director, Enrollment Counseling
Paul Elder, Director, Facilities Management
Judith B. Fisher, PhD, Director, Counseling & Testing Center
Carolina Gomez-Jones, MA, Assistant Dean, School of Distance Education
Dominique Gummelt, PhD, Director, University Health & Wellness
Daniel Hamstra, BS, Director, Telecommunication Systems
David Iwasa, MAT, Director, University Towers
David G. Jardine, Director, Student Activities & Athletics
Ethan Jones, JD, Director, Compliance, School of Distance Education
Andriy Kharkovyy, MBA, Director, Alumni Services
Kristine Knutson, MA, Director, Student Success Center
Shanna Leak, Director, Undergraduate Admissions
James R. Massena, BS, Director, Institutional Research
Rebecca L. May, BA, Director, Campus Relations & Events
Benjamin Panigot, Director, Campus Safety
Theresa Popp, BS, Director, Planned Giving & Trust Services
Lowell G. Hamel, MD, Director, Medical Services
Sharyl R. Turon, BBA, Director, Financial Records
Deborah Weithers, MA, Dean, Student Life

Managers of Service Departments and Auxiliary Enterprises

Martin D. Bradfield, BBA, Manager, Transportation Services
Rodrick Church, BS, Manager, LithoTech
Mark Daniels, BA, General Manager, Dining Services
Sharon J. Dudgeon, MMus, Manager, WAUS
Lynnetta Hamstra, MBA, Manager, Howard Performing Arts Center
Glenn A. Meekma, BS, CPA, Manager, Farm and Dairy
Alfredo Ruiz, MA/MDiv, Director, University Apartments
Cynthia Swanson, Manager, University Bookstore
Allen Wellborn, Manager, Custodial Services
Jamie Wright, Manager, Plant Service

Administrators Emeriti

Niels-Erik Andreasen, President, Emeritus
Lyndon G. Furst, EdD, Dean, School of Graduate Studies and Professor of Educational Administration and Supervision, Emeritus
Merlene A. Ogden, PhD, Dean and Professor of English, Emerita
Gottfried Oosterwal, DLitt, Director, Center for Intercultural Relations, Emeritus
Allen F. Stembridge, Dean, School of Business Administration, Emeritus
Charles H. Tidwell Jr., PhD, Dean, Affiliation & Extension Programs, Emeritus
Werner K. Vyhmeister, PhD, Dean, Seventh-day Adventist Theological Seminary and Professor of Mission, Emeritus

Alumni Association Officers

Members

Denise Curnutt (MAT'96), President, Niles, Mich.
Andriy Kharkovyy (BBA '06, MBA '09), Executive Director, Berrien Springs, Mich.
Laura Malcolm (BBA '11), Berrien Springs, Mich.
Emily Carlson (MA '15), Berrien Springs, Mich.
Dave Nelson (Att.), Berrien Springs, Mich.
Judy Nowack (Att.), Berrien Springs, Mich.
Vladimir Radivojevic (BS '95), South Bend, Ind.

Michael Villwock (BT '08), Buchanan, Mich.
Bradley Sheppard (BA '82, MA '87, PhD '11), Berrien Springs, Mich.

Ex-Officio Members

Andrea Luxton, PhD (MA '78), President, Andrews University
David A. Faehner, PhD (MA '72), Vice President, University Advancement
Patricia Spangler (BS '04), FOCUS Editor
Jessica Yoong, 2017-2018 AUSA Representative
Mark A. Reid, 2017-2018 GSA Representative
Jan Pickett (MA '86, BSW '83) BSCF Co-Representative
Michael Nixon (BS '09) BSCF Co-Representative

Recipients of Andrews University Faculty Awards for Excellence in Teaching

1976–77—Bill Chobotar, Patricia M. Silver
1977–78—Merlene A. Ogden, M. Lillian Moore
1978–79—Daniel A. Augsburg, Ivan L. Warden
1979–80—Robert R. Ludeman, F. Estella Greig
1980–81—Ruth R. Murdoch, Malcolm B. Russell
1981–82—Robert A. Wilkins, Leonard K. Gashugi
1982–83—Carl Coffman Jr, Neville H. Clouten
1983–84—Asa C. Thoresen, Des Cummings Jr.
1984–85—Lawrence T. Geraty, Robert U. Kalua
1985–86—C. Warren Becker, Øystein S. LaBianca
1986–87—Ivan T. Blazen, Janice Y. Watson
1987–88—William W. Davidson, Duane C. McBride
1988–89—Ralph M. Scorpio, Bruce A. Closser
1989–90—Dwain L. Ford, Meredith J. Jones
1990–91—Øystein S. LaBianca, Georgina P. Hill
1991–92—Stanley M. Bell, Leonard K. Gashugi, A. Josef Greig, F. Estella Greig, William E. Richardson, Russell L. Staples, John B. Youngberg
1992–93—Paul S. Brantley, Arthur N. Brown
1993–94—Dennis W. Woodland, Edwin I. Hernandez
1994–95—James L. Hayward, Annetta M. Gibson
1995–96—Kenneth E. Thomas, Carole L. Kilcher
1996–97—Jon L. Dybdahl, James A. Tucker
1997–98—Richard M. Davidson, Beverly J. Matiko
1998–99—Curtis J. VanderWaal, Katherine A. Koudele
1999–00—David A. Steen, April R. Summitt
2000–01—Bill Chobotar, Stephen P. Zork
2001–02—Shelley Bradfield, James L. Hayward

Recipients of the Daniel A. Augsburg Excellence in Teaching Award

(Teaching award name changed in 2002–03 school year)
2002–03— Ranko Stefanovic (CAS), Sharon Prest (COT), Phillip H. Bess (ARCH), David A. Vlosak (SBA), Candice C. Hollingsead (SED), George R. Knight (SEM)
2003–04— Kathleen A. Berglund (CAS), Delyse E. Steyn (CAS), Laun L. Reinholtz (COT), Thomas B. Lowing (ARCH), Mary Ann Hofmann (SBA), Hinsdale Bernard (SED), Jon K. Paulien (SEM)
2004–05— Mickey D. Kutzner (CAS), Delmer I. Davis (CAS), Gary A. Marsh (COT), Kristin S. von Maur (ARCH), Robert C. Schwab (SBA), Frederick A. Kosinski (SED), Roy E. Gane (SEM)
2005–06— L. Monique Pittman (CAS), Shandelle M. Henson (CAS), Ronald L. Johnson (COT), Andrew C. von Maur (ARCH), Betty Lou S. Gibson (SBA), Jimmy Kijai (SED), Denis Fortin (SEM)
2006–07— Arlene M. Saliba (CAS), Janice F. Wrenn (CAS), Stanley H. Beikmann (COT), Rhonda G. Root (ARCH), Leonard K. Gashugi (SBA), Shirley A. Freed (SED), Jacques B. Doukhan (SEM)
2007–08— Margarita C. K. Mattingly (CAS), Carlos A. Flores (CAS), Stephen C. Thorman (COT), Armand G. H. Poblete (SBA), Gary D. Gifford (SED), Richard M. Davidson (SEM). School of Architecture—No nomination for 2008.
2008–09— Susan P. Zork (CAS), H. Thomas Goodwin (CAS), Duane E. Habenicht (COT), Annetta M. Gibson (SBA), Elvin S. Gabriel (SED), John T. Baldwin (SEM), Kristin S. von Maur (SOA)
2009–10— Karl Bailey (CAS), John Banks (CAS), Lilianne Doukhan (CAS), Robert Moore (CAS), David Sherwin (COT), Robin Johnson (SOA), Jacquelyn Warwick (SBA), Duane Covrig (SED), Randall Younker (SEM)
2010–11— Ann-Marie Jones (CAS), Darah J. Regal (CAS), Dianne L. Staples (CAS), Robert E. Zdor (CAS), James H. Doran (COT), Mark A. Moreno (SOA), Samuel Kim-Liang Chuah (SBA), Barbara A. Reid (SED), H. Peter Swanson (SEM)
2011–12— Rudolph Bailey (SED), Bruce Bauer (SEM), José Goris (SBA), Herbert Helm (CAS), Marcia Kilsby (CAS), Glenn Russell (CAS), Martin Smith (SAAD), Tiffany Summerscales (CAS)
2012–13— Gary W. Burdick (CAS), Nancy J. Carbonell (SED), Darius W. Jankiewicz (SEM), Ben A. Maguad (SBA), Thomas J. Michaud (SAAD), Pedro A. Navia (CAS), Shelly J. Perry (CAS), Richard D. Show (SHP)
2013–14— Ron D. Coffen (SED), Lauren R. Matacio (CAS), Jerry A. Moon (SEM), Lee E. Olson (SHP), David W. Randall (CAS), Kathryn M. Silva (CAS), Andrew von Maur (SAAD)

2014-15—Harvey Burnett (CAS), Henrietta H. Hanna (SHP), Ryan Hayes (CAS), Douglas A. Jones (CAS), Paul B. Kim (SAAD), Janet Ledesma (SED), Stanley E. Patterson (SEM)

2015-16—Larry Burton (SED), John Peckham (SEM), Karen Reiner (SHP), Quentin Sahly (SBA), Ariel Solis (SAID), Lynelle Weldon (CAS), Janice Wrenn (CAS)

2016-17—Rahel Schafer, Hyveth Williams

Recipients of Andrews University Faculty Awards for Excellence in Research and Creative Activity

1991-92— Gregory J. Constantine, Donna Habenicht, Gerhard Hasel, Gary Land, Margarita Mattingly, Duane McBride, Raymond Paden, Abraham Terian

1992-93— Gordon Atkins, Roger Dudley, Edwin Hernandez, Mickey Kutzner, Jonathan Paulien, Brian Strayer

1993-94— Bill Chobotar, Gregory J. Constantine, Jacques Doukhan, Lyndon Furst, George Knight

1994-95— Roger Dudley, Shirley Freed, Scott Moncrieff, William Proulx, Jim Wolfer

1995-96— Gregory J. Constantine, George Knight, Margarita Mattingly, Janet Mulcare, John Stout

1996-97— Philip Bess, Mickey Kutzner, Jonathan Paulien, Douglas Singh, James Tucker

1997-98— Paul Brantley, Russell Burrill, Larry Richards

1998-99— Gordon J. Atkins, Lenore S. Brantley, Gregory J. Constantine, George R. Knight, P. David Merling

1999-00— Shirley A. Freed, Mickey D. Kutzner, Janet A. Mulcare, Jon K. Paulien, Carla L. Trynchuk

2000-01— Philip H. Bess, Gary W. Burdick, Roger L. Dudley, Gary G. Land, Jiri Moskala

2001-10 — no awards given these years

Recipients of the Siegfried H. Horn Excellence in Research and Creative Scholarship Award

2010-11— Karen A. Allen (Professional Programs), Larry D. Burton (Arts & Humanities), Richard M. Davidson (Religion & Theology), Shandelle M. Henson (Pure & Applied Sciences)

2011-12— Steve Hansen (Arts & Humanities), Duane McBride (Pure & Applied Sciences) Jiří Moskala (Religion & Theology), Curtis VanderWaal (Professional Programs)

2012-13— Fernando L. Canale (Religion & Theology), Winston J. Craig (Professional Programs), Tevni E. Grajales Guerra (Arts, Humanities & Education), Øystein S. LaBianca (Pure & Applied Sciences)

2013-14— Gary W. Burdick (Pure & Applied Sciences), Gregory J. Constantine (Arts, Humanities & Education), Roy E. Gane (Religion & Theology), Marcia A. Kilsby (Professional Programs)

2014-15—James L. Hayward (Pure & Applied Sciences), Wagner Kuhn (Religion & Theology), Carla L. Trynchuk (Arts, Humanities & Education), Andrew C. von Maur (Professional Programs)

2015-16—Karl G.D. Bailey (Pure & Applied Sciences), Richard Choi (Religion & Theology), Annetta Gibson (Professional Programs), Stephen Zork (Arts, Humanities & Education)

2016-17—Tiffany Summerscales (Pure and Applied Sciences), Denis Fortin (Religion and Theology), Kathleen Demsky (Professional Programs), Herb Helm (Arts, Humanities and Education)

Faculty

(as of **November 2017**)

College of Arts & Sciences

Department of Aviation

School of Architecture & Interior Design

School of Business Administration

School of Distance Education & International Partnerships

School of Education

School of Health Professions

Seventh-day Adventist Theological Seminary

FACULTY FROM AFFILIATED SCHOOLS

Undergraduate

Hong Kong Adventist College

Bervinda Siu Yung Chan, MA, MS - Instructor of Health & Fitness

Jonathan Siu Kuen Chan, MA - Instructor of Information Technology

Samuel Man-Jim Chiu, ThD - Acting Department Chair of Theology, Associate Professor of Religion

Barbara Kit-Chun Choi, DrPH - Chair of Health, Professor of Health & Fitness

Charlene Chow-Pak, MPH - Assistant Professor of Health

Simon Shian Wee Chua, MA - Assistant Professor of English & Communication

Daniel Gim-Teng Chuah, PhD - Dean of Students, Associate Professor of Religion

Samuel Kim Liang Chuah, PhD - Professor of Business & Economics

Steven Koon Yin Cheung, MA - Instructor of Health & Fitness

Jon Arthur Cole, PhD - Academic Dean, Professor of Environmental Sciences

Luis Alberto Comparada, MA - Instructor of Mathematics

Jonathan Ah Meng Foo, PhD - Professor of Religion

Gloria Chung Ning Ho, MA - Instructor of English

Charles Chung Leun Lau, PhD - Instructor of Health & Fitness

Twinky Chuen-Chuen Lau, MA - Instructor of Religion

Kelvin Man-Him Ng, MA, MPhil - Instructor of Psychology

Yu-Yan Pang, PhD - Instructor of Psychology

Nancy T. Recalde, MA - Instructor of Psychology

Vincente S. Rodriguez, PhD - Instructor of Psychology

Arlene B. Siagian, MMus - Assistant Professor of Music

Cindy Pui-Yee Sing, MA - Instructor of Accounting

Lee Sia Tay, MA - Instructor of English

Keith Kin Lung Wong, PhD - Instructor of Health & Fitness, and Psychology

Philip Kar Keung Wong, PhD - Instructor of Chinese History & Culture

Priscilla Chung-Chi Wong, MA - Assistant Professor of Psychology & History

Henry Ya'ang, MBA - Assistant Professor of Business

Hosea Pak-Nin Yeung, MBA, CGA - Business Manager, Assistant Professor of Business & Accounting

Newbold College-Bracknell, Berkshire, England

Robin Anthony, MLitt - Lecturer in English, History & Media Arts

Radisa Antic, PhD - Senior Lecturer in Biblical Studies & Church History

John Baildam, PhD - Director of Academic Affairs and Principal Lecturer

Jan Barna, PhD - Lecturer in Systematic Theology

Andreas Bochmaan, PhD - Senior Lecturer in Pastoral Counseling

Manuela Casti, MA - Lecturer in Pastoral Studies

Henrik Jorgensen, MA - Head of Student Services, Assistant Lecturer in Religion,

Aulikki Nahkola, DPhil - Principal Lecturer in Old Testament

Michael Pearson, DPhil - Principal Lecturer in Philosophy

Hazel Rennalis, MA - Lecturer in English

Gifford Rhamie, MA - Lecturer in Pastoral Studies

Sandra Rigby-Barrett, PhD - University Year Team Leader and Senior Lecturer in Music

Laurence Turner, PhD - Head of Department of Theological

Studies, Principal - Lecturer in Old Testament

Jean-Claude Verrecchia, Dr es sciences religieuses - Principal Lecturer in New Testament and Statistics

Cedric Vine, MA - Course Director Undergraduate Theology, Lecturer in New Testament

University of Southern Caribbean-Port-of-Spain, Trinidad

Lennox Allicock, MS - Instructor in Mathematics

Phyllis Andrews, MAT, MBA - Associate Professor of Business Education

Imo R. Bakari, MA - Behavioral Sciences

Franklyn Baldeo, MA - Associate Professor of Education

Clyde Best, MA - Associate Professor of Behavioral Sciences

Anthony Brumble, MSc - Associate Professor of Electronics/Drafting

Keith Chin Aleong, MA, PhD - Assistant Professor of Communication

Carla Copeland, MA - Behavioral Sciences

Cynthia Cudjoe, MSc - Instructor in Computer Science

Letroy Cummings, PhD - Behavioral Sciences

Nequesha Dalrymple, MS - Family and Consumer Sciences

Ronald Daniel, MDiv - Associate Professor of Theology

Damaris DeMatas, BA - Instructor of Music

Carlton Drepaul, MA -Associate Professor of English

Lincoln Dyer, MEd - Education

T. Leslie Ferdinand, EdD - Professor of Education and Sociology

Nichole Homeward, MEd - Education

Fazadudin Hosein, PhD - Associate Professor of Theology

Michael Isiwale, PhD - Business

Lancashia Joseph, MA - Education

Boxter Kharbteng, PhD - Religion

Olive Lewis, BA - Instructor in English and Family and Consumer - Sciences

Shirley McGarrell, PhD - Professor of English

Errol Mitchell, MA - Associate Professor of Religion

Narsha Modeste, MA - Behavioral Sciences

Keren Monrose, MS - Information Systems

George Mubita, MS - Information Systems

Jennifer Paul, PhD - Assistant Professor of Chemistry

Clifton Pryce, MA - Assistant Professor of Education

Anupama Ramella, MA - Education

Satyanarayana Ramella, MA, MBA - Business

Diadrey-Anne Sealy, BS, MS - Family & Consumer Sciences

Carl Spencer, MA - Religion

Evelyn Tucker, MBA, JD - Business

Hillman St. Brice, PhD - Associate Professor of Behavioral Sciences

Cynthia Ward, MAT, MA - Associate Professor of Business Education
Roselyn Ward, MA - Professor of Music

Graduate-Education

Spicer Memorial College - Pune, India
Sheela Chacko, PhD - Associate Professor of Education
Sam Charles, MA - Professor of Education
Nanibala Immanuel Paul, PhD - Dean, School of Education; Associate Professor of Education
S. Rajendra Prasad, MSc, MEd - Academic Dean, Professor of Education
Vishranthi Uttam Sathe, PhD - Instructor of Education

Graduate-Religion

Spicer Memorial College - Pune, India
Esther Deepati, DPH - Instructor in Public Health
Vara Prasad Deepati, PhD - Instructor in Old Testament
Calvin Joshua, DMin, PhD - Instructor in Religion & Religious Education
Roy Jemison Injety, DMin - Dean, School of Religion; Professor of Theology
Mohanraj Wilson Israel, DMin - Associate Professor of Theology
Sharath Babu Nakka, DMin - Associate Professor of Theology
Chawngdinpuui Tlau, PhD - Assistant Professor of Theology

College of Arts & Sciences

Emeriti Faculty and Research Title

Sallie J. Alger, MS - Associate Professor of Library Science, Emerita
Luanne J. Bauer, PhD - Professor of Communication, Emerita
Stanley Beikmann, BS - Assistant Professor of Horticulture, Emeritus
Thomas N. Chittick, EdD - Professor of Agriculture, Emeritus
William Chobotar, PhD - Professor of Biology, Emeritus
Gregory J. Constantine, MFA - Research Professor of Art, Emeritus
Wilma S. Darby, MSW - Associate Professor of Social Work, Emerita
Delmer I. Davis, PhD - Professor of English, Emeritus
Lilianne Doukhan, PhD - Professor of Music, Emerita
Carlos Flores, PhD - Professor of Music, Emeritus
Dwain L. Ford, PhD - Professor of Chemistry, Emeritus
Kenneth L. Franz, MA - Associate Professor of Developmental and General Mathematics, Emeritus
F. Estella Greig, PhD - Professor of English, Emerita
A. Josef Greig, PhD - Professor of Philosophy, Emeritus
Paul E. Hamel, DMusEd - Professor of Music, Emeritus
Theodore R. Hatcher, PhD - Professor of Mathematics, Emeritus
James L. Hayward, PhD - Research Professor of Biology, Emeritus
Glenn E. Johnson, MEngSc - Associate Professor of Engineering Technology, Emeritus
Douglas A. Jones, PhD, - Professor of English, Emeritus
Robert E. Kingman, PhD - Professor of Physics, Emeritus
Wolfgang F. P. Kunze, PhD - Professor of German, Emeritus
Harold H. Lang, PhD - Professor of Engineering, Emeritus
Robert R. Ludeman, PhD - Professor of Engineering Technology, Emeritus
Linda Mack - Associate Professor of Library Science, Emerita
Lionel N. A. Matthews, PhD - Professor of Sociology, Emeritus
Robert C. Moore, EdD - Professor of Mathematics, Emeritus
Susan E. Murray - Professor of Psychology, Emerita
G. William Mutch, PhD - Professor of Chemistry, Emeritus
Eduardo Ocampo, PhD - Professor of Spanish, Emeritus
Merlene A. Ogden, PhD - Dean & Professor of English, Emerita
Shelly Perry, MSW - Associate Professor of Social Work, Emerita
Derrick Proctor, PhD - Professor of Psychology, Emeritus
Donald H. Rhoads, PhD - Associate Professor of Mathematics, Emeritus
William E. Richardson - Dean, College of Arts & Sciences, and Professor of Religion, Emeritus
S. Clark Rowland, PhD - Professor of Physics, Emeritus
David A. Steen, PhD - Professor of Biology, Emeritus
Delyse Steyn, PhD - Professor of Communication, Emeritus
John F. Stout, PhD Research - Professor of Biology, Emeritus
Brian E. Strayer, PhD, Professor of History, Emeritus
S. Douglas Waterhouse, PhD - Professor of Religion, Emeritus
Woodrow Whidden, PhD - Professor of Religion, Emeritus
Robert A. Wilkins, PhD - Professor of Chemistry, Emeritus
Peter Wong, PhD - Professor of Chemistry, Emeritus
Dennis W. Woodland, PhD - Professor of Botany, Emeritus
Janice F. Wrenn, MSW, Professor of Social Work, Emerita

Regular Faculty

Figures at the right margin below indicate beginning date of employment.
Lisa A. Ahlberg, Associate Professor of Chemistry - 2011
BS, Andrews University;
PhD, University of California, Davis
Sonia R. Badenas, Assistant Professor of French - 2008
BA, University of Geneva, Switzerland;
MA, University of Geneva, Switzerland;
MA, University of Grenoble, France
Karl G. D. Bailey, Associate Professor of Psychology - 2004
BSc, Andrews University;
MA, Michigan State University;
PhD, Michigan State University
Alina Baltazar, Assistant Professor of Social Work - 2013
BA, Andrews University;
MA, University of Michigan
Janet Blackwood, Assistant Professor of English - 2012
BA, Walla Walla University;
MS, Indiana University;
MA, Portland State University
Anthony Bosman, Assistant Professor of Mathematics - 2017
BS, Andrews University;
MS, Rice University;
PhD, Rice University
Wayne Buckhanan, Associate Professor of Engineering - 2017
BS, Andrews University;
MSEE, The University of Notre Dame;
PhD, The University of Notre Dame
Gary W. Burdick, Professor of Physics - 1999
BS, Southern Adventist University;
PhD, The University of Texas at Austin
Harvey Burnett, Assistant Professor of Psychology - 2010
BA, University of Michigan;
MDiv, Andrews University;
PhD, Andrews University
T. Lynn Caldwell, Associate Professor of Public Relations - 1985-1995, 2017
BS, Andrews University;
MA, Western Michigan University;
PhD, Virginia Polytechni Institute and State University (in progress)
Stephanie Carpenter, Associate Professor of History and Political Science - 2014
BA, University of Vermont;
MA, Iowa State University;
PhD, Iowa State University
Bruce A. Closser, Associate Professor of English - 1978
BA, Southern Adventist University;
MA, Andrews University;
PhD, University of Pennsylvania
Krista Cooper, Assistant Professor of Social Work - 2012
BA, Oakwood College;
MSW, University of Michigan;
PhD, University of Alabama
Vanessa Corredera, Assistant Professor of English - 2012
BA, Andrews University;
MA, Northwestern University;
PhD, Northwestern University
G. Brendan Cross, Assistant Professor of Physics - 2010
BS, Andrews University;
MS, University of Notre Dame
Heather Day, Assistant Professor of Communication - 2017
BA, Andrews University;
MA, Andrews Univeristy
Desiree E. Davis, Associate Professor of Social Work - 2011
BSW, Oakwood University;
MSW, Ohio State University
D. Ivan Davis, Associate Professor of English - 1997
BA, Atlantic Union College;
BS, Atlantic Union College;
MA, Andrews University;
PhD, Ball State University
Kathleen M. Demsky, Associate Professor of Library Science - 1995
BA, Indiana University at Bloomington;
MLS, Indiana University at Bloomington
(Holds joint appointment in School of Architecture & Interior Design)
Daniel J. Drazen, Assistant Professor of Library Science - 1992
BA, Andrews University;
MA, Andrews University;
MLS, Rosary College
Dawn I. Dulhunty, Assistant Professor of International Development - 2001
BN, Monash University, Melbourne;
MSA, Andrews University
Stefanie P. Elkins, Associate Professor of Art History - 2005

BA, Andrews University;
MA, Georgia State University;
PhD, Andrews University (in progress)
James B. Ford, Associate Professor of Library Science - 1991
BA, Andrews University;
MLS, University of Maryland;
MA, University of Maryland
Kari A. Friestad, Assistant Professor of Art - 2011
BFA Visual Art, Andrews University;
MFA Painting, Kendall College of Art & Design
Erhard Gallos, Assistant Professor of Religion - 2008
BA, Schulzentrum Marienhoehe, Darmstadt, Germany;
MA, Newbold College
John T. Gavin, Associate Professor of Social Work - 2004
BSW, Walla Walla University;
MSW, Catholic University of America
Associate Director of Social Work Program for our Washington Adventist University Off-Campus Site
Claudio M. Gonzalez, Associate Professor of Music - 2004
DMA, Michigan State University;
MMP, Michigan State University;
ARCM, The Royal College of Music, London
Daniel Gonzalez, Assistant Professor of Biology - 2013
BS, Andrews University;
MS Loma Linda University;
PhD, Duke University
H. Thomas Goodwin, Professor of Paleobiology - 1994
BA, Southern Adventist University;
MA, Loma Linda University;
PhD, University of Kansas
Byron Graves, Assistant Professor of Music - 2017
BA, Andrews University;
MMus, Central Michigan University;
DMA, Boston University (in progress)
Meredith Jones Gray, Professor of English - 1982
BA, Andrews University;
MA, Andrews University;
PhD, University of Michigan
Gary R. Gray, Assistant Professor of English - 1990
BA, Atlantic Union College;
MDiv, Andrews University;
MA, University of Massachusetts, Boston
Norma Greenidge, Assistant Professor of Library Science - 2012
PhD, Andrews University
Jerry D. Harris, Assistant Professor of Agronomic Sciences - 2014
BS, Montana State University;
MS, Montana State University
Ryan Hayes, Associate Professor of Chemistry - 2009
BS, Andrews University;
MS, Northwestern University;
PhD, Northwestern University
Herbert W. Helm, Jr., Professor of Psychology - 1987
BS, Andrews University;
BA, Andrews University;
MA, Andrews University;
MAT, Andrews University;
PhD, University of Southern Mississippi
Bernard Helms, Assistant Professor of Library Science - 2006
BS, Walla Walla University;
MIS, Andrews University;
MLS, Indiana University
Cynthia M. Helms, Associate Professor of Library Science - 1987
BS, Philippine Union College;
MLS, University of the Philippines
Shandelle M. Henson, Professor of Mathematics - 2001
BS, Southern Adventist University;
MA, Duke University;
PhD, University of Tennessee
Margaret Howell, Assistant Professor of Social Work - 2012
BA, Northern Caribbean University;
MSW, University of Connecticut
Joon Hyuk Kang, Professor of Mathematics - 2000
BA, Sung Kyun Kwan University;
PhD, Michigan State University
Max Keller, Assistant Professor of Music - 2017
BS, Pacific Union College;
MA, Andrews University;
DM, Mahidol University College of Music (Thailand) (in progress)
Eun-Young Kim, Associate Professor of English - 2010
BA, Union College;
MA, Andrews University;
PhD, Northern Illinois University
Paul B. Kim, Associate Professor of Documentary Film - 2012
BS, Film & Television Production, Pacific Union College;
MFA, Film, American University
Marianne Kordas, Instructor of Library Science - 2012
BA, Andrews University
Katherine A. Koudele, Professor of Animal Science - 1995
BA, MS, Andrews University;
PhD, Michigan State University
Mickey D. Kutzner, Professor of Physics - 1989
BS, Loma Linda University;
MS, University of California at Los Angeles;
PhD, University of Virginia
Hyun J. Kwon, Professor of Engineering - 2005
BS, Korea Advanced Institute of Science and Technology;
MS, Korea Advanced Institute of Science and Technology;
PhD, University of Louisville
Asta LaBianca, Assistant Professor of English - 2010
BA, Walla Walla University;
MA, Andrews University
Øystein S. LaBianca, Professor of Anthropology - 1980
BA, Andrews University;
MA, Loma Linda University;
PhD, Brandeis University
Gunnar Lovhoiden, Associate Professor of Engineering - 2007
BS, Walla Walla University;
MS, University of Tennessee;
PhD, University of Tennessee
Andrea Luxton, Professor of English - 2010
BA, Newbold College;
MA Andrews University;
PhD, Catholic University of America
Peter J. Lyons, Assistant Professor of Biology - 2012
BS, Atlantic Union College;
PhD, Dalhousie University
John J. Markovic, Professor of History - 1990
BA, Andrews University;
MA, Bowling Green State University;
PhD, Bowling Green State University
Lauren R. Matacio, Associate Professor of Instructional Library Science - 1991
BA, Andrews University;
MA, Andrews University;
MLS, Western Michigan University
Beverly J. Matiko, Associate Professor of Communication and English - 1992
BA, Andrews University;
MA, Andrews University;
PhD, University of Alberta
Keith E. K. Mattingly, Professor of Old Testament - 1984
BA, Andrews University;
MDiv, Andrews University;
PhD, Andrews University
Margarita C. K. Mattingly, Professor of Physics - 1979
BA, Andrews University;
MA, University of Arkansas;
PhD, University of Notre Dame
David N. Mbungu, Associate Professor of Biology - 2001
BS, Andrews University (UEAB campus);
MS, Andrews University;
PhD, University of California, Riverside
Duane C. McBride, Professor of Sociology - 1986
BA, Andrews University;
MA, University of Maryland;
PhD, University of Kentucky
Getahun P. Merga, Professor of Chemistry - 2002
BSc, Addis Ababa University;
MSc, University of Pune, India;
PhD, University of Pune, India
Alan F. Mitchell, Assistant Professor of Music - 1987
BA, California State University;
MA, California State University
Scott E. Moncrieff, Professor of English - 1988
BA, Pacific Union College;
MA, Andrews University;
PhD, University of California (Riverside)
Rubén Muñoz-Larrondo, Assistant Professor of Biblical Studies - 2006
BT, Universidad Adventista de las Antillas, Mayaguez;
MA, Northern Baptist Theological Seminary;
MDiv, Andrews University;
PhD, Vanderbilt University

Desmond H. Murray, Associate Professor of Chemistry - 1994
 BS, Andrews University;
 PhD, Wayne State University
 Marlene N. Murray-Nseula, Associate Professor of Biology - 2001
 BS, Oakwood University;
 MS, Wayne State University;
 PhD, Wayne State University
 Diane J. Myers, Assistant Professor of Graphic Design - 2009
 BT, Andrews University;
 MFA Vermont College of Fine Arts
 Marcella Myers, Associate Professor of Political Science - 2009
 BA, Western Michigan University;
 MA, Western Michigan University;
 PhD, Western Michigan University
 Benjamin A. Navia, Associate Professor of Biology - 2013
 BS, Pontifical Catholic University of Puerto Rico;
 MS, Andrews University;
 PhD, Loma Linda University
 Elaine Navia, Instructor of Portuguese/Spanish - 2009
 BA, Andrews University;
 MA, Western Michigan University
 Pedro A. Navia, Professor of Spanish - 1996
 BA, Antillian College;
 MA, Andrews University;
 MA, University of Notre Dame;
 PhD, University of Puerto Rico
 Boon-Chai Ng, Professor of Engineering and Computer Sciences - 2002
 BS, Western Michigan University;
 MS, Michigan State University;
 PhD, Michigan State University
 D. David Nowack, Professor of Biochemistry - 1979–84, 1998
 BA, Union College;
 MS, Purdue University;
 PhD, Purdue University
 Yun Myung Oh, Associate Professor of Mathematics - 2006
 BS, Ewha Women's University;
 MS, Ewha Women's University;
 PhD, Michigan State University
 Silas Oliveira, Professor of Library Science - 2010
 BA, Instituto Adventista de Ensino;
 BA, Fundação Escola de Sociologia e Política de São Paulo;
 MS, Universidade Federal de Minas Gerais;
 PhD, University of Illinois
 Lawrence W. Onsager, Associate Professor of Library Science - 2001
 BS, University of Wisconsin;
 MLS, University of Washington;
 MA, Loma Linda University
 Rodney Palmer, Assistant Professor of Religion - 2017
 BA, Northern Caribbean University;
 MA, Liberty University;
 MDiv, Liberty University;
 DMin, United Theological Seminary
 Adriana Perera-Burgos, Associate Professor of Music - 2017
 BMus, Conservatorio;
 BMus, Instituto Adventista del Plata;
 MA, Belmont University;
 MA, Conservatorio Superior de Valencia;
 DMA, Pontificia Universidad Católica de Argentina (in progress)
 Ruben A. Perez-Schulz, Assistant Professor of Spanish - 2006
 BA, Universidad de La Frontera, Chile;
 MEd, University of Lethbridge, Canada
 L. Monique Pittman, Professor of English - 1999
 BA, Andrews University;
 MA, College of William and Mary;
 PhD, Purdue University
 Melissa Ponce-Rodas, Assistant Professor of Psychology - 2010
 BA, Yale University;
 MA, University of Illinois—Chicago
 David W. Randall, Associate Professor of Chemistry - 2009
 BS, Andrews University;
 PhD, University of California, Davis
 Joel L. Raveloharimisy, Assistant Professor of Behavioral Sciences - 2011
 BA, Eastern Washington University;
 MBA, Eastern Washington University;
 MDiv, Andrews University;
 PhD, Western Michigan University
 Charles Reid - 2012
 BM, Houston Baptist University;
 MM, University of Maryland at College Park
 Terry D. Robertson, Professor of Library Science; Seminary Librarian - 1999

BA, Andrews University;
 MA, Andrews University;
 MLS, Indiana University
(Holds joint appointment in the SDA Theological Seminary)
 Rhonda G. Root, Professor of Art - 1995
 BA, Andrews University;
 MAT, Andrews University;
 MFA, University of Notre Dame
(Holds joint appointment in School of Architecture & Interior Design)
 Glenn E. Russell, Assistant Professor of Religion - 1985, 2000
 BA, Columbia Union College;
 MDiv, Andrews University;
 DMin, Trinity International University - Trinity Evangelical Divinity School
 Rahel Schafer, Assistant Professor of Religion & Biblical Languages - 2012
 BS, Andrews University;
 MA, Andrews University;
 MS, Andrews University
 Davide Sciarabba, Assistant Professor of Religion - 2016
 BATH, Instituto Adventista Villa Aurora College, Florence, Italy;
 BA, University of Italy, Florence, Italy;
 M.Th, Adventist University of France, Collonges-sous-Saleve, France;
 MA, Universidad Adventista del Plata, Entre Ríos, Argentina
 David B. Sherwin, Assistant Professor of Photography - 1987–1991, 2000
 BFA, Andrews University
 Twyla Smith, Assistant Professor of Social Work - 2013
 BA, Andrews University;
 MSW, Andrews University
 Steve Sowder, Assistant Professor of Library Science - 1998
 BS, Southern Adventist University;
 MS, University of North Texas
 Dianne L. Staples, Associate Professor of English - 1976–81, 1997
 BA, Andrews University;
 MAT, Andrews University;
 MA, University of Arizona
 Christian Stuart, Assistant Professor of English - 2014
 BA, Union College;
 MA, University of Washington;
 PhD, University of Washington
 Rodney Summerscales, Assistant Professor of Computer Science - 2013
 BS, Andrews University;
 MS Pennsylvania State University;
 PhD, Illinois Institute of Technology
 Tiffany Z. K. Summerscales, Associate Professor of Physics - 2006
 BS, Andrews University;
 PhD, Pennsylvania State University
 Felipe E. Tan, Assistant Professor of Library Science - 2006
 AB, Adventist University of the Philippines;
 MDiv, SDA Theological Seminary, Far East;
 MA, SDA Theological Seminary, Far East;
 MLS, University of the Philippines
 Douglas A. Taylor, Assistant Professor of Graphic Design - 2010
 BFA, Andrews University
 Stephen C. Thorman, Professor of Computer Science and Physics - 1999–2002, 2003
 BS, Pacific Union College;
 MS, California State University;
 MSECE, University of Massachusetts;
 PhD, University of Massachusetts
 Alayne Thorpe, Professor of English - 2011
 BA, University of Maryland;
 MA, University of Maryland;
 PhD, University of Maryland
 Shannon Trecartin, Assistant Professor of Social Work - 2014
 BSW, Southern Adventist University;
 MSW, Andrews University
 Carla L. Trynchuk, Professor of Music - 1991
 BMus, The Julliard School of Music;
 MMus, The Julliard School of Music
 Marc G. Ullom, Assistant Professor of Photography - 1997
 BS, Andrews University;
 MFA, Academy of Art, San Francisco, Calif.
 Sharon J. Prest Ullom, Associate Professor of Technology Education - 1996
 BS, MA, Andrews University
 Curtis J. VanderWaal, Professor of Social Work - 1990
 BS, Andrews University;
 MSW, University of Michigan;
 PhD, Case Western Reserve University
 Abdias Vence, Assistant Professor of Mathematics - 2011
 BA, Southern Adventist University;
 MS, Georgia Institute of Technology
 Desrene L. Vernon, Assistant Professor of Communication - 2011

BA, Brooklyn College;
 MA, Andrews University;
 PhD, Howard University
 Roy Villafane, Associate Professor of Computer Science - 2004
 BS, University of Central Florida;
 MS, University of Central Florida;
 PhD, University of Central Florida
 Lynelle M. Weldon, Associate Professor of Mathematics - 1997
 BS, Pacific Union College;
 MA, University of California, Davis;
 PhD, University of California, Davis
 Everett Wiles, Assistant Professor of Broadcast Journalism - 2017
 BA, New York Institute of Technology;
 MA, New York Institute of Technology
 Alice Williams, University Archivist - 1983-1988, 1993
 BA, Andrews University;
 MS, Loma Linda University;
 PhD, The University of Tennessee, Knoxville
 Kristen Witzel, Assistant Professor of Behavior Science – 2017
 BS, Andrews University;
 MA, Brandeis University;
 PhD, Western Michigan University (in progress)
 William D. Wolfer, Assistant Professor of Computer Science - 1990, 1995, 1999
 BBA, Andrews University;
 MS, Andrews University
 Brian Wong, Professor of Biology – 2016
 BA, Loma Linda University;
 MA(s), Loma Linda University;
 PhD, Loma Linda University
 Gary V. Wood, Associate Professor of Political Science - 2006
 BA, Newbold College;
 MA, California State University, San Bernardino;
 PhD, Claremont Graduate University
 Garth B. Woodruff, Assistant Professor of Horticulture and Landscape Design - 2011
 BT, Andrews University;
 MA, Andrews University
 Xiaoming Xu, Instructor of Library Science - 2008
 BA, Shanghai Foreign Language Institute;
 MBA, Andrews University;
 MLS, Indiana University
 Chi Yong Yun, Assistant Professor of Piano - 2008
 BM, Indiana University, Bloomington;
 MM, Indiana University, Bloomington
 Robert E. Zdor, Professor of Biology - 1991
 BS, Pacific Union College;
 MS, Walla Walla University;
 PhD, University of Missouri
 Stephen P. Zork, Associate Professor of Music - 1991
 BMus, Atlantic Union College;
 MMus, Pacific Lutheran University
 Susan P. Zork, Assistant Professor of Religion - 2001
 BA, Atlantic Union College;
 MA, Andrews University

Adjunct Professors

Terry W. Anderson, MS - Engineering
 Gordon Atkins, PhD - Biology
 Enrique Baez Garcia, PhD - Religion
 Jessica Balsis, DVM - Animal Science
 Alina Baltazar, MSW - Behavioral Sciences, Social Work
 Robert Bates, PhD - Behavioral Sciences, History/Political Science
 Marsha Beal, MA - Communication
 Stephane Beaulieu, PhD - Religion
 Stanley H. Beikmann, BS - Horticulture/Landscape Design
 Daniel Bidwell, PhD - Computer Science
 Dayle Birney, BS - Agronomy
 Jolene Birney, DVM - Animal Science
 Katrina Blue, MAICS, MAT – Religion
 Guilherme Borda, MA – Religion
 Phillip Brantley, JD - History/Political Science
 Frank Brenda, MSA - Behavioral Sciences, IDP
 Lisa Bubar, BM - Music
 Karla Rivera, MMus - Music
 Lael O. Caesar, PhD - Religion
 Bari Courts, PhD - Business
 Winston Craig, PhD - Behavioral Sciences
 Lilianne U. Doukhan, PhD - International Languages
 Arlyn Drew, MD – Religion
 Martha Duah, PhD – Religion
 Adam Fenner, PhD - History

Jimmie Flores, PhD - Information Systems and Technology
 Joe Francisco, MSW - Social Work
 Christina Gibson, MA - Music
 Stephanie Goddard, MS - Nutrition
 Jason Gresl, MMus - Music
 Lloyd Hamilton, MSW - Social Work
 Janisa Henry, MA - Mathematics
 Abner Hernandez, PhD - Religion
 Edwin I. Hernandez, PhD - Behavioral Sciences
 Cleran Hollacid, PhD - Sociology
 Gary L. Hopkins, MD, MPH, DrPH, CHES - Behavioral Sciences
 Jeffrey Hudon - Behavioral Sciences
 Ronald Hull, BS, MusEd - Music
 Debra Inglefield, MMus - Music
 Harold James, PhD - Behavioral Sciences
 Richard James, Sr., PhD - Behavioral Sciences
 Karen Johnson-McWilliams, MA - English
 Ethan E. Jones, JD - English
 Robert Jones, PhD - History
 Ron Kelly, MDiv – Religion
 Kendra Manuel Smith - English
 Paul Matychuk, PhD - English
 Ray McAllister, PhD - Religion
 Daniel McCarthy, MA - Music
 Bonnie McLean, PhD - English
 Lilia Moncrieff, MA - English
 Douglas Morgan, PhD - History
 Lezlie Moriniere, MPH, PhD - Behavioral Sciences, IDP
 Alexej Muran, MA, MMus - Music, Religion
 John Nay, MA - History/Political Science
 Silvia Nestares, MA - International Languages
 Jane Nesbit, MA - Mathematics
 Stacey Nicely, MA - Behavioral Sciences
 Rodlie Ortiz, MDiv – Religion
 Samuel Pagan, MDiv - Religion
 Lonnie Pierce, MA - Physics
 Emely Poloche, MA - International Languages
 Marian Prince, PhD - Mathematics
 Ed Randles, MA - Music
 Andrew Rice, MS - Biology
 Abelardo Rivas Santini, MDiv - Religion
 Ronald Rojas, DMin – Religion
 John A. Rorabeck, MS - Chemistry
 Matthew Rosenboom, MBA - Business
 Davide Sciarra, MA – Religion
 David Sedlacek, PhD - Social Work
 Holly D. Shaffer, DVM - Animal Science
 Denise Shaver, PhD - Education
 Jan Aage Sigvartsen, PhD - Religion
 Gregory P. Smith, BSET, BSME, CRE, PE - Engineering
 Susan Singer, MPH - Behavioral Sciences
 Delyse Steyn, DEd - Communication
 Gale Sylvester-White, MSW - Social Work
 Michael Taylor, MDiv - Religion
 Joel Thompson Jr, MA - Communication
 Cheryl L. Trine, PhD - Biology
 Lara Tuner, MMus - Music
 Simon Vaz, MBA - Business
 Melinda Villanueva, PhD - Biology
 Jill Walker Gonzalez, PhD - English
 David Waller, MEd - Education
 Penelope Webster, PhD - Behavioral Sciences
 Cory Wetterlin, MA, MDiv - Religion
 Cleon White, MA - Mathematics
 Marsha Wiinamaki, PhD - Social Work
 Kristen Witzel, MA - Behavioral Sciences
 Laurie Wood, MA - English
 Alicia Worley de Palacios, MDiv - Religion
 Rebecca Wright, MA - English
 Ashley Wynn, MA - English

Adventist University of France

Daniela Gelbrich (Director)
 Pierre de Luca
 Claire Millet
 Stephanie Monet
 Gosia Monnard
 Perrine Ouang

Colegio Adventista de Sagunto

Juan Antonio López (Director)
José Aniorte
Patricia Berhardt
Alvaro Calvo
Chelo Castro
Ana Fernández
José Alvaro Martín
José Lopez

Universidad Adventista del Plata

Haroldo Brouchy (Director)
Sandra Cayrus
Carla Fernández
Karina Fernández
Jorge Iourno
Alicia Leiss
Celia Morales
Raúl Pérez
Romina Rivarola
Elisa Tabuenca
Susana Rostán
Esther Sánchez

Curricula Coordinators

Pre-Professional Curricula
Dental Assistant - Robert Zdor
Dental Hygiene - Robert Zdor
Dentistry - Robert Zdor
Medicine & Osteopathy - Lisa Ahlberg, H. Thomas Goodwin, Ryan Hayes, Aileen Hyde, Pamela Litvak, Kanya Long, Peter Lyons, David N. Mbungu, Marlene N. Murray, Timothy Newkirk, D. David Nowack, David Randall, Karen Reiner, Robert Zdor
Occupational Therapy - Robert Zdor
Optometry - Robert Zdor
Pharmacy - D. David Nowack
Physician Assistant - H. Thomas Goodwin, David N. Mbungu, Marlene N. Murray, D. David Nowack
Respiratory Care - Robert Zdor
Veterinary Medicine - Katherine A. Koudele

Department of Agriculture

Department of Aviation

Emeriti

Harry C. Lloyd, MA - Professor of Aeronautical Technology, Emeritus
Figures at the right indicate beginning date of employment.

Regular Faculty

James H. Doran, Assistant Professor of Aviation - 2005
BA, University of Maryland; MBA, Andrews University;
FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL; Instrument;
Flight Instructor, ASEL, AMEL, Instrument
Duane E. Habenicht, Associate Professor of Aviation - 2001
BIT, MBA, Andrews University
FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL;
Flight Instructor, ASEL, AMEL;
Mechanic: Airframe and Powerplant, Authorized Inspector, Designated Maintenance Examiner
Darryl V. Penney, Assistant Professor of Aviation - 2012
D.C., Palmer College of Chiropractic; AIT, Andrews University
FAA Ratings: Commercial Pilot, ASEL; AMEL; Instrument;
Flight Instructor, Single engine and Multi engine Airplane, Instrument
Mechanic: Airframe and Powerplant
Randall D. Robertson, Associate Professor of Aviation - 2011
BIT Andrews University; BS, Southern Adventist University;
MSEd, Southern Illinois University Edwardsville;
FAA Ratings: Commercial Pilot, AMEL; Instrument;
Flight Instructor, AMEL; Type Rating, DC 9;
Mechanic, Airframe and Powerplant
Caleb Sigua, Assistant Professor of Aviation - 2011
BT, Andrews University
FAA Ratings: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL; Instrument
Flight Instructor, ASEL, AMEL, Instrument
Dina Simmons, Assistant Professor of Aviation - 2005

BT, Andrews University; FAA Ratings: Commercial Pilot, ASEL, AMEL; Instrument;
Flight Instructor, ASEL, AMEL, Instrument;
Mechanic: Airframe and Powerplant

School of Architecture & Interior Design

Emeriti

William W. Davidson, PhD Professor of Engineering, Emeritus
Llewellyn D. Seibold, MArch Professor of Architecture, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Carey C. Carscallen, Associate Professor of Architecture - 1997
BA, Walla Walla University;
MS, BArch, MArch, University of Idaho
Kathleen M. Demsy, Associate Professor of Library Science - 1995
BA, MLS, Indiana University of Bloomington
(Holds joint appointment in College of Arts & Sciences)
Paula L. Dronen, Associate Professor of Architecture - 1994, 2008
BS, BSI, Andrews University;
JD, Michigan State University
(Holds joint appointment in College of Arts & Sciences)
Thomas B. Lowing, Associate Professor of Architecture - 1996
BS, MArch, University of Michigan;
Member: American Institute of Architects;
Licensed Architect, State of Michigan
Mark A. Moreno, Associate Professor of Architecture - 1996
BS, University of Texas at Arlington;
MArch, Harvard University
Rhonda G. Root, Professor of Art - 1995
BA, MAT, Andrews University;
MFA, University of Notre Dame
(Holds joint appointment in College of Arts & Sciences)
Martin D. Smith, Assistant Professor of Architecture - 2003
BArch, Andrews University;
Licensed Architect, State of Michigan
Ariel Solis, Assistant Professor of Architecture - 2010
BSA, MArch, Andrews University
Andrew C. von Maur, Professor of Architecture - 2003
BArch, Andrews University;
MArch, University of Notre Dame
Kristin S. von Maur, Assistant Professor of Architecture - 2003
BArch, Andrews University;
MArch, University of Notre Dame

Adjunct Professor

Jesse Hibler, MArch
Keith Ockerman, Lecturer

School of Business Administration

Emeriti

Robert E. Firth, PhD - Professor of Management, Emeritus
José R. Goris, PhD - Professor of Management, Emeritus
Robert C. Schwab, PhD - Professor of Management, Emeritus
Allen F. Stenbridge, EdD - Dean & Professor of Management, Emeritus
W. Bruce Wrenn, PhD - Professor of Marketing, Emeritus

Emerita

Anetta M. Gibson, PhD - Professor of Accounting, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Jerry Chi, Professor of Management - 2012
BBA, BA, Taiwan Adventist College;
MBA, PhD, Andrews University;
PhD, Illinois State University
Betty L.S. Gibson, Assistant Professor of Computer Science and Information Systems - 1999
BSc, The University of the West Indies;
MS, Andrews University
William C. Greenley, Assistant Professor of Computer Information Systems - 1994

BS, Columbia Union College;
MSA, Central Michigan University;
DBA, Nova Southeastern University
Alan J. Kirkpatrick, Associate Professor of Finance - 2005
BA, University of South Florida;
MBA, Georgia State University;
DBA, University of Tennessee
Ben A. Maguad, Professor of Management - 1999
AB, University of Santo Tomas-Manila;
MA, Thammasat University-Bangkok;
MBA, Andrews University;
PhD, University of South Australia-Hong Kong Ext.
Liz Muhlenbeck, Adventist Health System Associate Professor of Management - 2015
BBA, Andrews University;
MHA, Xavier University;
PhD, Regent University
Kimberly Pichot, Associate Professor of Marketing - 1991-97, 2016
BBA, BA, Pacific Union College;
MBA, Middlebury Institute of International Studies at Monterey;
DM, Colorado Technical University
Armand Poblete, Instructor of Information Systems - 2005
BS, University of Eastern Africa;
MS, Andrews University
Lucile Sabas, Associate Professor of Economics - 2011
BA, MA, Diploma of Advanced Studies,
University of the French West Indies;
PhD, University La Sorbonne, Paris
Quentin Sahly, Assistant Professor of Accounting - 2014
BS, Southern Adventist University;
MBA, University of Tennessee
Ralph Trecartin, Associate Professor of Finance - 1986-98, 2017
BA, Atlantic Union College;
MBA, Andrews University;
PhD, Michigan State University
Carmelita Troy, Associate Professor of Accounting - 2007
BS, Pacific Union College;
MBA, Andrews University;
PhD, University of Maryland, College Park
Jacquelyn Warwick, J.N. Andrews Professor of Marketing - 1998
BA, University of Puget Sound;
MBA, PhD, Texas A&M University

Adjunct Professors

Lilian Akawobsa, MBA - Management
Bari Courts, PhD - Economics
Jenifer Daley, PhD - Economics
Jimmie Flores, PhD - Information Systems
Matthew Rosenboom, MBA, MS - Accounting
Robin Sarkar, PhD - Management/Marketing
Paul Smith, MSA, CPA - Accounting
Susan M. Taylor, JD - Management
James Temple, MBA, CPA - Accounting/Economics
Simon Vaz, MBA - Management

School of Education

Emeriti

George H. Akers, EdD - Professor of Curriculum and Instruction, Emeritus
Rudolph N. Bailey, PhD - Professor of Educational Psychology, School Psychology and Special Education, Emeritus
Shirley Freed, PhD - Professor of Leadership & Qualitative Research, Emerita
Lyndon G. Furst, EdD - Graduate Dean and Professor of Educational Administration & Supervision, Emeritus
Gary Gifford, EdD - Associate Professor of Leadership & Educational Administration, Emeritus
Sylvia Gonzalez, PhD - Professor of Leadership & Educational Administration
Donna J. Habenicht, EdD - Professor of Counseling Psychology, Emerita
James R. Jeffery, PhD - Professor of Educational Administration & Leadership, Emeritus
Frederick A. Kosinski Jr., PhD - Professor of Counselor Education, Emeritus
M. Louise Moon, PhD - Associate Professor of Education, Emerita
Roy C. Naden, EdD - Professor of Religious Education, Emeritus
Ray J. Ostrander, PhD - Professor of Teacher Education, Emeritus
Edward A. Streeter, EdD - Professor of Educational Administration & Supervision, Emeritus
Jerome D. Thayer, PhD - Professor of Research and Statistical Methodology, Emeritus
John B. Youngberg, EdD - Professor of Religious Education, Emeritus

Millie U. Youngberg, EdD - Professor of Teacher Education, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Shanter H. Alexander, Assistant Professor of School Psychology - 2016
BS, University of the Southern Caribbean
MA, EdS, Andrews University
Christon Arthur, Dean of School of Graduate Studies and Research - 2010
BA, Caribbean Union College;
MA, Andrews University;
PhD, Andrews University
Michelle K. Bacchiocchi, Assistant Professor of Teacher Education - 2006
BS, MMT, MAT, Andrews University
Lynley R. Bartlett, Professor of Higher Education Administration - 2011
BA, Pacific Union College;
MA, Andrews University;
PhD, University of Maryland
Erich W. Baumgartner, Professor of Leadership and Intercultural Communication - 1994
Diplôme d'Evangeliste Licencié, Adventist University of France;
MDiv, Andrews University;
MA, PhD, Fuller Theological Seminary
Glynis Bradfield, Associate Professor of Curriculum & Instruction - 2011
BS, University of South Africa;
MAT, UNISA, South Africa; MA, Andrews University;
PhD, University of Stellenbosch, South Africa
Jay Brand, Professor of Leadership and Higher Education - 2013
BA, Southern Missionary College;
MA, University of Louisville;
PhD, University of Louisville
Larry D. Burton, Professor of Teacher Education - 1995
BS, Andrews University;
MEd, Southwestern Adventist College;
PhD, Andrews University
Nancy J. Nixon Carbonell, Professor of Counselor Education and Counseling Psychology - 1991
BA, Pacific Union College;
MA, PhD, Andrews University
Ron D. Coffen, Professor of Counseling and School Psychology - 2003
BS, Andrews University;
MA, PhD, University of Maryland
Anneris Coria-Navia, Assistant Professor of Curriculum & Instruction - 2014
BM, River Plate University;
MM, Andrews University;
MA, Andrews University;
MA, Miami University;
EdD, University of Southern California
Duane M. Covrig, Professor of Leadership and Ethics - 2005
BA, Weimar College;
MA, Loma Linda University;
PhD, University of California, Riverside
Elvin S. Gabriel, Professor of Educational Psychology and Counselor Education - 1997
BS, Atlantic Union College;
MA, Andrews University;
EdS, Loma Linda University;
EdD, The George Washington University
Charity Garcia, Assistant Professor of Curriculum & Instruction - 2017
BEd, Avondale College
MA, PhD, Andrews University
Luana Greulich, Associate Professor of Special Education - 2011
BA, Purdue University;
MS, Indiana University;
PhD, Florida State University
Tevni E. Grajales Guerra, Professor of Research and Statistical Methodology - 2006
BA, Colombia Adventist University;
MA, Loma Linda University;
DSEd, Latina University
Gustavo Gregorutti, Professor of Leadership & Higher Education - 2014
BA, River Plate University;
MA, River Plate University;
PhD, Andrews University;
PhD, Humboldt University
Bradly K. Hinman, Associate Professor of Counselor Education - 2011
BA/BS, Central Michigan University;
MA, Andrews University;
PhD, Western Michigan University
Lori Imasiku, Assistant Professor of Teacher Education - 2014

BA, San Jose State University;
MA, San Jose State University;
EdD, University of San Francisco
Jimmy Kijai, Professor of Research and Statistical Methodology - 1990
BA, Spicer Memorial College;
MEd, PhD, University of South Carolina
Janet Ledesma, Professor of Leadership - 2011
BS, Atlantic Union College;
MA, PhD, Andrews University
Janine Lim, Associate Professor of Educational Technology - 2011
BA, MAT, PhD, Andrews University
Robson Marinho, Professor of Leadership and Higher Education Administration - 2006
BA, MA, Latin-American Adventist Theological Seminary;
MA, Andrews University;
PhD, Indiana University
Nadia Nosworthy, Assistant Professor of Educational Psychology - 2013
BA, University of Ottawa, Ottawa;
BEd, Queen's University, Kingston;
MEd, University of Western Ontario, London;
PhD, University of Western Ontario, London
Renette Portecop-Prentice, Assistant Professor of School Psychology - 2017
BA, University of the Virgin Islands, St. Thomas
MA, Andrews University;
EdS, Andrews University
Bordes Henry Saturne, Assistant Professor of Educational Leadership - 2016
BA, Haiti Adventist University
MTh, Strasbourg University
MA, Atlantic Union College
PhD, Strasbourg University
Denise Shaver, Assistant Professor of Curriculum & Instruction - 2015
BA, Oakwood College;
MA, EdS, PhD, Andrews University
Randy Siebold, Associate Professor of Leadership - 2015
AET, Andrews University
BS, Andrews University
MA, Central Michigan University
PhD, Indiana University
Dennis Waite, Assistant Professor of Counselor Education and Counseling Psychology - 1998
BA, Andrews University;
MA, EdD, Western Michigan University
Carole Woolford-Hunt, Associate Professor of Counseling Psychology - 2008
BS, Andrews University;
MEd, Northeastern University;
PhD, Western Michigan University

Education

Michelle K Bacchicchi - Director of Student Teaching and Field Experience

Adjunct Professors

Josmar Arrais, PhD - Leadership
Mike Aufderhar, PhD - Leadership
Tiago Baltazar, EdS - Graduate Psychology & Counseling
Larry Blackmer, MA - Educational Leadership
David Boshart, PhD - Leadership
Glynis Bradfield, PhD - Teacher Education
Theodore Brown, PhD - Leadership
Matthew K. Burns, PhD - Leadership
Beverly Cobb, PhD - Leadership
Lori Copsey, MA - Graduate Psychology & Counseling
Pam Cress, PhD - Leadership
Chris Currey, MS - Graduate Psychology & Counseling
Subir Dass, PhD - Leadership
R. Lee Davidson, EdD - Teacher Education
Jennifer Dove, PhD - Leadership
Marilyn R. Eggers, PhD - Leadership
Troy Fitzgerald, PhD - Leadership
Cheryl Fleming, PhD - Leadership
John Frame, PhD - Graduate Psychology & Counseling
Linda Fuchs, MA - Teacher Education
Eduardo Gonzalez, EdD - Educational Leadership
Deborah Gray, PhD - Graduate Psychology & Counseling
Mickey Hay, PhD - Leadership
David L. Heise, PhD - Leadership
Elsie Jackson, PhD - Leadership
Donna Jeffery, EdS - Graduate Psychology & Counseling
Loretta Johns, PhD - Leadership
Stephen Joseph, PhD - Curriculum & Instruction
Paul Kaak, PhD - Leadership

Cheryl Kisunzu, PhD - Leadership
Raquel Korniejczuk, PhD - Curriculum & Instruction
Dale J. Mancini, PhD - Leadership
Isadore Newman, PhD - Leadership
Constance C. Nwosu, PhD - Curriculum & Instruction
Silas Oliveira, PhD - Leadership
Marian Prince, MA - Teacher Education
Albert Reyes, PhD - Leadership
Bradley Sheppard, PhD - Teacher Education
Sue Smith, PhD - Leadership
Pretoria St. Juste, PhD - Curriculum & Instruction
Kristen Stehower, PhD - Leadership
James A. Tucker, PhD - Leadership
Joan Ulloth, PhD - Leadership
David Waller, MEd - Education
Eileen White, PhD - Leadership
Thom Wolf, PhD - Leadership

Adjunct Professors in Leadership Program at UNASP - Brazil

Jose Alaby, PhD
Afonso Cardoso, Doctor of Education
Francisca Costa, Doctor of Education
Martin Kuhn, Doctor of Communication
Eliseu Menegusso, Doctor of Education
Jose Iran Miguel, PhD
Everson Muckenberger, MSA
Adolfo Suarez, EdD
Eliel Unglaub, PhD

School of Health Professions

Academic Advisor

Emeriti

Ruth D. Abbott, PhD - Professor of Nursing, Emerita
John Carlos, Jr., PT, PhD - Professor of Physical Therapy, Emeritus
Nancy Carter, MS, - Professor of Nursing, Emerita
Winston Craig, PhD - Professor of Nutrition, Emeritus
C. William Habenicht, MPH - Professor of Physical Therapy, Emeritus
Zerita J. Hagerman, DNSc - Professor of Nursing, Emerita
Ingrid C. Johnson, MA - Professor of Physical Education, Emerita
Marcia Kilsby, PhD - Professor of Medical Laboratory Sciences, Emerita
Martha K. Lorenz, PhD - Professor of Home Economics, Emerita
Albert McMullen, MT(ASCP), MA - Professor of Medical Laboratory Sciences, Emeritus
Patricia Mutch, PhD - Professor of Nutrition, Emerita
Wayne L. Perry, PT, MBA, PhD - Professor of Physical Therapy, Emeritus
Richard Show, MS - Professor of Medical Laboratory Sciences, Emeritus
Rilla D. Taylor, MSN - Professor of Nursing, Emerita
Constance H. Tiffany, PhD - Professor of Nursing, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Jochebed Ade-Oshifogun, Associate Professor of Nursing - 2015
BS, University of Ife, Nigeria
MS, Governors State University
PhD, University of Illinois
Susan Allen, DNP Program Coordinator -2016
BS, Andrews University
MSN, Azusa Pacific University
DNP, Azusa Pacific University
Greg Almeter, Associate Professor of Physical Therapy -2008
BS, MSPT, Andrews University
DScPT Andrews University
Dixon Anjejo, Associate Professor of Public Health, Nutrition and Wellness - 2014
BS, Andrews University
MS, Moi University
DrPH, Loma Linda University
Sherine Brown-Fraser, Associate Professor of Public Health, Nutrition and Wellness
RD - 2014
BS, Oakwood University
PhD, Harvard University
Carol Burntnack, Assistant Professor of Public Health, Nutrition and Wellness - 2014
BS, Andrews University
MS, Benedictine University
Grace Chi, Associate Professor of Nursing - 2012

BS, Southwestern Adventist University
 MS, Andrews University
 PhD, Texas Woman's University
 D'Jaris Coles-White, Professor of Speech-Language Pathology - 2015
 BS, Cloumbia College
 MS, University of North Carolina
 PhD, University of Massachusetts-Hamherst
 Valerie Coolman, Director of Post-Professional Physical Therapy Program & Associate Professor of Physical Therapy -2016
 BS, MSPT Andrews University
 DScPT, Andrews University
 Brynja K. Davis, Assistant Professor of Speech Pathology- 2006
 BS, Andrews University
 MS, Loma Linda University
 Heather L. Ferguson, Associate Professor of Speech-Language Pathology & Audiology - 2011
 BS, Andrews University
 MS, Southern Connecticut State University
 PhD, Andrews University
 Kimberly W. Ferreria, Associate Professor of Physical Therapy - 2006
 BS, MSPT, Andrews University
 PhD, Nova Southeastern University - 2015
 Daniel F. M. González, Instructor of Medical Laboratory Sciences - 2014
 BS, Southern Adventist University; MLS(ASCP)^{CM}PBT
 Barbara Harrison, Clinical Associate Professor of Nursing - 2017
 BS, Andrews University
 MS, Wayne State University
 Shawna Henry, Clinical Associate Professor of Nursing- 2017
 BS, Northern Caribbean University
 MS, Duke University
 Sherri Isaak, Associate Clinical Professor of Public Health Nutrition and Wellness, RD - 2015
 BS, Andrews University
 MS, Andrews University
 Sozina Katuli, Assistant Professor Physical Therapy - 2015
 BS, Sokoine University of Agriculture, Tanzania
 MS, Loma Linda University
 DrPH, Loma Linda University
 Gretchen Krivak, Assistant Professor of Public Health Nutrition and Wellness RD - 2010
 BA, Bethel College
 MS, Andrews University
 Maximino Alfredo Mejia, Associate Professor of Public Health, Nutrition and Wellness RD - 2014
 BA, Universidad de Montemorelos
 MS, Loma Linda University
 DrPH, Loma Linda University
 Sue Mondack, Onsite Clinic Director -2017
 BS, Andrews University
 MA, Michigan State University
 Timothy A. Newkirk, Assistant Professor of Medical Laboratory Sciences - 2010
 BS, BSMT, Andrews University
 MSMLS, Andrews University; MT(ASCP)
 Leila Nogueira, Assistant Professor of Nursing- 2017
 ASN, Cape Cod Community College
 MS, Walden University
 Elizabeth T. Oakley, Associate Professor of Physical Therapy - 1994
 BS, MSPT, Andrews University
 DHSc, University of St. Augustine
 Lee E. Olson, Associate Professor of Physical Therapy 2002
 DC, Western States Chiropractic College
 MPT, Andrews University
 Ryan Orrison, Assistant Professor of Physical Therapy - 2014
 BS, Andrews University
 MS, Andrews University
 Melissa Poua, Instructor of Medical Laboratory Sciences - 2015
 BS, Andrews University MT(ASCP)
 Darah J. Regal, Assistant Professor of Audiology - 2000
 BS, Andrews University
 MA, Ball State University
 Karen A. Reiner, Associate Professor of Medical Laboratory Sciences - 2004
 BS, Columbia Union College
 MSCLS, Andrews University; MT(ASCP)
 Emmanuel Rudatsikira, Professor of Public Health - 2012
 MD, Kinshasa University
 DrPH, Loma Linda University
 Laura Scheidler-Smith, Assistant Professor of Speech-Language Pathology and Audiology - 2014
 BS, Eastern Michigan University
 MA, Eastern Michigan University
 William Scott, Assistant Professor of Physical Therapy - 2013

BS, MSPT, Andrews University
 Tammy Shilling, Associate Professor of Speech-Language Pathology and Audiology - 2015
 BS, University of Kansas
 MS, University of Kansas Medical Center
 MS, Baker University - Management
 Tasha Simpson, Assistant Professor of Medical Laboratory Sciences - 2014
 BS, Northern Caribbean University
 MSc, Northern Caribbean University; MT(ASCP)^{CM}, C(ASCP)
 Padma Uppala, Director of Bachelor of Science in Public Health Program and Professor of Public Health - 2016
 BS, Andhra University
 MS, Kakatiya University
 PhD, Loma Linda University
 David P. Village, Professor of Physical Therapy - 1995
 BS, MSPT, Andrews University
 DHS, University of St. Augustine
 Khonnah Weithers, Instructor of Nursing - 2013
 BS, Andrews University
 Alice Williams, Associate Professor of Nutrition - 1983–88, 1993
 BA, Andrews University
 MS, Loma Linda University
 PhD, University of Tennessee, Knoxville

Curricula Coordinators

Pre-Professional Curricula

Chiropractic - Lee E. Olson, PT, DC
 Cytotechnology - Karen Reiner
 Dietetics - Sherine Fraser, Gretchen Krivak
 Health Information Management - Karen Reiner
 Physical Therapy - Jillian Panigot

Adjunct Professor of Public Health, Nutrition and Wellness

Zeno Charles-Marcel, MD
 Jonathan Mark Daniels, BS
 Sylvia Fagal, MS
 Mark Ghamsary, PhD
 Stephanie Goddard, MS
 Fred Hardinge, DrPH
 Justine Howard, BS
 Wendy Lombard, MS
 Jiri Moskala, PhD
 Joycelyn Peterson, DrPH, RD, LD
 Ralph Peterson, DrPH
 Alberto Sanchez, DrPH
 Thomas Shepherd, DrPH
 Susan Singer, MPH
 Robin Smith, PhD
 Mohammad Talafha, DrPH
 Wendy Thompson, DrPH
 Per de Lange, DrPH

Adjunct Clinical Professors of Dietetics

Kris Flanigan, RD, LDN - Adventist Hinsdale Hospital, Hinsdale, IL
 Karen Feldmeyer, MSA, RD, LD - Atrium Medical Center, Kettering, OH
 Peter Weiss, MS, RD, LDN - Florida Hospital Waterman, Tavares, FL
 Gabrielle Belcastro, RD - Florida Hospital Zephyrhills, Zephyrhills, FL
 Laura Walters, RD, LD, Susan Wilson MS, RD, LD - Kettering Health Network, Kettering, OH
 Tracee Scheffers, MA, RD - Lakeland Healthcare, St. Joseph, MI
 Jocie Antonelli, RD Food Service - IU Health Goshen, Goshen, IN
 Sandi Morris, RDN, CD/Clinical
 Crystal Creighton, RD - Spectrum Health, Grand Rapids, MI
 Claudia Weekes, MS, RD, LD - St. Francis Hospital, Columbus, GA
 Stephanie Hillyer, RD, Terri Faulkenburg, CDM - LaPorte Hospital, LaPorte, IN
 Megan Rhoades, RD, LD, CDE - Huguley Medical Center, Fort Worth, TX
 Gail Weismann, RD, CD - Memorial Hospital, South Bend, IN

Adjunct Clinical Instructors of Dietetics

Amita Health Adventist Medical Centers

Irene Simatic, MBA, RD, LDN, CDE
 Lisa Murray, MS, RD, LDN
 Yun Kung Lin, RD
 Amanda Ayers, RD
 Amanda Duffy, RD

Sally Rogina, RD
Joy Oh, RD
Sara Volkmar, RD
Elizabeth Zawila, RD

Atrium Medical Center, Franklin
Kathy Bere, RD, LD
Mary Lindfors, RD, LD, CNSD
Cynthia Santoro, RD, LD
Amber Stanton, RD

Florida Hospital Zephyrhills
Julia Damp, RD, LDN
Terry Weidy, RD
Laura Donaway, RD

Florida Hospital-Waterman, Tavares
Ellen Boyer, RD
Candace Miller, RD
Jodi Robinson, RD
Vicky Wang, RD

Fresenius Dialysis
Tom Grove, MS, RD
Marlena Crow, MS, RD

Greencroft Healthcare
Lorna Troyer, RD

IU Health-Goshen, Goshen
Sherri Kramp, RD, CD
Elisa McPherson, RD, CD
Justine Miller, RD, CD
Becky Overholt, RD,CD, CSO
Tiffany Swartzentruber, RD,CD

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Beverly Millison, RD, LD, CDE
Gail Sdao RD, LD, CNSC (**Medical City Hospital**)
Christina Strudwick, RD, LD

Kettering Medical Center, Kettering
Julia Ahrns RD,LD
Tina Banning MS, RD, LD
Noelle Brown RD, LD
Britnee DePriest RD,LD
Meghan DeRoo RD, LD
Mary Lou Ducate-Miller, RD, LD
Amanda Griffen RD,LD
Helene Gruber, RD, LD
Heather Harp RD,LD
Dyanne Johnson, RD,LD
Stephani Knisley RD,LD
Nancy Kunkel, RD,LD,CDE
Jennifer Lames RD, LD
Cynthia Lyness, RD, LD
Carla Metzler, RD, LD
Jane Newton, RD,LD
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Destiny Temple RD, LD
Diane Tettau RD, LD
Debra Tornes RD, LD
Elizabeth Villanyi MS, RD,LD

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Jeanette Arrendondo, RD
Janelle Bennett, RD
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Laura Landrey, RD
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Shellie Meulemans, RD
Monique Miller, RD
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Christina Parce, RD

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Whitney Schueneman, RD
Erin VerHage, RD, CNSC

Beacon Health System
Carol Curtis, RD
Cecily Maes, MA, RDN
June Brandner, RD
Kaley Schwind, RD
Martha Magliola, RD
Mayelin Lora-Williams, RD
Nancy Taghon, RD
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Jocie Antonelli, RD
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Spectrum Health, Grand Rapids
Peri Bianchi, PhD, RD, CNSD
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Jessica Doorn, BS, RD
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Stephanie Patterson, BS, RD
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Lindsay Shultz, RD
Kristen Stache, MS, RD
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Theresa Tomaski, RD
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Kateri Valdes BS, RD, CNSP
Lori Vanderweele, BS,RD,CPN
Bobbie Warmbein, RD

WIC
Debbie Amodedo, RD,LDN
Christopher Bendekgey, MS,RD
Brenda J. Forman, RD
Sarah Last, RD
Cindy Meale, RD
Patti Meuninck, RD
Dawn Pinto, RD
Pamela Silko, MS,RD,LDN

School Lunch
Judy Sargent, RD
Meghan Gibbons, RD
Amy Klinkoski, MS
Lousie Easterly, LD, RD

St. Francis Hospital
Vista-Dale Hanley RD, LD
Choi Har Kwan, MS RD LD

Ali Reitz, RD,LD
Penny Park, RD LD

Memorial Hospital
Martha Magliola RD
Vickie Craker RD

Adjunct Clinical Professors of Medical Laboratory Sciences

Adventist Healthcare Laboratories (Quest Diagnostics):
Shady Grove Adventist Hospital- Maryland
Stephanie Codina, MS, MT(ASCP)SBB, DLM
Julie Negado
Mattie Foston
Samson Khandagale

Adventist Healthcare Laboratories (Quest Diagnostics):
Washington Adventist Hospital - Maryland
Zaneta Morrow
Neal Maskare

AMITA Health Adventist Medical Center Hinsdale -Illinois
Lily Choy,BS, MT(ASCP)
Alesia Gruener, AAS, MT (ASCP)
Virginia McCambridge, BS, MT(ASCP)SH
Gale Meyer, BS, MT(ASCP)
Hetal Patel, BS, MT(ASCP)
Janice Rosacrans, BS, MT(ASCP)
Roger Rosen, BS, MT(ASCP)SM
Zenaïda Tojino, BS, MS, MT(ASCP)SC
Dino Vallera, MD
Lily Young

CHI Memorial Hospital - Tennessee
Vickie Burger, BS, MBA, MT(ASCP)
Vicki Blackburn
Beverly Griffith
Sue Hagan
Beth Davis, BS, MT(ASCP)
Kristi Parson, BS, MT(ASCP)
Lynne Williams

Florida Hospital Heartland Medical Center - Florida
Marcene Miller
Andrea Stidham
Flor deLuna

Florida Hospital Memorial Medical Center - Florida
Carmen Goco, BSMT, MBA/HCM
Birgia Ekins
Brian Midkiff
Aurora Tolentino
Kathleen O'Kane

Florida Hospital Orlando - Florida
Ayleen Ayala
Bonnie Mehta
Francisco Arellano
Angela Charles
Nicole Romano
Max Marschner
Sam Shen
Christian Villegas
Shannon Harper

Altamonte
Alvin Elliott
Lauren Dickman
Jacelis Garcia-Casillas
Jose Flores
Ron Lewis
Tracy Clark

Celebration

Sonaly Pham

East Orlando
Michelle Santana-Lopez
Jessica Lange
Sheniqua Kemp
Karissa Lucas

Kissimmee
Theresa Palmer
Alicia Rodriguez-Davila

Winter Park

Bindu Patel
Joanne Donaldson
Giselle Ming
Flora Russell
Barbara Rhiner

Florida Hospital Tampa
Kurt Stonesifer, MD Medical Director
Jose Tirado, BSCLS, MSCLS, MLS (ASCP)
Phyllis Lin, BS, MLS(ASCP)
Robyn Martin, BS, MLS(ASCP)
Vida Martinez, BS, MT(ASCP)

The Johns Hopkins Hospital - Maryland
Paula Mister
Lorraine N. Blagg
Barbara Detrick
Christine Hostetter
Brittney Howard

Kettering Health Network - Ohio
Glenda Glavic
Kerensa Rogers, BS, MT(ASCP)
Aimee Moretta
Alicia Barlan Lu, BS, MT(ASCP)
Amanda Dick, BS, MT(ASCP), SBB
Dianne Griffith, BS, MSA, MT(ASCP)
Sandra Parker, BSMT, H(ASCP)
Lois Rudzienski, MS, NRM (ASM)
Ranell Soriano

Indiana University Health LaPorte Hospital & Health System- Indiana
Robert Penoni
Jean Knickerbocker, MT(ASCP)
Sonali Shukla, MD
Cynthia A Whitacre, BS, MT(ASCP)
Jennifer Vlrien
Patricia Fieldon
Kim Michaels

Lakeland Regional Health System—Michigan
Sharon Gauthier, BS, MT, MLT(ASCP)SM
Linda Cox, BS, MT(ASCP)SBB
Eden Kittleson, BS, MT(ASCP)
Jamie Starbuck, BS, MT(ASCP)
Jane Yin, MD
Judy Bertsch
Smruti Damania

Lutheran Hospital
Sue Gloudemans
Dawn Treace
Karen Brown
Rosie Conrow
Stephanie Clemmens
Chelsey Gerig

The Medstar Washington Medical Center
Masashi Waga
Lorraine Wyne

Karen Delinger
Karen D. Gutwald

Memorial Hospital at South Bend

Angella Bollman, BS Medical Technology, MT(ASCP), Senior Technologist
Michelle Bondurant, Blood Bank Supervisor, BS Medical Technology, MT(ASCP) SBB
Amy Jann, BS Medical Technology, MLS(ASCP), Technical Supervisor
Gerald Rinon, BS Medical Technology, MT(AMT), Senior Technologist
Chimmy Sharp, AS Medical Technology Technician, MLT(ASCP), Senior Tech
Mary Youngs, BS Medical Technology, MT(ASCP), MPA Lab Manager
Gina Arsenault

Parkridge East Hospital

Von Stacy
Deidre Suggs
Danny Stewart
Kacey Sedgwick

Centura Health - Colorado

Hilary Bennett, BS, MT(AMT)
Deb Berg, BS, MT(ASCP)
Deborah Cattani, AS, MT(ASCP)(HEW)
Robert Clark, BS, MT(ASCP)
Vicki Daugherty, BS, MLS(ASCP)
Janice Eakins, BS, MT(ASCP)
Rasha Elshieck, BS, MT, AMT
Barbara Fink, BS, MT(ASCP)
Frank Forney, MLT(ASCP)
Patricia Hammond, BS, MT(ASCP)
Ann Hawthorne, BS, MT(ASCP)
Renee Helvey, BS, MLS(ASCP)
Karen Hoggot, BS, MBA, MT(ASCP)
Kathleen Jakubowski, BS(ASCP)
Aundrea Johnson, BS
Dianne Johnston, BS, MT(ASCP)
Deanne Martin, BS, MT(ASCP)
Donna Martinez, BS, MT(ASCP)
Brittany Maude, BS, MLT(ASCP)
Rita Mayers, AA, MLS(AMT)
Heather Melsness, BS, MT(ASCP)
Mary Metcalf, BS, MT(ASCP)
Debbie Miller, BS, MLS(ASCP)
Julie Neputi, AS, MLT(ASCP)(HHS)
Rita Oliver, BS, MT(ASCP)
Alena Ong, BS, MT(ASCP)
Marty Pack, BS, MT(ASCP)
Charmian Perez, BS, MT(ASCP)
Diane Reynolds, BS, MT(ASCP)
Elizabeth Robinson, BS, MT(ASCP)
Rachael Shaw, BS, MT(ASCP)
Lynn Simpson, BS, MLT(ASCP)
Robert Thompson, BS(ASCP)
Sarah Elizabeth Totten, BA, BS, M(ASCP) PhD
Ann Tran, AS, MLT(ASCP)
Diann Young, BS, MT(ASCP)
Jennifer Yurglich, BS, MT(ASCP)
Angiel Cook
John Bourquin
Sheryl Hoover
Gail Shannon
Judy Wendling
Carolee Bakkemo
Bonnie Carroll
Susan Mason
Martha Pitney
Linda Wiles
Norma Carlone

South Lake Hospital

Frederick (Freddy) M. Moses
Alisha Terborg
Mary Grace Estrella
Abhay Goel
Joe Melero

Texas Health Huguley Hospital

Kamala Attaluri, BS, MT (ASCP)
Diana Forand, BS, MT (ASCP)

Itsia Gonzalez, BS, MT (ASCP)
Nikki Haberstroh, BS, MT (ASCP)
Kevin Homer, MD
Karen Martinson, BS, MT (ASCP)
Gloria Mathur, BS, MT (ASCP)(CSLT)SBB
Douglas Toler, MD
Yan-Lee Chan
Ron Kimbrow
Rick Bailey
Professional Lecturers

Physical Therapy, Andrews University

Dixon Anjejo, DrPH
Teri Anzures, PT
Lisa Babcock, DPT
Lori Bliven, MSPT
Erin Brinkley, MS
John Carlos, Jr., PT, PhD
Emily Carlson, MA
Patrick Casey, PhD
Tina Chase, PT
William Chobotar, PhD
Duane Covrig, PhD
Joel Doran, DPT
John Dronen
Aristede Dukes, DPT
Rustin Dyer, MS
Tony Escotto, MSPT
Norbert Fliess, CP
Cyndi Forrester, PT
Jenny Forrester, DPT
Carl Fried
Dana Gardiner
Dena Garnett, DPT
Anita Gonzalez
Adrienne Greene, DPT
David Grellman, MD
Kristine Horvath
Jennifer Janowski
Jeff Jasinski, PT
Ante Jeronoic
Leann Jewell, PT
Kristin Kabele, PT
Brian Kanyer, PT
Shelley Kennedy
Nate Kloosterman
Matthew Knowlton
John Koller, AS
Cynthia Krafft, PT
Carrie Kutchie, PT
Judy Listenberger, BS
Brian Malas, MHPed
Danielle Marek, PTA
Alex Markovich
Brian McEwan
Sherry McLaughlin
David Newbolds, MPT
Michael O'Hearn, PT,MSPT
Teresa Petzke
Stephen Prendergast, CO
Darah Regal, PhD
Becky Rommel, OT, MMA
Todd Rose, MSPT
Donald Shelbourne, MD
Cynthia Schlipp, MSPT
Patricia Sisamis
Twyla Smith, MSW
Angel Snyder, MSPT
Tracy Tacket, DO
Susan Talley, PT, PhD
Robert Taylor, ATC, CSCS
Amanda Trail
Curt VanderWaal, PhD
Stephen Wigger
Tess Young, DPT
Kristin Zakutansky, MBA

Adjunct Professors of Physical Therapy

Frank Aerts. DScPT
Alina Baltazar, PhD

Elliott Davis, PT
 Bonny Dent, PT, MSPT
 Pat Fonstad, DScPT
 Paula Fortune, MSPT
 Anita Gonzalez, LMSW
 Lisa Goolsby, MBA
 Candice Hollingsead, PhD
 Philip Jasheway, DScPT
 John Matthews, PhD
 Scott Mihalik, MMS, PA-C
 David Musnik, MD
 Scott Nolte, PT
 Keri Pawielski, DPT
 Erl Pettman, MCSP, MCPA, COMP
 Caryn Pierce, MSPT
 Glenn Russell, MDiv
 Scott Schalk, MBA
 Geoff Schneider, DScPT
 Stacy Soappman, DScPT
 Kathleen Stupansky, DScPT
 Peter West, MSPT
 Susan Zork, MA

Adjunct Clinical Instructors of Physical Therapy

Heather Adaway, PT, CCCE
 Sara Alhajeri, PT, CCCE
 Lisa Allen, PT, CCCE
 Dayadny Alvarez, CCCE
 Traci Anderson, CECC
 Dwight Anunciado, PT, CCCE
 Teri Anzures, PT, CECC
 Diana Arkuszewski, PT, CCCE
 Rachel Atanosian, PT, CCCE
 Lisa Babcock, PT, CCCE
 Melissa Baggenstoss, CCCE
 Alison Bertone, PT, CCCE
 Heather Blair, PT, CCCE
 Rob Boyle, PT, CCCE
 Sonja Bradburn, PT, CCCE
 Sarah Bristol, DPT, CCCE
 Matt Carbone, PT, CCCE
 Melissa Christopher, MSPT
 Aaron Coon, PT, CCCE
 Bajori Denard, PT, CBIS, CCCE
 Trevyn Despain, CCCE
 Carissa Dill, CCCE
 LeAnn Distelberg, PT, CCCE
 Julie Dwyer, PhD, MSPT, CSCS, EMT, CI
 Jordan Ford, CCCE
 Katy Frailing, PT, CCCE
 Angie Glassock, PT, CCCE
 Wayne Goffin, PT, CCCE
 David Goldenbogen, PT, CCCE
 Rebecca Graves, PT, CCCE
 Tina Hanson, PT, CCCE
 Cara Hataway, PT, CCCE
 Brock Haut, PT, CCCE
 Doug Helsom, PT, CCCE
 Jennifer Hibler, PT, CCCE
 Kristin Holsing, PT, CCCE
 Eric Holsopple, CCCE
 Scott Hunsaker, PT, CCCE
 Lisa Hwang, PT, CCCE
 Dominic Irwin, PT, CCCE
 Phil Jasheway, PT, CCCE
 Bradley Kaya, PT, CCCE
 Nicole Kidd, PT, CCCE
 Angela Kisner, PT, CCCE
 Erika Kissinger, CCCE
 Elizabeth Klein, CCCE
 Paul Koval, PT, CCCE
 Rhoda Kranenberg, CCCE
 Bonnie Kreiter, PT, CCCE
 Elizabeth Kresse, PT, CCCE
 Brad Krushinski, PT, CCCE
 Matt LeBlang, PT, CCCE
 David Leffler, PT, CCCE
 Mark Leonard, PT, CCCE
 Stephen Leppard, PT, CCCE
 BJ Little, PT, CCCE
 Shannon Logsdon, PT, CCCE

Valerie Macpherson, PT, CCCE
 Debbie Mansfield, PT, CCCE
 Howard Manuel, PT, CCCE
 Robert McFarland, PT, CCCE
 Robert Merritt, PT, CCCE
 Glen Meyer, PT, CCCE
 Ann Mika, PT, CCCE
 Denise Mitchell, CCCE
 Lora Moore, PT, CCCE
 Kristina Morton, PT, CCCE
 Anne Murray, PT, CCCE
 Tsahi Niv, PT, CCCE
 Rod Olson, PT, CCCE
 Ed Orloff, PT, CCCE
 Jonathan Paden, MSPT, CCCE
 Keri Pawielski, PT, CECC
 Tim Phan, PT, CCCE
 Ron Radawiec, PT, CCCE
 Kirk Randall, MPT, CCCE
 Peter Randall, PT, CCCE
 Melissa Rau, PT, CCCE
 Jeremy Rauch, PT, CCCE
 Pamela Redfearn, PT, MSPT, CCCE
 Lisa Reischach, PT, CCCE
 Karen Reyhl, PT, CCCE
 Christine Robinson, PT, CCCE
 Katie Roll, PT, CCCE
 Deborah Romig, PT, CCCE
 Sunita Ruse, PT, CCCE
 Susanna Russell, PT, CCCE
 Aileen San Luis, PT, CCCE
 Isaías Santos, PT, CCCE
 Greg Schaible, PT, CCCE
 Nathan Schmunk, PT, CCCE
 Sue Simmerman, PT ScD, OCS, CCCE
 Kristin Smith, CCCE
 Nicole Springer, PT, CCCE
 Malinee Swihart, PT, CCCE
 Megan Teele, PT, CCCE
 Mike Trammell, CCCE
 Kim Traub, PT, CCCE
 Renee Trombley, PT, CCCE
 Ashley VanDam, PT, CCCE
 Susan Vogt, PT, CCCE
 Heather Waldron, PT, CCCE
 David Walker, PT, OCS, CCCE
 Joan Walker, PT, CCCE
 Danny Webb, PT, CCCE
 Christie Weir, PT, CCCE
 Dennika Weller, PT, CCCE
 Chyrinne White, PT, CCCE
 Dottie Whitt, PT, CCCE
 Debra Wilson, PT, CCCE
 Brenda Worden, PT, CCCE
 Sara Young, PT, CCCE
 Eva Wosiak, PT, CCCE
 Laython Young, CCCE
 Jennifer Zdobylak, PT, CCCE

Adjunct Professors of Nursing

Olawale Ade-Oshifgun, Ed.D
 Andrew Awoniyi, ND, RN-BC, CDE
 Darlene Barnhurst, MSN
 Shawn Collins, PhD, DNP
 Anneris Coria-Navia, Ed.D
 Lizzie Dias, BSN
 Dixon Anjejo DrPH, Dip GIS
 Monique Germain, Ed.D, MSN
 Lori Anne Huegel, DNPc, MSN
 Ana Irizarry, MSN
 Jennifer Jbouri, BSN
 Tammy Jerz, MSN
 Chelsey McDonald, BSN
 Sweet Mordi, DNP, RN, ACNS-BC
 Beverly Sedlacek, DNPc, MSN, RN, CNS-BC

Seventh-day Adventist Theological Seminary

Emeriti

John T. Baldwin, PhD - Professor of Theology, Emeritus
Russell C. Burrill, DMin - Professor of Evangelism and Church Growth, Emeritus
Fernando L. Canale, PhD - Professor of Theology and Philosophy, Emeritus
Walter B.T. Douglas, PhD - Professor of Church History and History of Religion, Emeritus
Jacques B. Doukhan, Dr es Let Hébraïques, ThD - Professor of Hebrew and Old Testament Exegesis, 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
Lester P. Merklin Jr., DMin/DMiss - Professor of World Mission, Emeritus
Jerry A. Moon, PhD - Professor of Church History, Emeritus
James J. North, Jr., DMin - Professor of Pastoral Care and Chaplaincy, Emeritus
Russell L. Staples, PhD - Professor of World Mission, Emeritus
Kenneth B. Stout, DMin, PhD – Professor of Preaching, Emeritus
H. Peter Swanson, PhD - Professor of Pastoral Care, Emeritus
O. Jane Thayer, PhD - Associate Professor of Religious Education, Emerita
Peter van Bemmelen, ThD - Professor of Theology, Emeritus
Nancy J. Vyhmeister, PhD - Professor of Mission, Emerita
Werner K. Vyhmeister, PhD - Dean and Professor of Mission, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Bruce L. Bauer, Professor of World Mission - 1989–97, 2001
BA, MA, Andrews University;
MAMiss, DMiss, Fuller Theological Seminary
O. M. "Skip" Bell, Professor of Christian Ministry - 2000
BA, Union College; MDiv, Andrews University;
DMin, Fuller Theological Seminary
Merlin D. Burt, Professor of Church History - 2003
BA, Southwestern Adventist College;
MDiv, PhD, Andrews University
P. Richard Choi, Professor of New Testament - 1991
BA, Pacific Union College; MDiv, Andrews University;
PhD, Fuller Theological Seminary
Petr Cincala, Assistant Professor of World Mission - 2013
BTh (Equiv.), Prague SDA Theological Seminary;
MDiv, MSW, PhD, Andrews University
Felix H. Cortez, Associate Professor of New Testament - 2013
Licenciado en Teología, Universidad de Montemorelos;
Maestría en Letras Modernas, Universidad Iberoamericana;
PhD, Andrews University
Jo Ann M. Davidson, Professor of Systematic Theology - 1992
BA, MA, Andrews University;
PhD, Trinity Evangelical Divinity School
Richard M. Davidson, J.N. Andrews Professor of Old Testament Interpretation - 1979
BA, Loma Linda University;
MDiv, PhD, Andrews University
Gorden R. Doss, Professor of World Mission – 1998
BA, MDiv, DMin, Andrews University;
PhD, Trinity Evangelical Divinity School
Denis J.H. Fortin, Professor of Historical Theology - 1994
BA, Canadian University College;
MDiv, Andrews University; PhD, Université Laval
Constance E.C. Gane, Associate Professor of Archaeology and Old Testament - 2004
BS, Pacific Union College;
MA, PhD, University of California, Berkeley
Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages - 1994
BA, BMus, Pacific Union College;
MA, PhD, University of California, Berkeley
Oliver Glanz, Associate Professor of Old Testament - 2014
BTh, Theologisches Seminar Schloss Bogenhofen;
MTh, MA, PhD, Vrije Universiteit Amsterdam
Kleber de Oliveira Gonçalves, Associate Professor of World Mission - 2015
BTh, Latin-American Adventist Theological Seminary;
MDiv (Equiv.), MSA, PhD, Andrews University
Paul Z. Gregor, Professor of Old Testament and Biblical Archaeology - 2007
BA, MA, Newbold College;
PhD, Andrews University
Kenley Hall, Associate Professor of Christian Ministry - 2004

BA, Loma Linda University;
MDiv, DMin, Andrews University
Martin Hanna, Associate Professor of Systematic Theology - 2004
BA, Northern Caribbean University;
MA, PhD, Andrews University
Willie E. Hucks II, Associate Professor of Christian Ministry - 2016
BA, Oakwood College;
MDiv, DMin, Andrews University
Darius W. Jankiewicz, Professor of Historical Theology - 2008
BA, Avondale College;
MDiv (Equiv.), PhD, Andrews University
Edyta Jankiewicz, Assistant Professor of Religious Education - 2017
BASc, South Australian Institute of Technology;
MMin, Avondale College;
PhD, Andrews University
Ante Jerončić, Associate Professor of Theology and Ethics - 2006
BA, Andrews University
MA, Stellenbosch University, South Africa
PhD, University of Chicago
Denis Kaiser, Assistant Professor of Church History - 2017
BTh, Seminar Schloss Bogenhofen;
MA, PhD (Candidate), Andrews University
S. Joseph Kidder, Professor of Christian Ministry - 2000
BA, BS, Walla Walla University;
MDiv, DMin, Andrews University
Wagner Kuhn, Professor of World Mission - 2005
BTh, Seminario Adventista Latino-Americano de Teologia;
MA, Andrews University;
PhD, Fuller Theological Seminary
John V.G. Matthews, Professor of Educational Foundations and Religious Education - 1999
BA, Washington Adventist University;
MA, PhD, Andrews University
Errol McLean, Associate Professor of Church Growth and Evangelism - 2010
BA, Northern Caribbean University;
MAPM, DMin, Andrews University
Nicholas P. Miller, Professor of Church History - 2008
BA, Pacific Union College;
JD, Columbia University; MA, PhD, University of Notre Dame
Jiří Moskala, Professor of Old Testament Exegesis and Theology - 1999
BA, MTh, ThD, Protestant Theological Faculty of Charles University, Czech Republic;
PhD, Andrews University
Ricardo Norton, Associate Professor of Church Growth - 1996
BTh, Universidad de Montemorelos;
MDiv, PhD Andrews University;
DMin, Fuller Theological Seminary
Trevor O'Reggio, Professor of Church History - 2001
BA, Walla Walla University; MDiv, Andrews University;
MA, PhD, University of Chicago;
DMin, Gordon-Conwell Theological Seminary
Stanley E. Patterson, Professor of Christian Ministry - 2008
BA, Southwestern Adventist University;
MA (Equiv.), PhD, Andrews University
John Peckham, Associate Professor of Theology and Christian Philosophy - 2013
BS, Atlantic Union College;
MDiv, PhD, Andrews University
David Penno, Associate Professor of Christian Ministry - 2014
BA, Southern Missionary College;
MA, Southern Adventist University;
PhD, Andrews University
Paul J. Ray, Jr., Associate Professor of Old Testament and Biblical Archaeology - 2014
BA, University of Illinois;
MA, PhD, Andrews University
John W. Reeve, Assistant Professor of Church History - 2004
BA, Pacific Union College;
MA, MDiv, Andrews University;
PhD, University of Notre Dame
Teresa L. Reeve, Associate Professor of New Testament Contexts - 2002
BA, Pacific Union College;
MA, MDiv, Andrews University;
PhD, University of Notre Dame
Boubakar Sanou, Assistant Professor of Mission and Leadership - 2016
BA, Andrews University;
MA, Newbold;
DMin, PhD, Andrews University
Eduard E. Schmidt, Assistant Professor of Personal Evangelism - 1995
BA, River Plate University; MDiv, Andrews University;
DMin, Fuller Theological Seminary
David Sedlacek, Professor of Discipleship and Family Life - 2010

BS, Cleveland State University;
MSSA, PhD, Case Western Reserve University
Thomas Shepherd, Professor of New Testament - 2008
BA, Pacific Union College;
MPH, DrPH, Loma Linda University;
MA, PhD, Andrews University
Ranko Stefanovic, Professor of New Testament - 1999
BTh, MA, Adventist International Institute of Advanced Studies;
PhD, Andrews University
Cedric Vine, Associate Professor of New Testament - 2016
BSc, Aston University;
Licence in Theology, MA, Newbold College;
PhD, University of Sheffield
Anthony WagenerSmith, Assistant Professor of Christian Ministry - 2017
BA, Southern Adventist University;
MDiv, Andrews University;
DMin, Fuller Theological Seminary
Allan R. Walshe, Associate Professor of Discipleship - 2008
BA, Avondale College;
MA, University of New South Wales;
DMin, Fuller Theological Seminary
Johnnathan R. Ward, Assistant Professor of Chaplaincy - 2016
BA, Oakwood University;
MDiv, Andrews University
Scott R. Ward, Assistant Professor of Discipleship and Religious Education - 2017
BFA, University of Nebraska;
MAYM, Andrews University;
DMin, Andrews University
Ronald H. Whitehead, Assistant Professor of Youth Ministry - 1996
BA, Southern Adventist University;
MA, Andrews University
David A. Williams, Assistant Professor of Worship - 2018
BS, BA, Southern Adventist University;
MSM, University of Notre Dame;
PhD, Andrews University
Hyveth Williams, Professor of Christian Ministry - 2009
BA, Columbia Union College;
MDiv, Andrews University;
DMin, Boston University School of Theology
Randall W. Younker, Professor of Archaeology and History of Antiquity - 1986
BA, MA, Pacific Union College;
MA, PhD, University of Arizona

Research Faculty

Gerald A. Klingbeil, Research Professor of Old Testament and Ancient Near Eastern Studies - 2009
BA, Andrews University;
BA, MA, DLitt, University of Stellenbosch

Joint Appointments

Terry D. Robertson, Professor of Library Science; Seminary Librarian - 1999
BA, MA, Andrews University;
MLS, Indiana University
(Holds joint appointment in the College of Arts & Sciences)

Adjunct Professors

Emilio Abdala-Dutra, DMin - Church Growth and Equipping Church Members
Jose Arias-Quintero, DMin - Church Growth
Roberto Badenas, PhD - New Testament
Enrique Báez García, PhD - Old Testament
Petras Bahadur, DMin - Islamic Studies
Benjamin J. Baker, PhD - Adventist Studies
Robert D. Bates, PhD - Archaeology
Ricardo Bentancur, PhD - Theology and Christian Philosophy
Balvin Braham, EdD - Organizational Leadership
Erlo Braun, DMin - Church Growth
Carlos Camarena, PhD - New Testament
Steve W. Case, PhD - Youth Ministry
Michael F. Cauley, DMin - Evangelism and Church Growth
Michael R. Cauley, DMin - Evangelism and Church Growth
Juan Choque, PhD - Leadership
Claudio J. Consuegra, DMin - Family Ministry
Cheryl D. Doss, PhD - Mission Studies; Religious Education
Efrain Duany Jr., DMin - Family Ministry
Paul Dybdahl, PhD - World Mission; World Religions
José M. Espinoza Almazán, DMin - Church Planting
Ronald M. Flowers, DMin - Family Ministry
Curtis A. Fox, PhD - Family Ministry; Crisis Intervention
Elvin Gabriel, EdS, EdD - Counseling; Psychology

A. Barry Gane, DMin - Youth Ministry
Tevni E. Grajales-Guerra, DSEd - Research Methods
Abraham Guerrero, PhD - World Mission
Abner F. Hernández, PhD - Church History
William M. Knott, PhD - Research and Writing
Frederick A. Kosinski, PhD - Counseling; Psychology
Skip A. MacCarty, DMin - Covenants
Carlos A. Machado, DMin - Discipleship
Rudolph Maier, PhD - World Mission; Research
Artemio A. Martin, PhD - Discipleship; Family Ministry
Benjamin C. Maxson, DMin - Mentoring for Discipleship
Jorge R. Mayer, DMin - Family
Richard McEdward, DIS - Intercultural Studies; Mission
Carlos G. Molina, DMin; PhD - New Testament
Manuel A. Moral, DMin - Discipleship and Religious Education; Family Ministry
Dwight K. Nelson, DMin - Preaching
Leonardo Nunes, PhD - New Testament
Willie Oliver, PhD - Family Ministry
L. Fernando Ortiz, DMin - Christian Ministry
Oscar Osindo, PhD - Islamic Studies
Rogelio Paquini, DMin - Youth and Young Adult; Multicultural/Cross Generational
Paul Petersen, PhD - Old Testament
Ronald R. Pickell, DMin - Campus Ministry
Glúder Quispe, PhD - Church History; New Testament
Johnny Ramirez-Johnson, PhD - Chaplaincy
Antonio M. Rosario, DMin - History of Hispanic Religion in US
Jerome Skinner, PhD - Old Testament
Richard Sylvester, DMin - Christian Ministry
Calvin J. Thomsen, PhD - Family Ministry; Pastoral Counseling; Church Leadership
David J. B. Trim, PhD; FRHistS - Church History
Alfonso Valenzuela, DMin; PhD - Family Ministry; Hispanic Church History
Cory Wetterlin, MDiv, PhD - Systematic Theology
Woodrow W. Whidden II, PhD - Historical and Systematic Theology
James R. Wibberding, DMin - Christian Ministry
Stephen T. Yeagley, DMin - Youth Evangelism

Adjunct Professors at Extension Sites

Hong Kong Adventist University

Daniel Gim Teng Chuah, PhD - Church History
Onn Liang, DMin, PhD - Pastoral Counseling and Practical Ministry
Siroj Sorajjakool, PhD - Pastoral Care and Counseling

Middle East University

Abner Dizon, DMiss - World Mission; Islamic Studies
Larry Lichtenwalter, PhD - Systematic Theology; Christian Ethics; New Testament

Polish Senior College of Theology & Humanities, Poland

Igor Baron, PhD - Theology
Adam Grześkowiak, PhD - Comparative Studies in Ecumenical Dialog and Education; New Testament
Tihomir Lazic, PhD - Systematic Theology
Anatoliy S. Zhalovaga, PhD - Mission Studies

Romanian Adventist Theological Institute, Romania

Laszlo Gallusz, PhD - New Testament
Gabriel Golea, PhD - New Testament
Laurentiu G. Ionescu, PhD - Research Methods
Barna Magyarosi, ThD - Old Testament
Laurențiu F. Moț, ThD - New Testament
Gudmundur Olafsson, PhD - Old Testament
Kim Papaioannou, PhD - New Testament
Zoltán Szallós-Farkas, PhD - Theology
Clinton Wahlen, PhD - New Testament

Taiwan Adventist College

Daegeuk Nam, ThD - Biblical Studies
Linda Tsui, DMin - Church Growth
Terry Tsui, DMin - Church Growth

Ukrainian Adventist Center of Higher Education

Alexander Bolotnikov, PhD - Old Testament
Vyacheslav I. Korchuk, DMin - Theology and Christian Philosophy
Feliks Ponyatovskiy, PhD - Old Testament

Zaoksky Adventist Seminary and Institute, Russia

Yuri N. Drumi, PhD - Mission; Applied Theology
Aleksandr A. Lisichny, DMin - Systematic Theology
Anton Petrishchev, PhD - New Testament
Natalia I. Sheglova, DMin - New Testament
Anatoly Simushov, DMin - New Testament
Eugene V. Zaitsev, MD; PhD - Systematic Theology
Pavel A. Zubkov, PhD - Mission; Applied Theology

Lecturers

Emmanuel M. Abar, MDiv; PhD candidate - Adventist Studies
Adenilton Aguiar, PhD candidate - New Testament
Adelina Alexe, MDiv; PhD candidate - Systematic Theology
Alejandro U. Bullón Paucar, BTh; HDTh - Christian Ministry
Anna Yuet Ching Chim-Liu, PhD candidate - Counseling Psychology
Rodrigo Galiza, PhD candidate - Church History
Slavisa Jankovic, PhD candidate - Old Testament
Angelika Kaiser, PhD candidate - Church History
Yalyshev Kemil, PhD candidate - Cross-cultural Studies
Oleg Kostyuk, PhD candidate - New Testament
J. Amanda McGuire-Moushon, MA (Rel); PhD candidate - Old Testament
Jacob Moody, MA (Rel), PhD candidate - Archaeology
Laura K. Morrow, MDiv; PhD candidate - Old Testament
Alexej Muran, MA (Rel); PhD candidate - Old Testament
Susan E. Murray, MA; MS; PhD candidate - Parenting
Sergo Namoradze, PhD candidate - Mission Studies
Steven R. Nash, MBA - Finance
Kim Chai Ngo, PhD candidate - Old Testament
Lincoln Nogueira, PhD candidate - New Testament
Gabriela Phillips, MA, DMiss candidate - Islamic Studies
Abelardo J. Rivas Santini, MDiv; PhD candidate - Archaeology
Roger D. Ruiz Araica, PhD candidate - Old Testament
Davide Sciarabba, MTh; MAEd; PhD candidate - Theology and Christian Philosophy
Steven M. Toscano, MAT, MA (Rel), PhD candidate - Adventist Studies
Michael Younker, PhD candidate - Theology

Accreditations & Memberships

Accreditations & Approvals

All university programs

Accredited by The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago IL 60604-1411
Phone: (312) 263-0456 or 800 621-7440
www.hlcommission.org

Bachelor's degrees - granted 1939

Master's degrees - granted 1968

Doctoral degrees - granted 1979

A number of Andrews' degree programs are offered at off-campus locations. For more information, click [here](#).

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

Education Department

General Conference of Seventh-day Adventists

12501 Old Columbia Pike

Silver Spring MD 20904

Counseling & Testing Center

International Association of Counseling Services, Inc. (IACS)

101 S. Whiting Street, Suite 211,

Alexandria, VA 22304

Department of Aviation

Federal Aviation Administration (FAA)

800 Independence Ave SW

Washington DC 20591

College of Arts & Sciences

Department of Chemistry

American Chemical Society (ACS)

1155 Sixteenth Street NW

Washington DC 20036

Department of Engineering & Computer Science

Computing program (BS) accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>

Engineering program (BSE) accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

Department of Music: Graduate & Undergraduate degrees

National Association of Schools of Music (NASM)

11250 Roger Bacon Drive, Suite 21

Reston VA 20190

Bachelor of Social Work, Master of Social Work

Department of Social Work

Council on Social Work Education (CSWE)

1600 Duke Street, Suite 300

Alexandria VA 22314-3421

School of Architecture & Interior Design

Master of Architecture

National Architectural Accrediting Board (NAAB)

1735 New York Avenue NW

Washington DC 20006

School of Business Administration

Andrews University has received accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

Master of Business Administration

Bachelor of Business Administration with Majors in:

Accounting

Finance

Information Systems

International Business

Management

Marketing

Bachelor of Science in Business Administration

School of Distance Education & International Partnerships

Griggs University is in the final stages of merging into Andrews University, and is operated by the School of Distance Education & International Partnerships. Griggs University is also accredited by:

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

Education Department

General Conference of Seventh-day Adventists

12501 Old Columbia Pike

Silver Spring MD 20904

School of Education

Educator preparation programs from main campus

National Council for Accreditation of Teacher Education (NCATE)

NOTE: NCATE has merged with TEAC, another accrediting body, to become CAEP (see below), which now manages all accreditation processes. The School of Education's NCATE accreditation is valid through 2018.

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th Street, N.W., Suite 400

Washington DC 20036

(202) 223-0077

Specialized Professional Associations (under NCATE/CAEP):

Association for Childhood Education International (ACEI)

Banhi Bhattacharya

bbhattacharya@acei.org

Tel: (202) 372-9986 x13

Recognized

Educational Leadership Constituent Council (ELCC)

Honor E. Fede

[hfede@naesp.org](mailto:hfedee@naesp.org)

Tel: (703) 518-6256

Recognized

National Association of School Psychologists (NASP)

Enedina García Vázquez

nasppab@nmsu.edu

Tel: (575) 646-9601

Recognized

National Council of Teachers of Mathematics (NCTM)

1906 Association Drive

Reston, VA 20191-1502

Recognized

National Association of Schools of Music (NASM)

11250 Roger Bacon Drive, Suite 21

Reston VA 20190

Recognized

National Science Teachers Association (NSTA)

William R. Veal

veaLw@cofc.edu

Tel: (843) 953-8045

Recognized

North American Division Office of Education

12501 Old Columbia Pike

Silver Spring, MD 20904-6600

Michigan Department of Education
PO Box 30008
Lansing MI 48909

Master of Arts: Clinical Mental Health Counseling and School Counseling Programs,

Department of Graduate Psychology & Counseling

Council on Accreditation of Counseling and Related Educational Programs (CACREP)
1001 N Fairfax Street, Suite 510
Alexandria VA 22314

Educational Specialist: School Psychology

Department of Graduate Psychology & Counseling

National Association of School Psychologists (NASP)
4340 East West Highway, Suite 402
Bethesda, MD 20814

Doctor of Philosophy: Counseling Psychology

Department of Graduate Psychology & Counseling

Commission on Accreditation of the American Psychological Association (APA)
750 First Street, NE
Washington, DC 20002

School of Health Professions

Program for Medical Laboratory Sciences

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N River Rd, Suite 720
Rosemont IL 60018-5719
Phone: 773-714-8880
Fax: 773-714-8886
<http://www.naacsls.org>
info@naacsls.org

Baccalaureate programs

Department of Nursing

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Rd NE, Suite 850
Atlanta GA 30326
Phone: 404-975-5000
Fax: 404-975-5020

Doctor of Nursing Practice

Department of Nursing

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Rd NE, Suite 850
Atlanta GA 30326
Phone: 404-975-5000
Fax: 404-975-5020
Candidate

Doctor of Physical Therapy

Department of Physical Therapy

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N Fairfax Street
Alexandria VA 22314

Didactic program in Dietetics, and Dietetic Internship program,

Department of Public Health, Nutrition & Wellness

The Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 S Riverside Plaza, Suite 2000
Chicago IL 60606-6995
Phone: 312-899-0040

Master in Public Health in Nutrition & Wellness,

Department of Public Health, Nutrition & Wellness

Council on Education for Public Health (CEPH)
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
(202) 789-1050
Fax: (202) 789-1895

Master of Science: Speech-Language Pathology program,

Department of Speech-Language Pathology & Audiology

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
American Speech-Language Hearing Association
2200 Research Boulevard #310
664

Rockville, MD 20850
800-498-2071
Candidate

Seventh-day Adventist Theological Seminary

The Association of Theological Schools, The Commision on Accrediting (ATS)
The Commission on Accrediting
10 Summit Park Drive
Pittsburgh PA 15275-1110

Memberships

Andrews University holds membership in the following organizations:

Adventist Association of Colleges & Universities (AACU)
Adventist Digital Education Consortium (ADEC)
Adventist Library Information Cooperative (ALICE)
Adventist Professional's Network (APN)
American Association of Colleges for Teacher Education (AACTE)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American College Health Association (ACHA)
American Council on Education (ACE)
American Horticultural Society (AHS)
American Schools of Oriental Research (ASOR)
American Theological Library Association (ATLA)
Associates for Biblical Research (ABR)
Association of Boards in Theological Education (In Trust)
Association of Collegiate Schools of Architecture (ACSA)
Association of Governing Boards (AGB)
Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE)
Chicago Area Theological Library Association (CATLA)
College and University Professional Association for Human Resources (CUPA-HR)
Cornerstone Chamber of Commerce (cornerstonechamber.com)
Council for Adult and Experiential Learning (CAEL)
Council for Higher Education Accreditation (CHEA)
Council of Colleges of Arts & Sciences (CCAS)
Council of Graduate Schools (CGS)
Council of Independent Colleges (CIC)
Council on Undergraduate Research (CUR)
Environmental Design Research Association (EDRA)
Hispanic Theological Initiative Consortium (HTIC)
Historical Society of Michigan
International Assembly for Collegiate Business Education (IACBE)
International Association for Continuing Education and Training (IACET)
International Center for Academic Integrity (ICAI)
Libraries Very Interested in Sharing (LVIS)
Linguistic Society of America (LSA)
Mathematical Association of America (MAA)
Michigan Academy of Science, Arts, and Letters (MASAL)
Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)
Michigan Campus Compact (MCC)
Michigan Colleges Alliance (MCA)
Michigan Electronic Library (MeL)
Michigan Independent Colleges & Universities (MICU)
Michigan Library Association (MLA)
Midwest Collaborative for Library Services (MCLS)
Music Library Association (MLA)
National Association of Colleges and Employers (NACE)
National Association of Schools of Music (NASM)
National Association of Student Financial Aid Administrators (NASFAA)
National Business Education Association (NBEA)
National Center for Science Education (NCSE)
National Collegiate Honors Council (NCHC)
National Consortium of Secondary STEM Schools (NCSSS)
National Rural Education Association (NREA)
Near East Archaeological Society (NEAS)
North American Division College and University Business Officers (NADCUBO)
Online Computer Library Center (OCLC)
Quality Matters, Michigan Consortium
Sloan Consortium
Southwest Michigan Library Cooperative (SWMLC)
Suzuki Association of the Americas
Thoreau Society
U.S. Green Building Council (USGBC)
Upper Midwest Regional Honors Council (UMRHC)
Vernacular Architecture Forum (VAF)

Honor Societies

(University-wide affiliation)

The Honor Society of Phi Kappa Phi (Interdisciplinary)

(Departmental/School affiliations)

Alpha Mu Gamma—International Languages

Beta, Beta, Beta—Biology

Delta Mu Delta—Business

Financial Management Association National Honor Society

Lambda Pi Eta—Communication

Omicron Delta Epsilon—Economics (inactive)

Phi Alpha—Social Work

Phi Alpha Theta—History

Phi Delta Kappa—Education: International (inactive)

Pi Lambda Theta—Education

Pi Mu Epsilon—Mathematics

Pi Sigma Alpha—Political Science

Psi Chi—Behavioral Sciences

Sigma Pi Sigma—Physics

Sigma Tau Delta—English

Sigma Theta Tau—Nursing

Tau Sigma Delta—Architecture

Theta Alpha Kappa—Religion

Academic Calendar

Fall Semester 2018

August

8/13-16/2018	Seminary Greek Review Session: 5:00 PM to 8:00 PM
8/13-17/2018	Seminary Hebrew Session: 9:00 AM to 12:00 PM
8/14-15/2018	TENTATIVE: New Faculty Orientation Seminar 8:30 AM - 4:30 PM
8/15/2018	First payment due for Financial Clearance; Full payment due for 1% & 3% rebate; Financial clearance needed to move into dorm & activate ID cards for Dining Services & Bookstore
8/15/2018	Andrews Academy Registration
8/15/2018	Fall 2018: 50% of Statement balance and Fall charges due for Financial Clearance; Semester or year pmt. due may receive a 1 or 3% rebate; Financial Clearance needed to move in dorm & activate ID.
8/16-17/2018	TENTATIVE: Faculty Institute: Thursday, 8-5 PM and Friday, 8-12 PM
8/17/2018	Seminary Church Policy Review Session: 1:30 PM to 3:00 PM
8/17-18/2018	TENTATIVE: Fall Fellowship
8/19/2018	First Stop for New Undergraduate Students
8/19/2018	New International Students Orientation
8/20/2018	Cancellation of unconfirmed course registrations for students not financially cleared
8/20/2018	Seminary Hebrew Placement Exam: 2:00 PM
8/20/2018	RMES First Day of School
8/20/2018	Andrews Academy First Day of School
8/20/2018	CIEP Paper-based TOEFL, 1:30-5:30 pm. Registration deadline - August 8, 2018.
8/20-22/2018	New Undergraduate Student Registration and Orientation
8/21/2018	Seminary Greek Placement Exam: 2:00 PM
8/21/2018	MDiv Students: Required Vocation and Ministry Forum: 6:00 PM; Seminary Chapel
8/22/2018	TENTATIVE: Individual School Meetings, 1-4 PM
8/22/2018	New Graduate Students - Graduate Experience Orientation
8/23/2018	Seminary Church Policy Exam: 6:00 PM
8/23/2018	CIEP paper-based TOEFL, 1:30-5:30 pm. Registration deadline - August 14, 2018.
8/23/2018	First Stop for Transfers
8/23/2018	Seminary New Student Orientation with Registration for Fall Semester 2017 Begins 8:00 AM, Seminary Chapel Foyer
8/24/2018	TENTATIVE: Departmental Meetings
8/24/2018	Seminary New Student Orientation Banquet Begins 5:30 PM (Dining Services, Campus Center)
8/24/2018	Seminary Biblical Literacy Entrance Exam: 8:30 AM
8/25/2018	Seminary New Student Worship Services Begin 9:30 AM (Chapel) followed by Lunch (Dining Services, Campus Center)
8/26/2018	Registration 12-5 PM
8/27/2018	Classes Begin; Last day to register for the first time without a fee
8/27/2018	MLS Program Classes Begin
8/27/2018	Seminary Psychological Testing Begins 7:00 PM
8/28/2018	Late Registration fee in effect for first time registrations for Fall Semester classes; notification of cancellation of low-enrollment classes
8/30/2018	TENTATIVE: University Convocation, 10:30 AM-12 PM (10:30 AM classes cancelled)

September

9/3/2018	Labor Day--holiday: No School all campus schools
9/3/2018	Andrews Academy Holiday: Labor Day - No School
9/3/2018	RMES Labor Day - No School
9/4/2018	Cancellation of classes with below minimum enrollment
9/5/2018	Last business day to complete the following by 5 PM: enter Fall Semester classes; drop a class with FULL tuition refund; to make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; to change audit to credit.
9/6/2018	Fee in effect for changes in registration (classes added or dropped)
9/6-9/2018	Urban Mission and Ministry Congress
9/7/2018	Seminary Church Policy Exam Review Session: 10:00 AM to 12:00 PM
9/8/2018	Seminary Heritage Sabbath at Battle Creek

9/9-10/2018	MDiv Students: Required Health Colloquium Course with Dr. Peter Landless, GC Health Director
9/12/2018	Last day to drop a class with 70% refund
9/14/2018	Seminary Church Policy Exam (Two Sessions: 8:00 to 10:00 AM and 10:30 AM to 12:30 PM)
9/14-16/2018	A thirteen-week TOEFL Preparation workshop meets Fridays, 12:30-3:30 pm. The cost is \$500. Register at the CIEP office.
9/17-21/2018	University Week of Prayer
9/19/2018	Last day to drop a class with 40% refund
9/20/2018	Undergraduate Students: Last day to apply for December Degree Conferral and May Graduation
9/20/2018	Graduate Students: Last day to apply for December Degree Conferral
9/20/2018	RMES: IOWA Achievement Test
9/20-22/2018	SciFest 2018 "Elements"
9/20-22/2018	ArtFEST
9/20-22/2018	Mission Conference
9/25/2018	SAID: 3 1/2 year MArch and advanced standing application deadline for Spring (January) admission
9/25/2018	Fall Semester First installment Payment Due
9/25-27/2018	Seminary: Week of Spiritual Emphasis: 11:00 AM-12:20 PM (8:30 AM Classes Begin 8:00 AM, 9:30 AM Classes Begin 9:00 AM, and 10:30 AM Classes Begin 10:00 AM)
9/27-30/2018	Alumni Homecoming Weekend

October

10/1/2018	Andrews University financial paperwork available at www.andrews.edu/sf
10/1/2018	FAFSA available online www.fafsa.ed.gov (filing for Federal Financial Aid)
10/1/2018	Deadline for tour applications for all Summer 2019 tours.
10/1-5/2018	NAD College Fairs in LUC
10/8/2018	RMES: Columbus Day--No School
10/8/2018	Andrews Academy: Columbus Day (No School)
10/8-9/2018	Fall Recess
10/8-9/2018	Regular Seminary Classes in Session
10/10/2018	Classes Resume
10/14-15/2018	October Preview
10/15/2018	Seminary PhD and ThD Comprehensive Exam No. 1
10/17/2018	Mid-Semester
10/18-19/2018	SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM
10/18-21/2018	Transforming Worldview(s): Biblical Faithfulness in Pluralistic Age Conference
10/19/2018	SED MA and MS Comprehensives, 8:30-11:30 AM; 1-3 PM
10/19/2018	SED EdS/MA Comprehensives, 8:30 AM-12:30 PM
10/19/2018	RMES 1st Quarter Ends
10/22/2018	SED EdS/MA Comprehensives, 8:30 AM-12:30 PM
10/22/2018	Seminary PhD and ThD Comprehensive Exam No. 2
10/22-23/2018	SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM
10/24/2018	Fall midterm grades are due by 11:59 pm
10/25/2018	Fall Semester Second Installment Payment Due
10/26/2018	Celebration of Research and Creative Scholarship
10/28-29/2018	HMS Richards Lectureship (features outstanding preachers)--Required for all MDiv students
10/29/2018	Andrews University Board of Trustees 8:30 AM-2:00 PM
10/29/2018	RMES Teacher Inservice Day - No School
10/29/2018	Seminary PhD and ThD Comprehensive Exam No. 3

November

11/2/2018	Seminary Challenge Exam--CHISS04: 8:30-10:30 AM (N335)
11/2-3/2018	Celebration of Research and Creative Scholarship
11/3/2018	Nursing Dedication Ceremony 4 pm
11/3/2018	AA Concert Night at HPAC
11/4-5/2018	Lake Union Conference Juniors University Preview Event
11/5/2018	Open course registration at the Academic Records counter for Spring Semester
11/5/2018	Seminary PhD and ThD Comprehensive Exam No. 4
11/6-8/2018	RMES Parent/Teacher/Student Conferences (Minimum Days- 12:15 Dismissal)
11/12/2018	Health Professions, Transfer and Graduate Student Preview
11/12/2018	Seminary PhD and ThD Comprehensive Exam No. 5
11/15/2018	New Undergraduate Students Admissions Application Deadline for Spring Semester

11/16/2018 Last day for all comprehensives to be completed for December degree conferral
 11/16/2018 CIEP Paper-based TOEFL, 9:30 am-1:30 pm. Registration deadline - October 31, 2018.
 11/18-25/2018 Seminary Holiday: Thanksgiving Break
 11/21-25/2018 Andrews Academy Thanksgiving Break begins 12 noon Wednesday
 11/21-25/2018 Holiday: Thanksgiving Break
 11/22-23/2018 RMES Thanksgiving Break begins 12:15 Wednesday
 11/25/2018 Fall Semester Third Installment Payment Due
 11/26/2018 Classes Resume
 11/27/2018 Last day to change from credit to audit for Fall Semester classes or to withdraw from a class with a W for a fee.

December

12/1/2018 Financial Clearance opens in Registration Central.
 12/4/2018 Seminary Graduation Dedication Service: 11:30 AM; Seminary Chapel
 12/5/2018 MLS Program Fall Semester ends
 12/5/2018 MLS Last Day of Clinical Year Didactic Classes
 12/6/2018 Last Day of Fall Semester classes
 12/6/2018 Study Day for MLS Clinical Year Students
 12/7/2018 TENTATIVE: Reading Day (Exam Preparation)
 12/7/2018 MLS Clinical Year Final Exams Begin
 12/10-13/2018 Fall Semester Final Exams (starts Monday, 7:30 AM)
 12/13/2018 Fall Semester Ends
 12/14/2018 Seminary PhD and ThD Application Deadline for Summer and Fall Terms Entry 2019
 12/14/2018 Feast of Lights at PMC
 12/14/2018 - 1/6/2019 Winter Break
 12/15/2018 Spring Semester: 50% of Statement balance and Spring charges due for Financial Clearance; Full payment due may receive a 1% rebate; Financial clearance needed to move into dorm & activate ID card.
 12/15/2018 Christmas Pops Concert at HPAC
 12/19/2018 Fall Semester Grades due by 11:59 PM
 12/20/2018 RMES 2nd Quarter Ends
 12/21/2018 - 1/4/2018 RMES Christmas Vacation
 12/22/2018 Andrews Academy Christmas Break (No School)
 12/31/2018 December Conferral of degrees

Spring Semester 2019

January

1/4/2019 CIEP Paper-based TOEFL, 9:30 am-1:30 pm. Registration deadline - December 4, 2018.
 1/6/2019 ID Cards activated for Dining Services and Bookstore in Registration Central when Financial Plan box is checked.
 1/6/2019 Registration: 12-5 PM
 1/7/2019 Spring Semester Begins
 1/7/2019 Classes Begin; Last day to register for the first time without a fee
 1/7/2019 Andrews Academy Second Semester Classes Begin
 1/7/2019 RMES School resumes
 1/7/2019 MLS Program Spring Semester begins
 1/8/2019 Late Registration fee in effect for first time registrations for Spring Semester classes; notification of cancellation of low-enrollment classes
 1/8/2019 CIEP Paper-based TOEFL, 2-6 pm. Registration deadline - December 11, 2018.
 1/9/2019 Seminary New Student Q & A Session
 1/9/2019 Cancellation of unconfirmed course reservations
 1/11/2019 Campus Wide: Consecration Service
 1/13/2019 New Graduate Students - Graduate Experience Orientation 12:00PM - 5:00PM
 1/15/2019 Cancellation of classes with below-minimum enrollment
 1/16/2019 Last business day to complete the following by 5 PM: enter Spring Semester classes; drop a class with FULL tuition refund; to make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; to change audit to credit.

1/17/2019 Fee in effect for changes in registration (classes added or dropped)
 1/17/2019 Last day to apply for May graduation
 1/21/2019 Celebration: Martin Luther King Day: MLK educational events replace classes
 1/21/2019 Andrews Academy Holiday: Martin Luther King Jr. Day. No School
 1/21/2019 RMES Martin Luther King Jr. Day- No School
 1/21-25/2019 University Week of Prayer
 1/23/2019 Last day to drop a class with 70% refund
 1/28/2019 Seminary PhD and ThD Comprehensive Exam No. 1
 1/29-31/2019 RMES Parent/Teacher/Student Conferences (Minimum Days- 12:15 Dismissal)
 1/30/2019 Last day to drop a class with 40% refund

February

2/4/2019 Seminary PhD and ThD Comprehensive Exam No. 2
 2/4/2019 Online Registration for Summer 2018 opens
 2/5/2019 Seminary Scholarship Recognition Assembly: 11:30 AM-12:20 PM
 2/5/2019 Seminary Scholarship Symposium Book Sale: 9:00 AM - 5:00 PM (Seminary Commons)
 2/7/2019 Seminary Scholarship Symposium Poster Session Begins 5:30 PM
 2/7/2019 Seminary Worship: 11:30 AM-12:20 PM
 2/7/2019 Seminary Scholarship Symposium Plenary Session Begins 7:00 PM
 2/8/2019 Seminary Scholarship Symposium Breakout Sessions Begins 9:00 AM
 2/11/2019 Seminary PhD and ThD Comprehensive Exam No. 3
 2/18/2019 Holiday, President's Day: No school
 2/18/2019 Andrews Academy Holiday: Presidents Day - No School
 2/18/2019 RMES Presidents Day - No School
 2/18/2019 Seminary PhD and ThD Comprehensive Exam No. 4
 2/25/2019 SAID 3 1/2 Year MARCH and advanced standing application deadline for summer (May) or fall (August) admission
 2/25/2019 Spring Semester First Installment Payment Due
 2/25/2019 Seminary PhD and ThD Comprehensive Exam No. 5
 2/27/2019 Mid-Semester
 2/28/2019 Priority processing for State Financial Aid

March

3/1/2019 Student Mission Application Deadline
 3/1/2019 Honors Scholars and Undergraduate Research Poster Symposium
 3/5/2019 Andrews University Board of Trustees 8:30 AM - 2:00 PM
 3/6/2019 Spring midterm grades due by 11:59 pm
 3/7/2019 MLS Research Symposium
 3/10-11/2019 Prospective Student Preview
 3/12-14/2019 Seminary Week of Spiritual Emphasis: 11:00 AM-12:20 PM (8:30 AM Classes Begin 8:00 AM, 9:30 AM Classes Begin 9:00 AM, and 10:30 AM Classes Begin at 10:00 AM)
 3/14/2019 MLS Clinical Year Last Day of Didactic Classes
 3/15/2019 RMES 3rd Quarter Ends
 3/15/2019 New Undergraduate Students Admissions Application Deadline for Summer Session 1
 3/15-24/2019 Spring Semester Break
 3/18-22/2019 RMES Spring Break
 3/18-24/2019 Andrews Academy Spring Break (No School)
 3/21-22/2019 SED EdD/PhD Comprehensives, 8:30-2:30 PM
 3/22/2019 SED MA and MS Comprehensives, 8:30-11:30 AM; 1-3 PM
 3/22/2019 SED EdS/MA Comprehensives, 8:30 AM-12:30 PM
 3/25/2019 Online Registration for Fall 2018 and Spring 2019 opens
 3/25/2019 Classes Resume
 3/25/2019 Spring Semester Second Installment Payment Due
 3/25/2019 SED EdS/MA Comprehensives, 8:30 AM-12:30 PM
 3/25/2019 Transfer/Health Profession Preview
 3/25-26/2019 SED EdD/PhD Comprehensives, 8:30-2:30 PM
 3/25-29/2019 MLS Clinical Year Final Exam Week
 3/26/2019 Last day for Summer Biology or Chemistry or Physics Earlybird Rate
 3/28/2019 MLS Orientation to Clinical Practica - Afternoon

April

4/1/2019 School of Graduate Studies Admissions Application Deadline for Summer 2019 Session 1
 4/1-5/2019 MLS Program Clinical Year - Travel to Clinicals Week
 4/4-6/2019 Worship, Word & Music Conference
 4/7-8/2019 April Preview
 4/8/2019 MLS Program Clinical Practica begins

4/11-13/2019 Social Consciousness Summit

4/12/2019 CIEP Paper-based TOEFL, 9:30 am-1:30 pm. Registration deadline - March 27, 2019.

4/15/2019 New Undergraduate Students Admissions Application Deadline for Summer Session 2

4/16/2019 Last day to change credit to audit for Spring Semester Classes or withdraw from a class with a W

4/19/2019 RMES Spring Long Weekend - No School Friday

4/25/2019 Last day of Spring Semester classes

4/25/2019 Spring Semester Third Installment Payment Due

4/26/2019 Reading Day (Exam Preparation)

4/29-5/2/2019 Spring Semester Final Exams begin Monday, 7:30 AM

May

5/1/2019 School of Graduate Studies Admissions Application Deadline for Summer 2019 Session 2

5/2/2019 Spring Semester Ends

5/2/2019 MLS Program Spring Semester ends

5/3/2019 Consecration, 8 PM

5/3/2019 SBA Ethics Oath Ceremony, 11am

5/3/2019 SED Teacher Dedication Ceremony, 5 PM

5/4/2019 Baccalaureate Services

5/4/2019 Seminary Graduation Dedication Service: 4:00 PM; Seminary Chapel

5/5/2019 Commencement Services

5/6/2019 May Express Classes and Summer Physics Begin

5/7/2019 Vocal/Orchestra Spring Concert

5/8/2019 Spring Semester 2017 grades due by 11:59 PM

5/9/2019 Band/Bells Spring Concert at HPAC

5/12/2019 Seminary New Student Q & A Session

Summer Session 2019

May

5/6/2019 May Express Classes and Summer Physics Begin

5/13/2019 Summer Session 1: Classes begin; Registration 9 AM-5 PM

5/14/2019 Summer Session 1: Late Registration Fee in effect

5/14/2019 Last day to apply for Summer Graduation (July 31)

Summer Session 1: Last day to complete the following by 5 PM: enter Summer Session 1; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit

5/15/2019 New Undergraduate Students Admissions Application Deadline for Summer Session 3

5/15-19/2019 Andrews Research Conference: Early Career Researchers in the Arts & Humanities

5/16/2019 Summer Session 1: Drop/Add Fee in effect for registration changes

5/17/2019 Seminary Challenge Exam--CHIS504: 8:30-10:30 AM (N335)

5/24/2019 Andrews Academy Last day of School

5/24-26/2019 Andrews Academy Graduation Weekend

5/27/2019 Holiday, Memorial Day

5/27/2019 RMES Memorial Day- No School

5/30/2019 RMES 8th Grade Graduation

5/31/2019 RMES Last Day of School

June

6/3/2019 School of Graduate Studies Admissions Application Deadline for Summer 2019 Session 3

6/4/2019 Summer Session 1: Last day to change from credit to audit or withdraw from a class with a W for Summer Session 1 classes

6/6/2019 SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM

6/7/2019 Summer Session 1: Classes end

6/7/2019 SED MA and MS Comprehensives, 8:30-11:30 AM; 1-3 PM

6/7/2019 SED EdS/MA Comprehensives, 8:30 AM-12:30 PM

6/7/2019 SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM

6/10/2019 Andrews University Board of Trustees 8:30 AM-2:00 PM

6/10/2019 Summer Session 2: Classes Begin; Registration 9 AM- 5 PM

6/10/2019 SED EdS/MA Comprehensives, 8:30 AM-12:30 PM

6/10/2019 MLS Pre-Clinical Summer begins (2nd Summer Session)

6/10-11/2019 SED EdD/PhD Comprehensives, 8:30 AM-2:30 PM

6/11/2019 Summer Session 2: Late Registration Fee in effect for first time registrations

6/12/2019 Summer Session 2: Last day to complete the following by 5 PM: enter Summer Session 2; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit

6/13/2019 Summer Session 2: Drop/Add Fee in effect for registration changes

6/14/2019 Seminary PhD and ThD Application Deadline for Spring Term Entry 2020

6/21/2019 CIEP Paper-based TOEFL, 9:30 am-1:30 pm. Registration deadline - June 12, 2019.

July

7/2/2019 Summer Session 2: Last day to change from credit to audit or withdraw from a class with a W for Summer Session 2 classes

7/4/2019 Holiday: Independence Day

7/5/2019 Summer Session 2: Classes end

7/8/2019 Summer Session 3: Classes begin; Registration, 9 AM-5 PM

7/8/2019 MLS Pre-Clinical Summer continues (3rd Summer Session)

7/9/2019 Summer Session 3: Late Registration Fee in effect for first time registrations

Summer Session 3: Last day to complete the following by 5 PM: enter Summer Term 3; drop a class with full tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit

7/10/2019 Summer Session 3: Drop/Add Fee in effect for registration changes

7/15/2019 New Undergraduate Students Admissions Application Deadline for Fall Semester

7/15/2019 School of Graduate Studies Admissions Application Deadline for Fall 2019

7/15-19/2019 Dept of Leadership Orientation

7/18-20/2019 Adventist Conference on Family Research and Practice (ACFRP). Registration required. Email acfrp@andrews.edu for more information.

7/22-24/2019 Dept of Leadership Annual Roundtable Conference

7/26/2019 MLS Program Clinicals end

7/26/2019 CIEP Paper-based TOEFL, 9:30 am-1:30 pm. Registration deadline - July 10, 2019.

7/28/2019 MBA Poster Session, 5pm

Graduation Tickets available for pickup at Student Financial Services in the Administration Building: Must be financially cleared to receive tickets.

7/29/2019 Summer Session 3: Last day to change from credit to audit for Summer Session 3 classes or withdraw from a class with a W

7/30/2019

August

8/2/2019 Summer Session 3 & Full Summer Session: Last day of classes

8/2/2019 SBA Ethics Oath Ceremony, 11am

8/2/2019 Consecration Service, 8:00 PM

8/2/2019 MLS Pre-clinical Summer Semester ends

8/2-5/2019 Graduation Ceremonies

8/3/2019 Baccalaureate Services

8/3/2019 Seminary Graduation Dedication Service: 4:00 PM

8/3/2019 MLS Program Certification Ceremony, 5 PM

8/3/2019 PMC Youth Chapel

8/4/2019 Summer Commencement, 9:00 am

8/4-11/2019 Seminary New England Adventist Heritage Tour

8/5-23/2019 SED First Days of School Experience

8/7/2019 Summer Semester Grades due by 11:59 PM

Appendix 8:

Targeted Issues Checklist



The Association of Theological Schools
The Commission on Accrediting

Targeted Issues Checklist for Schools and Evaluation Committees

SCHOOL NAME: The Seventh-day Adventist Theological Seminary

VISIT DATES: September 23-26, 2019

Chapter Five of the *Self-Study Handbook* describes various types of text found in the standards, including the following statement (p. 4):

[Another type] consists of mandatory requirements that reflect regulatory or ethical expectations . . . [They reflect] regulatory requirements of authorities outside the member schools, such as governmental agencies, or normative ethical guidelines that are true for any organization related to the Christian or Jewish traditions, like being honest and treating persons fairly . . . [These] requirements usually require a single, discrete institutional behavior or policy . . . This type of text leads to a simple evaluative task: determining whether the school does or does not [meet] the requirement. The Standards [and Procedures] have relatively few of these mandatory requirements. In self-studies, schools should audit their institutional policies and behaviors to affirm their compliance. In accreditation evaluations, committees should confirm the school's compliance.

This checklist assists evaluation committees in confirming that a school meets these various requirements ("targeted issues"). This checklist is not a substitute for addressing these issues in the self-study report or in the committee's narrative report of the evaluation visit, but serves as assurance that the school and the committee have addressed specific issues that are required by the Board of Commissioners or entities that certify accreditation by the Commission on Accrediting.

These targeted issues are listed below in two parts: Part 1 describes issues (from both Standards and Procedures) for which all schools are held accountable, and Part 2 describes issues for which only schools participating in Title IV programs (for USDE federal financial aid) are held accountable. Please note that one other key issue, Standard 1, section 1.2.2.2, on "ongoing evaluation procedures for educational effectiveness," is covered by a separate document titled "Checklist for Effective Assessment."

This Targeted Issues Checklist has two sections for each item: one for schools to complete and one for evaluation committees to complete. Schools must address items on this checklist in four ways: (1) by inserting the requested information for each item, (2) by placing copies of the requested materials in the document room in a “Targeted Issues File” organized by each numbered item below, (3) by appending a completed copy of this checklist to the self-study report, and (4) by providing the evaluation committee a separate electronic file of the completed checklist at the beginning of the evaluation visit. The committee will then complete its part of the school’s completed checklist and attach it to the committee report.

Part 1. Requirements for All ATS Accredited Schools

Commission on Accrediting Standards

2.2 With regard to state, provincial, and federal authorities, schools shall conduct their operations in **compliance with all applicable laws and regulations.**

The school must provide a copy of all necessary legal documents verifying that the school has appropriate authority to operate its main campus and any extension sites. If the school enrolls any out-of-state online students, it must document how it determines whether those students trigger any state regulations and, if so, how those regulations are met. Please list here where these legal and other documents may be found (e.g., a copy of the school charter is in TIC File 2.2 in Document Room or found online at ...).

SCHOOL RESPONSE

Documents for Andrews University and the Seventh-day Adventist Theological Seminary to operate on the campus in Berrien Springs, MI

- **School Charter: Document in TIC File 2.2 in Documents Room**
 - **Other Legal Documents in TIC File 2.2 in Documents Room**
- **Documents showing legal operation of all extension sites: Legal document in TIC File 2.2 in Documents Room**
- **Process for assuring all out-of-state online students meet legal state and country regulations: The Seminary Online Learning Center webpage clearly tells students that online courses can only be taken by those where local laws permit it and links them to the Compliance Office website for particulars. Also see process documentation in TIC File 2.2 in Documents Room.**

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

2.3 The school shall ensure that **all published materials**, electronic and print, including catalogs, academic calendars, and promotional literature, **accurately represent the institution** to its various constituencies and publics, including students and prospective students. All charges and fees, including refund policies, should be fully disclosed. Schools should exercise care in advertising to portray the institution fairly and honestly to the public. Wherever appropriate, published institutional documents shall employ gender-inclusive language.

The school must provide a copy of or reference to the document(s) that list the school's charges and its refund policy, as well as provide representative samples of published materials listed above. Please list here where these published materials may be found (e.g., TIC File 2.3 or online at ...).

SCHOOL RESPONSE

- **Academic Bulletin** (course catalog): Self-study Appendix 7, on web [here](#), and printed copy TIC File 2.3 in Documents Room.
- **Academic Calendar**: TIC File 2.3 in Document Room and on web [here](#)
- **Promotional material**: TIC File 2.3 in Document Room
- **School charges**: All fees are listed online [here](#)
- **Refund policy**: Stated online [here](#)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

2.9 Member schools shall **make public a statement of their policy on transfer credits** earned at other institutions of higher education, including the criteria used for their decisions.

The school must provide a copy of or reference to its transfer policy, listing where the policy is found (be specific). Evaluation committees must also interview recruitment/registrar staff and sample transcripts.

SCHOOL RESPONSE

- **Policies on transfer credits from other institutions:** Public Document online [here](#).

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.1 Policies regarding **students' rights and responsibilities**, as well as the institution's code of discipline, shall be clearly identified and published.

The school must provide a copy of or reference to all published policies regarding students' rights and responsibilities, including its student handbook. Please list here where those may be found.

SCHOOL RESPONSE

- **Student Handbook:** Self-study Appendix 6.4, *TIC File 6.3.1* in Document Room and on web.
- **Seminary Student Code of Conduct:** Online [here](#)
- **Discipline:** Student Handbook section on "[Student Responsibilities](#)." (also appendix 6.4)
- **Student rights:** Student Handbook section on "[TO PROTECT: Student Rights](#)." (also appendix 6.4)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.4 Schools shall **maintain adequate student records** regarding admission materials, course work attempted and completed, and in other areas as determined by the school's policy. Appropriate backup files should be maintained and updated on a regular basis. The institution shall ensure the security of files from physical destruction or loss and from unauthorized access.

The school must describe how it maintains and protects student records. The evaluation committee must investigate that student records are adequately maintained and appropriately protected.

SCHOOL RESPONSE

1. **Student data is stored in our secure student software system - Banner**
2. **Backup of our software system is maintained by Informational Technology Services (ITS)**
3. **Hard copy student records are scanned and stored in (virtual) vault which is maintained by ITS**
4. **Then, the hard copy records are kept in folders in our secured vaults, or in locked cabinets. Access to the vaults is by Academic Records personnel only**
5. **We have a retention policy for hard copy student records that is in compliance with the recommendations from AACRAO (American Association of Collegiate Registrars and Admissions Officers). The AU policies, procedures, and schedules for all retentions are found online [here](#). The specific schedule for Student records is in the *TIC File 6.3.4 in the Document Room*.**

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.5 Institutions shall demonstrate that **program requirements, tuition, and fees are appropriate** for the degree programs they offer.

The school must list below and provide a copy of or reference to degree program requirements and published tuition and fees. The committee must confirm this through interviews and document reviews.

SCHOOL RESPONSE

- **Program requirements:** See this section in the [Academic Bulletin](#), and *TIC File 6.3.5 in Document Room*.
- **Published tuition and fees:** [Academic Bulletin](#) description of all charges

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.6 Institutions shall publish all requirements for degree programs, including courses, noncredit requirements, and grading and other academic policies.

The school must document where it provides its degree program requirements and other policies listed here.

SCHOOL RESPONSE • **Program requirements: On the web in [Academic Bulletin](#), (found also in [Appendix 7](#) and *TIC File 6.3.6* in Document Room)**

- **Other degree policies: Seminary Syllabi Template: TIC File 6.3.6 in Document Room;**
- **Graduate academic policies: Section in the *Academic Bulletin* [online](#) and in [Appendix 7](#)**
- **Also see Degree Program Standards information for each degree with specific links to program websites and handbooks**

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.3.8 The institution shall have a **process for responding to complaints raised by students** in areas related to the accrediting standards of the Commission and schools shall **maintain a record** of such formal student complaints for review by the Board.

The school must document its complaint process, provide copies of any written complaints, and share its response(s).

SCHOOL RESPONSE

Student complaint policies: In Student Handbook on the web at [Student Rights](#), and also in **Appendix 6.4. TIC File 6.4.8** in Documents Room

Copies of written complaints: **TIC File 6.3.8** in Documents Room

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

ES 6.4.4 The institution shall, on a regular basis, **make available to the public a summary evaluation of the educational effectiveness of its approved degree programs**. The school shall determine the frequency and manner of this information.

The school must provide a link to and copy of its published educational effectiveness statement, which should include evidence of effectiveness for each degree program, such as completion and placement rates and/or other appropriate measures (see section 1.4.2 of each Degree Program Standard).

SCHOOL RESPONSE

- **Published educational effectiveness statement and reports:** Office of Seminary Assessment webpage [here](#).

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

ATS Commission Policies and Procedures (applicable to *all* schools)

VII.A.4 In preparation for an evaluation visit, a school shall advertise to its constituencies at least 60 days prior to the visit that it is receiving an evaluation committee and invite comments in writing to the school and/or to the Commission concerning the institution's qualifications for accreditation. These comments will be available to the evaluation committee. The evaluation committee may also include an open hearing scheduled during the course of the visit.

The school must document how it advertised this evaluation visit, along with any formal comments received.

- SCHOOL RESPONSE**
- **Public advertisement of accreditation visit: Available on the web, and announcements in denominational publications, see TIC A.4 in the Documents Room**
 - **All formal comments by public: *TIC File A.4* in Documents Room**

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

X.A.2 Accredited members shall disclose . . . in their printed and/or electronic bulletin, calendar, or catalog the status of their accreditation (using language from COA [*Procedures*](#) X.A.2).

The school must provide a copy of and reference to how it discloses its accredited status.

- SCHOOL RESPONSE**
- **Disclosure of accreditation information: A Seminary statement online, and in the *Academic Bulletin* here and Appendix 7**

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

VI.D.4 Schools conducting distance education must have a process by which the institution establishes by use of secure login and pass code . . . or other means that are effective in **verifying student identity and protecting student privacy** . . . In addition, the school **must notify students of any projected additional student charges** associated with [this requirement at] registration.

The school must document its policies and practices regarding student identification, privacy, and fees.

SCHOOL RESPONSE

- **Documentation of policies and practices for online security:**
 - **Online documentation of IT security and privacy policy** [here](#).
 - **Two-Factor Authentication (2FA) for all Faculty, Staff, and Student Employees who are authorized to enter secure sites: Online explanation** [here](#)
 - **Financial details: DLIT web page outlining all costs is** [here](#)

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ does not conduct distance education.
- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

Part 2. Requirements Only for Schools Participating in Title IV Programs

2.7 Institutions participating in US federal student financial assistance programs shall comply with prevailing governmental guidelines regulating these programs. **Default rates on student loans** above the federal threshold, or failure to comply with federal guidelines, is cause for review of an institution's overall conformity to the Standards of Accreditation of the Commission. Schools shall demonstrate that they have **resolved effectively all areas of deficiency identified** in audits, program reviews, and any other information provided by the [USDE] to the Commission.

The school must document its response to each of the following questions as instructed below.

1. Does the school list the ATS Commission as its recognized accreditor for Title IV funds? YES
2. What is the school's most recent cohort default rate for student federal loans? 4.6%
Please place in the Documents Room a copy of the school's most recent official cohort default rate letter from the USDE. (Documents Room TIC 2.7)
3. Does the school have a clean audit (Circular A-133) for federal financial aid? YES (Documents Room 2.7)

If NO, school must provide explanation here, including what steps it has taken.
School inserts explanation here if answered NO.

- Has the USDE required the school to submit a Financial Responsibility letter since the last comprehensive evaluation? NO
If YES, the school must provide an explanation here, including its current status.
School inserts explanation here if answered YES.
- Does the school have an appropriate Satisfactory Academic Progress policy? YES
SAP Policy for Graduate Students with Financial Aid
- How does the school verify student participation in instruction (i.e., what prevents students from receiving financial aid for classes they enrolled in but never attended)?
We run a drop report once a month that verifies withdrawn students. In the middle of each semester, Records Office sends an email to all faculty asking for a report on any discrepancies between the current class roster and student attendance. Then we follow the Title IV regulations for withdrawals.
- Does the school have an appropriate policy and practice for awarding credit that aligns with commonly accepted practices and with the federal definition of a credit hour? (See page 5 of [USDE Guidance Regarding a Credit Hour](#).) The evaluation committee will review random samples of various course syllabi (in different programs and in different delivery methods) to ensure that the school's practices conform to its policies.
Credit policies are found on our website [here](#).
- Please indicate below where the evaluation committee can find the most recent copy of the school's Campus Security (Clery) Report.
The "Clery" report is locate on our website [here](#).
- Does the school offer at least 25 percent of any educational program through contractual or consortial arrangement(s) with one or more entities not certified to participate in the Title IV programs? If yes, please list the entity(ies) involved, and explain the nature and extent of the contractual or consortial arrangement(s). **NO**

COMMITTEE RESPONSE TO ALL ITEMS IN 2.7

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.

6.4.1 Senior administrators and financial aid officers shall review **student educational debt** and develop institutional strategies regarding students' borrowing for theological education. (NOTE: Section 6.4.2 of Standard 6 addresses schools' provision of financial counseling to students; that may also be reviewed during the evaluation, though it is only a "should" statement.)

The school must document its process for reviewing student debt and cite here where that may be found. The committee must review this evidence, as well as interview appropriate staff and students, to determine if the school has appropriate strategies to keep student educational debt loads reasonable.

SCHOOL RESPONSE

- Student indebtedness is reviewed annually with issues brought to administration. Educational debt was thoroughly reviewed by faculty and the Seminary Executive Committee in 2014 and several measures put in place including an orientation presentation, advisory letter, assemblies, and colloquia. This faculty and governance review and response will be continued on a five-year cycle. See Documents Room for documentation.

COMMITTEE RESPONSE

The committee has reviewed the evidence and determined that the school

- ☐ meets this requirement with no further comment or action needed.
- ☐ meets this requirement and a comment appears in the committee report.
- ☐ does **not** meet this requirement, so a recommendation appears in the committee report.