

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

Course Numbering System

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
	300–399	Courses usually taken during the junior year
Undergraduate Upper Division	400–499	Courses usually taken during the senior year
	500–699	Courses for graduate students only
Graduate Level	700–999	Courses for post-masters students

Symbols Used in the Text

- ◆ = Swing course—Approved 400–499 courses qualify for graduate-level credit for graduate students
- \$ = Course that may charge an extra fee (e.g., labs, field trips or supplies)
- Alt = Course offered alternate years
- AH = Art History course
- C = Correspondence course
- D = Distance delivery options available
- H = Honors course
- S = Service course
- SA = Studio Art course



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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.

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Academic Calendar 2012–2013

Additional calendar dates specific to departments or schools are listed under the respective departments or schools.
Financial dates are listed in the financial section, pp. 58–62.

Summer Sessions 2012

Registration for Summer Terms 2012 begins Monday, March 20, 2012.

Last days of registration for Summer Terms 2012 are May 9 (Term 1), June 6 (Term 2), and July 5 (Term 3).

Summer Term 1 (May 14–June 8, 2012)**May**

1	Tue	Seminary: MDiv Application deadline for fall term (International applicants)
7	Mon	University-Level Schools: May Express classes begin
8	Tue	University-Level Schools: Last day to enter May Express classes, drop a class with full tuition refund, complete a drop/add without a fee or entry on permanent academic record
11	Fri	Seminary: Hebrew Placement Test, 10 a.m.
13	Sun	New International Students: Orientation, 11 a.m.–2 p.m.
14	Mon	University-Level Schools: Summer Term 1 classes begin; Registration, 9 a.m.–5 p.m.
15	Tues	University-Level Students: Late registration fee in effect for Summer Term 1 classes
16	Wed	University-Level Students: Last day to enter summer Term 1 classes; drop a class with full tuition refund; complete a drop/add without a fee or entry on permanent academic record, change audit to credit; does not apply to correspondence courses Undergraduate Seniors: Last day to apply for August graduation Graduate Students: Last day to apply for August graduation
28	Mon	University-Level Schools: Memorial Day—holiday

June

1	Fri	Seminary: MDiv Application deadline for fall term (Domestic applicants)
5	Tue	University-Level Schools: Last day to change from credit to audit for summer Term 1 classes or withdraw from a class with a W
8	Fri	University-Level Schools: Last day of Summer Term 1 classes

Summer Term 2 (June 11–July 6, 2012)**June**

7, 8	Thu, Fri	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
8	Fri	School of Education: MA comprehensives, 8:30–11:30 a.m.; 1–3 p.m.
8, 11	Fri, Mon	School of Education: EdS comprehensives, 8:30 a.m.–12:30 p.m.
11, 12	Mon, Tue	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
11	Mon	University-Level Schools: Summer Term 2 classes begin; Registration, 9 a.m.–5 p.m.
12	Tue	University-Level Students: Late registration fee in effect for summer Term 2 classes
13	Wed	University-Level Students: Last day to enter summer Term 2 classes, drop a class with full tuition refund, complete a drop/add without a fee or entry on permanent academic record, change audit to credit
18–24	Mon–Sun	Institute of World Mission: Welcome Home Seminar
24	Sun	Intensive English: Action America begins

July

2	Mon	University-Level Schools: Last day to change from credit to audit for summer Term 2 classes or withdraw from a class with a W
4	Wed	University-Level Schools: Independence Day—Holiday
6	Fri	University-Level Schools: Last day of Summer Term 2 classes

Summer Term 3 (July 9–August 3, 2012)**July**

9	Mon	University-Level Schools: Summer Term 3 classes begin; Registration, 9 a.m.–5 p.m.
10	Tue	University-Level Students: Late Registration Fee in effect for summer Term 3 classes
11	Wed	University-Level Students: Last day to enter Summer Term 3 classes, drop a class with full tuition refund, complete a drop/add without a fee or entry on permanent academic record, change audit to credit
9–28		Institute of World Mission: Mission Institute
15	Sun	University-Level Students: Financial Plan portion of Registration Central opens. Make payment plans by August 15. Complete insurance information. TOEFL test, 8:30 a.m.–12 p.m.
16–20	Mon–Fri	School of Education: Department of Leadership orientation
20	Fri	Intensive English: Action America ends Medical Laboratory Sciences: Senior summer session clinicals end
22	Sun	Graduate Students: 2nd Andrews University Leadership Conference with Daniel Goleman
22–25	Sun–Wed	School of Education: Department of Leadership annual Roundtable Conference
23	Mon	Medical Laboratory Science: Registry Review Week begins
31	Tue	University-Level Schools: Last day to change from credit to audit for summer Term 3 classes or withdraw from a class with a W

August

3	Fri	University-Level Schools: Last day of summer Term 3 classes University-Level Schools: Consecration Service, 8 p.m.
4	Sat	University-Level Schools: Baccalaureate Service, 11:20 a.m. Seminary: Dedication Service, 4 p.m.; Medical Laboratory Sciences: Certification Ceremony, 5 p.m.
5	Sun	University-Level Schools: Summer Commencement, 9 a.m.
15	Wed	University-Level Schools: Summer Semester grades due by 11:59 p.m.

Fall Semester 2012, August 27–December 13, 2012

Registration for fall semester 2012 begins Monday, March 26, 2012.

Late registration fee in effect Tuesday, August 28, 2012.

Last day of registration for fall semester 2012 is Wednesday, September 5, 2012.

July

15 Sun **All university level students:** Financial Plan portion of Registration Central opens. Make payment plans by August 15. Complete insurance information.
Admissions application deadline for fall semester

August

5–8 Sun–Wed **Andrews Academy Faculty:** NAD Teacher's Convention
5–10 Sun–Fri **Seminary:** Natural Remedies and Hydrotherapy Workshop
6–24 **School of Education:** First Days of School Experience (register for credit summer 2012 or in the semester of student teaching)
10 Fri **University Advisors:** Advisors Breakfast/Orientation, 9 a.m.–12 p.m.;
13–16 Mon–Thu **Seminary:** Greek Review Session, 5–8 p.m.
13–17 Mon–Fri **Seminary:** Hebrew Review Session, 9 a.m.–12 p.m.
13–17 **RMES/AA:** Faculty Pre-School Week
14–15 Tue–Wed **New University Faculty:** Orientation Seminar, 8:30 a.m.–4:30 p.m.
15 Wed **University-Level Students:**

- First payment due for financial clearance
- Full payment due for 1% and 3% rebate plans
- ID cards activated for Dining Services and Bookstore in Registration Central when financial plan box is checked
- Financial clearance needed to register and move into residence halls
- Submit waiver to Student Insurance

Undergraduate Students: Cancellation of classes for undergraduate students with unconfirmed course registrations
College of Arts & Sciences: Department meetings and retreats
16 Thu **University Faculty:** Official start of Academic Year 2012–2013
University Faculty: Faculty Institute, 8 a.m.–5 p.m.
17 Fri **University Faculty:** Faculty Institute, 8 a.m.–12 p.m.
17–18 Fri–Sat **Faculty & Staff:** Fall Fellowship
19 Sun **New Students:** First Stop—residence hall move-in, 9 a.m.–5 p.m. Financial clearance required to move into residence halls.
New Graduate Students: Orientation & *Andrews Study Bible* distribution, 3 p.m.
20 Mon **RMES/Andrews Academy:** School begins
20–21 Mon–Tue **New International Students:** Orientation—new freshman students on Monday only, 8:30 a.m.–5 p.m.
20–22 Mon–Wed **New Undergraduate Students:** Registration and Orientation
22 Wed **New International Students:** English Placement Test, 8:30–11 a.m.
Seminary: Greek Placement Test, 1 p.m.
University Faculty: Individual School Meetings, 1–4 p.m.
22–25 Wed–Sat **Seminary:** New Student Orientation for Fall Semester 2012, 3 p.m.
23 Thu **Seminary:** Hebrew Placement Test, 8:30 a.m.
23–26 Thu–Sun **New Undergraduate Students:** All Fired Up! Orientation Conference
24 Fri **University Faculty:** Departmental Meetings
Seminary: Biblical Literacy Entrance Exam, 8:30 a.m.
26 Sun **University-Level Schools:** Registration of New Students, 12–5 p.m.
New Graduate Students: Orientation and *Andrews Study Bible* distribution
27 Mon **University-Level Schools:** Classes Begin: Last day to register for the first time without a fee.
Intensive English: Classes Begin
28 Tue **University-Level Schools:** Late Registration Fee in effect for first time registrations for Fall Semester 2012 classes; notification of cancellation of low-enrollment classes
29 Wed **Graduate Students:** Cancellation of classes for graduate students with unconfirmed course reservations
30 Thu **University-Level Schools:** University Convocation, 10:30 a.m.–12 p.m. (10:30 a.m. classes cancelled)
31 Fri **Seminary:** Church Policy Review Session

September

3 Mon **All Campus Schools: Labor Day—Holiday**
4 Tue **University-Level Schools:** Cancellation of classes with below minimum enrollment
5 Wed **University-Level Students: Last Business Day to complete the following by 5 p.m.—**Enter Fall Semester 2012 classes; drop a class with FULL tuition refund; make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; change audit to credit.
6 Thu **University-Level Students:** Fee in effect for changes in registration (classes added or dropped)
7 Fri **Seminary:** Church Policy Review Session
8 Sat **Seminary:** Adventist Heritage Sabbath
12 Wed **University-Level Students:** Last day to drop a class with 70% refund
14 Fri **Seminary:** Church Policy Exam
School of Architecture: 3½-Year MArch and advanced standing application deadline for spring (January 2013) admission
17–22 Mon–Sat **University-Level Students:** University Fall Week of Spiritual Emphasis
19 Wed **University-Level Students:** Last day to drop a class with 40% refund
24 Mon **University-Level Students:** Fall Semester first installment payment due
27–30 Thu–Sun **Alumni Homecoming Weekend**
28 Fri **Undergraduate Students:** Last day to apply for December Degree Conferral and May Graduation
Graduate Students: Last day to apply for December Degree Conferral

October

8 Mon **RMES/AA: Columbus Day—Holiday**

14 ACADEMIC CALENDAR

8, 9	Mon, Tue	University-Level Schools—except Seminary: Fall Recess
8–12	Mon–Fri	NAD Enrollment Event: NAD College Fairs in LUC
10	Wed	University-Level Schools: Classes resume
14, 15	Sun, Mon	University Preview Event: October Preview
15–18	Mon–Thu	Seminary: 180° Symposium
17	Wed	Mid-semester
18, 19	Thu, Fri	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
19	Fri	School of Education: MA comprehensives, 8:30 a.m.–11:30 a.m.; 1–3 p.m.
19, 22	Fri, Mon	School of Education: EdS comprehensives, 8:30 a.m.–12:30 p.m.
20	Sat	University-Level Schools: Andrews Autumn Conference on Religion and Science
24	Wed	University-Level Students: Fall Semester second installment payment due
22, 23	Mon, Tue	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
25–27	Thu–Sat	University-Level Schools & Andrews Academy: CAS SciFest Tournament Seminary: Post-Religious & Secular-Sensitive Ministries Summit
26, 27	Fri, Sat	University-Level Schools: Health Professions/Graduate Preview
28, 29	Sun, Mon	Seminary: H.M.S. Richards Lectureship on Biblical Preaching (Attendance required for MDiv students)
29	Mon	Andrews Academy: No School—Parent-Teacher Conferences Andrews University Board of Trustees Meeting, 1–5 p.m.
29–Nov. 3	Mon–Sat	Graduate Students: Week of Spiritual Emphasis
November		
2	Fri	Seminary: Challenge Exam—CHIS504, 8:30–10:30 a.m.
4, 5	Sun, Mon	University Preview Event: Lake Union Conference Juniors
5	Mon	University-Level Schools: Open course registration at the Academic Records counter for Spring Semester 2013
6	Tue	School of Education: Spring Semester Student Teacher Orientation Assembly
8	Thu	University-Level Schools: Celebration of Research
9	Fri	University-Level Students: TOEFL Test, 8:30 a.m.–12 p.m.
9, 11	Fri, Sun	Seminary: NADEI Coach Certification Training
13	Tue	University-Level Schools: All comprehensives must be completed for December Degree Conferral
15	Thu	University-Level Students: Admissions Application deadline for Spring Semester 2013
18–20	Sun–Tue	Andrews Academy: Conference Education Summit
18–25	Sun–Sun	Seminary: Thanksgiving break RMES: Thanksgiving break
20–25	Tue–Sun	Andrews Academy: Thanksgiving break (begins 12 p.m. Tuesday, Nov. 20)
21–25	Wed–Sun	All schools except Seminary: Thanksgiving break (begins after last scheduled class on Tue)
24	Sat	University-Level Students: Fall Semester third installment payment due
26	Mon	All Campus Schools: Classes resume University-Level Students: Last date to enroll for correspondence courses for Fall Term
27	Tue	University-Level Schools: Last day to change from credit to audit for Fall Semester classes or to withdraw from a class with a W for a fee University-Level Students: Enrollment open for correspondence courses for Spring Term
December		
2	Sun	Seminary: Hebrew Placement Test, 1 p.m.
6	Thu	University-Level Schools: Last day of Fall Semester 2012 classes
7	Fri	University-Level Schools: Reading Day (exam preparation)
8	Sat	Seminary: Dedication Service, 4 p.m.
10–13	Mon–Thu	University-Level Schools: Fall Semester Final Exams (begin Monday, 7:30 a.m.)
13	Thu	University-Level Schools: Fall Semester Ends
14–Jan. 6		University-Level Schools: Winter Break
15	Sat	University-Level Schools: Spring Semester <ul style="list-style-type: none"> • First payment due for Financial Clearance • Full payment due for 1% and 3% rebate • Financial clearance required to register
19	Wed	University-Level Schools: Fall Semester Grades due by 11:59 p.m.
21–Jan. 6		RMES/AA: Christmas Vacation
31	Mon	University-Level Schools: December Conferral of degrees

Spring Semester 2013, January 7–May 2, 2013

Online course registration for spring semester 2013 begins Monday, March 26, 2012.
 Course registration at the Administration Building begins Monday, November 5, 2012.
 Late registration fee is in effect Tuesday, January 8, 2013.
 Last day of registration for spring semester 2013 is Wednesday, January 16, 2013.

January

1	Tue	University-Level Students: Andrews University financial paperwork available at www.andrews.edu/sf/ University-Level Students: FAFSA available online at www.fafsa.ed.gov (filing for Financial Aid)
6	Sun	University-Level Students: ID cards activated for Dining Services and Bookstore in Registration Central when Financial Plan box is checked University-Level Students: Registration for new students, 12–5 p.m.
7	Mon	University-Level Schools: Classes Begin: Last day to register for the first time without a fee. RMES/AA: Second Semester classes begin New International Students: English Placement test, 8:30–11 a.m.; Orientation, 11 a.m.–2 p.m.
8	Tue	University level schools: Late Registration Fee in effect for first-time registrations for Spring Semester 2013 classes; notification of cancellation of low-enrollment classes

9	Wed	University-Level Schools: Cancellation of unconfirmed course reservations
15	Tue	University-Level Schools: Cancellation of classes with below-minimum enrollment
16	Wed	University-Level Students: Last Business Day to complete the following by 5 p.m. —Enter Spring Semester 2013 classes; drop a class with FULL tuition refund; make a change in registration by Drop/Add Form without a fee or entry on permanent academic record; change audit to credit.
17	Thu	Graduate Students: Last day to apply for May graduation
21	Mon	University-Level Schools: Martin Luther King Jr. Day—MLK educational events replace classes RMES/AA: Martin Luther King Jr. Day—Holiday
21–26	Mon–Sat	University-Level Students: University Spring Week of Spiritual Emphasis
22	Tue	Andrews Academy: No School—Staff Development
23	Wed	University-Level Students: Last day to drop a class with 70% refund
30	Wed	University-Level Students: Last day to drop a class with 40% refund
February		
1	Fri	Seminary: MDiv Application deadline for summer term (International applicants)
5	Tue	Seminary: Recognition Assembly, 10:30 a.m.
7	Thu	Seminary: Seminary Scholarship Symposium
15	Fri	School of Architecture: 3½-Year MARCH and advanced standing application deadline for summer (May) or fall (August) admission
18	Mon	All Campus Schools: Presidents' Day—Holiday
20	Wed	University-Level Schools: Mid-semester
24	Sun	University-Level Students: Spring Semester first installment payment due
March		
1	Fri	Seminary: MDiv Application deadline for summer term (Domestic applicants)
1, 3	Fri, Sun	Seminary: Ministry Coach Certification Training
4–9	Mon–Sat	Graduate Students: Week of Prayer
5		Andrews University Board of Trustees Meeting
10, 11	Sun, Mon	University Preview Event: March Preview
12	Tue	University-Level Students: Priority processing for Financial Aid
15	Fri	New Students: Admissions Application deadline for Summer Term 1
15–24	Fri–Sun	University-Level Schools: Spring Semester Break
18–22	Mon–Fri	RMES/AA: Spring Break
24	Sun	University-Level Students: Spring Semester second installment payment due
25	Mon	All Campus Schools: Classes resume University-Level Students: Online Registration for Summer Terms, Fall and Spring Semesters 2013 opens
28	Thu	University-Level Students: Last date to enroll for correspondence courses for Spring Term
28–31	Thu–Sun	University-Level Schools: International Student Week
29	Fri	School of Education: MA comprehensives, 8:30–11:30 a.m.; 1–3 p.m.
28, 29	Thu, Fri	School of Education: EdD/PhD comps, 8:30 a.m.–2:30 p.m.
29, April 1	Fri, Mon	School of Education: EdS comprehensives, 8:30 a.m.–12:30 p.m.
April		
1	Mon	University-Level Schools: Last day for all comprehensives to be completed for May degree conferral
1, 2	Mon, Tue	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
2	Tue	University-Level Students: Last day for Summer Physics Earlybird rate
5	Fri	University-Level Students: TOEFL Test, 8:30 a.m.–12 p.m.
7, 8	Sun, Mon	University Preview Event: April Preview
8	Mon	Andrews Academy: No School
15	Mon	Potential University Students: Admissions Application Deadline for Summer Term 2
16	Tue	University-Level Schools: Last day to change credit to audit for Spring Semester classes or withdraw from a class with a W
22	Mon	Andrews Academy: Staff Development—No School RMES: Spring Teacher In-Service—No School
24	Wed	University-Level Students: Spring Semester third installment payment due
25	Thu	University-Level Schools: Last day of Spring Semester classes
26	Fri	University-Level Students: Reading Day (exam preparation)
29–May 2	Mon–Thu	University-Level Schools: Spring Semester Final Exams (begin Monday, 7:30 a.m.)
May		
2	Thu	University-Level Schools: Last day of Spring Semester 2013
3	Fri	Medical Laboratory Science: Senior Spring Semester Clinicals end School of Education: Teacher Dedication Ceremony, 5 p.m. University-Level Schools: Consecration Service, 8 p.m.
4	Sat	University-Level Schools: Baccalaureate Services Nursing: Nursing Students Pinning Ceremony, 4 p.m. Seminary: Dedication Service, 4–5:30 p.m. Nutrition & Wellness: Senior Dietetics Dedication and Pinning Ceremony, 5 p.m.
5	Sun	University-Level Students: Enrollment open for correspondence courses for Summer Term 3
6	Mon	University-Level Schools: Commencement Services University-Level Schools: May Express classes and Summer Physics begin Medical Laboratory Science: Senior Summer Semester Clinicals begin
8	Wed	University-Level Schools: Spring Semester grades due by 11:59 p.m.
10	Fri	Seminary: Hebrew Placement Test, 10 a.m.
12	Sun	Seminary: New Student Orientation, 8:30 a.m.–12 p.m.
23–26	Thu–Sun	Andrews Academy: Commencement Weekend
24	Fri	Andrews Academy: Last day of school

16 ACADEMIC CALENDAR

25	Sat	School of Architecture: Deadline for Application to Professional Program
27	Mon	All Campus Schools: Memorial Day—Holiday
29	Wed	RMES: Graduation
31	Fri	RMES: Last day of school

Summer Sessions 2013

Registration for summer terms 2013 begins Monday, March 25, 2013.
Last days of registration for summer terms 2013 are May 13 (Term 1), June 12 (Term 2), and July 10 (Term 3).

Summer Term 1 (May 13–June 7, 2013)

May

1	Wed	Seminary: MDiv Application deadline for fall term (International applicants)
7	Mon	University Level Schools: May Express classes begin
8	Tue	University Level Schools: Last day to enter May Express classes, drop a class with full tuition refund, complete a drop/add without a fee or entry on permanent academic record
13	Sun	New international students: orientation, 11 a.m.–2 p.m.
13	Mon	University-Level Schools: Summer Term 1 Classes begin; Registration, 9 a.m.–5 p.m.
14	Tues	University-Level Students: Late Registration Fee in effect for Summer Term 1 classes
15	Wed	University-Level Students: Last day to complete the following by 5 p.m.—Enter Summer Term 1 classes; drop a class with FULL tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit
		University-Level Students: Admissions Application deadline for Summer Term 3
		Undergraduate Seniors & Graduate Students: Last day to apply to march in Summer Graduation
16	Thu	University-Level Students: Drop/Add Fee in effect for registration changes
25	Sat	School of Architecture: Deadline for application to Professional Program
27	Mon	All Campus Schools: Memorial Day—holiday

June

3	Mon	Seminary: MDiv Application deadline for fall term (Domestic applicants)
4	Tue	University-Level Students: Last day to change from credit to audit for Summer Term I classes or withdraw from a class with a W
7	Fri	University-Level Schools: Summer Term 1 classes end

Summer Term 2 (June 10–July 5, 2013)

June

10	Mon	University-Level Schools: Summer Term 2 classes begin; Registration, 9 a.m.–5 p.m.
11	Tue	University-Level Schools: Late Registration Fee in effect for first-time registrations for Summer Term 2
12	Wed	University-Level Students: Last day to complete the following by 5 p.m.—Enter Summer Term 1 classes; drop a class with FULL tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit
13	Thu	University-Level Students: Drop/Add Fee in effect for registration changes
23	Sun	Intensive English: Action America begins

July

3	Wed	University-Level Students: Last day to change from credit to audit for Summer Term 2 classes or withdraw from a class with a W
4	Thu	All Campus Schools: Independence Day—Holiday
5	Fri	University-Level Schools: Summer Term 2 ends

Summer Term 3 (July 8–August 2, 2013)

July

8	Mon	University-Level Schools: Summer Term 3 classes begin; Registration, 9 a.m.–5 p.m.
9	Tue	University level schools: late registration fee for summer Term 3 classes in effect
10	Wed	University level schools: Last day to complete the following by 5 p.m.—Enter Summer Term 3 classes; drop a class with FULL tuition refund; drop a class by drop/add form without a fee or entry on permanent academic record; change audit to credit
11	Thu	University-Level Students: Drop/Add Fee in effect for registration changes
19	Fri	Intensive English: Action America ends
22–26	Mon–Fri	School of Education: Department of Leadership Orientation
26	Fri	Medical Laboratory Sciences: Senior summer session clinicals end
28–31	Sun–Wed	School of Education: Department of Leadership Annual Roundtable Conference
29	Mon	Graduating Students: Graduation tickets available for pickup at the Registration Counter in the Administration Building: Must receive clearance card from Student Financial Services.
		Medical Laboratory Sciences: Registry Review Week begins
30	Tue	University-Level Students: Last day to change from credit to audit for Summer Term 3 classes or withdraw from a class with a W

August

2	Fri	University-Level Schools: Last day of classes for Summer Term 3
		University-Level Schools: Consecration Service, 8 p.m.
3	Sat	University-Level Schools: Baccalaureate Service, 11:20 a.m.
		Seminary: Dedication Service, 4 p.m.
		Medical Laboratory Sciences: Certification Ceremony, 5 p.m.
4	Sun	University-Level Schools: Summer Commencement, 9 a.m.
7	Wed	University-Level Schools: Summer Semester grades due by 11:59 p.m.

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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. In 1993, the Department of Architecture became the Division of Architecture, and is now the School of Architecture. The present organizational structure of the School of Graduate Studies was adopted in 1987. All of the colleges and schools offer both undergraduate and graduate degrees. The Seventh-day Adventist Theological Seminary 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 five powerful professional schools and several 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 the new century. The mission of this distinguished institution, however, remains the same—to serve God and humankind in the spirit of generous service while truly ushering in a New Andrews for a New Century.

Accreditation

Recognizing that students benefit from studying in accredited programs, Andrews University is accredited by The Higher Learning Commission and a member of the North Central Association¹ (see Appendix, p. 423) and the Adventist Accrediting Association of the General Conference of Seventh-day Adventists for programs through the doctoral level. Professional organizations have accredited specific degree programs of the University and other programs are moving toward accreditation. (A complete listing of university accreditations, approvals, and memberships is found in the Appendix.)

Quality Academic Programs

The high quality of the educational experience at Andrews University is shown by its listing in *U.S. News and World Report's* annual report on “Best Colleges.” Andrews is among the American colleges and universities listed in *Petersen's Top Colleges in Science*. A strong undergraduate honors program attracts such outstanding students as National Merit Finalists,

¹ The Higher Learning Commission of the North Central Association of Colleges and Schools
30 North La Salle Street, Suite 2400, Chicago IL 60602-2504
Phone: (312) 263-0456; www.ncahigherlearningcommission.org

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.

International Opportunities

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

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 (p. 18), study tours and short-term service learning opportunities abroad (pp. 18, 41).

ACADEMIC RESOURCES

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

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

Architecture Resource Center **Architecture Building 471-2417**

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

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

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

Center for College Faith

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

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

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

Adventist Heritage Center

Located within the Center for Adventist Research, the Adventist Heritage Center contains material on the history and development of the Millerite Movement and the Seventh-day Adventist Church since the 1840s 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

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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 Reformer's pamphlets. In 2005, the Review and Herald Publishing Association donated their rare book library (approximately 2,500 volumes) to the Center. The Voice of Prophecy and Faith for Today historical archives also are located at the Center.

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.

Center for Digital Learning & Instructional Technology dlit@andrews.edu **Griggs Hall, Room 130** **471-3960**

The Center for Digital Learning & Instructional Technology (DLIT) provides educational technology support to faculty and students, including support of Moodle, the campus learning management system; student response systems (clickers); and Adobe Connect Pro, the officially supported webinar software. The DLIT provides training and support in the production and delivery of instructional technology. More info: www.andrews.edu/dlit/.

Center for Statistical Services **471-6214** **Bell Hall (Education), Room 212** **471-3478**

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

Center for Teaching and Learning Excellence **471-3272** **Mary Jane Mitchell Multimedia Center** **James White Library, Top Level**

The Center for Teaching and Learning Excellence advances the ongoing professional growth of Andrews University faculty members related to their primary campus duty—teaching. By

helping faculty members focus on student learning through various lenses—scholarship of teaching and learning, faith-learning integration, diversity, assessment and service, among others—the Center for Teaching and Learning Excellence promotes pedagogies of engagement that enrich the learning environment and lead to transformational teaching.

Center for Women Clergy www.womenclergy.org

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

Center of Continuing Education for Ministry inministry@andrews.edu

Seminary Hall, Room N206 **471-3514**

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

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

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

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

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

The museum building, which is shared with the Institute of Archaeology (see Institute of Archaeology), contains offices, work rooms, the Siegfried Horn Archaeological Library, and the collection display area. Eleven oil-painted murals by Nathan Greene help visitors understand the cultures of Bible times. A special viewing room contains the Andrews University Cuneiform Texts (formerly the Hartford Cuneiform Tablet Collection). This collection has 3,000 ancient clay tablets dating from the

Sumerian period to Neo-Babylonian times.

The museum sponsors a regular lecture series, occasional field trips and a quarterly subscription newsletter.

**InMinistry Center
Seminary Hall, Room N206 471-3514**

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

**Institute for Prevention of Addictions ipa@andrews.edu
Adjacent to the Sutherland House 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 hornmuseum@andrews.edu
9047 Old US 31 471-3273**

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

The institute 1) offers courses through the seminary which directly or significantly relate to the study of archaeology, 2) sponsors regular visits by distinguished archaeologists for the purpose of lecturing and consulting, 3) organizes public tours, 4) presents archaeological programs for churches and schools, 5) provides opportunity for field and laboratory training through its excavations and surveys in the Middle East and Michiana and the subsequent analysis of these activities, 6) supports the work of the Horn Archaeological Museum in collecting and interpreting artifacts and 7) publishes results of excavations and research in annuals, monographs and occasional papers.

**Institute of Church Ministry
Seminary Hall 471-3407**

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

Division in the Cooperative Congregational Studies Partnership (CCSP) of various faith groups under the direction of the Hartford Institute for Religion Studies.

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

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

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 471-3349
Seminary Hall, Room N107**

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.

**Institute of World Mission iwm@andrews.edu
Seminary Hall 471-2522**

The Institute of World Mission (IWM) is the training branch of the General Conference mission program with three main functions.

- 1) The Institute provides mission education and intercultural training for missionaries, administrators and others engaged in cross-cultural ministry.
- 2) The Institute maintains an on-going flow of care to missionaries and their families through orientation classes, re-entry seminars, newsletters, and resource development.
- 3) The Institute acts as a strategic resource for the world church, assisting in comprehensive planning for mission, in developing mission capacity, and in revitalizing missionary vision.

The Institute staff take their training events, seminars and workshops to several countries each year and also teach courses at the Seminary. IWM and the Seminary Department of World Mission work closely together and often share teaching responsibilities.

**Institutional Assessment 471-3373
Marsh Hall, Room 320**

The Office of Institutional Assessment helps faculty and administrators determine whether the University is accomplishing

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its mission (p. 18). Data about student learning is collected from many sources across the University, analyzed and reported to individuals and groups inside and outside the University. These findings are used to improve teaching and learning. Thus, Andrews University is a learning organization, constantly seeking to improve.

Intensive English Programs

Nethery Hall, Room 219 471-2260

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

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

International Religious Liberty Institute

Seminary Hall, Room N331 471-3500

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

James White Library 471-3275

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

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

Through the Michigan Library Consortium, the library provides access to MeLCat, a statewide union catalog, patron-initiated interlibrary loan service and book delivery system. Students, faculty and staff can access over 7.8 million unique books and other materials through MeLCat. In the three years since implementation, MeLCat has provided students and faculty with materials valued at an estimated \$877,300.

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

The Seminary Library, the Center for Adventist Research and the Mary Jane Mitchell Multimedia Center are housed in the main library.

The Architecture Resource Center and the Music Materials Center are located in their respective departmental buildings on campus.

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

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

Marine Biological Field Station

Anacortes, Washington 360-293-2326 Department of Biology 471-3243

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

Mary Jane Mitchell Multimedia Center

James White Library, Top Level 471-3272

The Multimedia Center is the primary library location for microforms, audiovisual materials (cassettes, videotapes, etc.), multimedia and pamphlets and serves the entire university. It also includes a textbook collection for the School of Education, houses small collections of children's and young adult literature and a small computer lab for general patron use.

A computer workstation is dedicated to serve disabled students. The Clear View magnifying reading machine and the Kurtzweil 3000 program are available.

Music Materials Center

Hamel Hall 471-6217

The Music Materials Center (MMC) is a branch library of the James White Library, located in Hamel Hall. Services and materials provided include: specialized music reference service, recordings and listening facilities, scores, reference materials to support the study of music, and assistance in the use of electronic materials. Primary areas of study supported include performance, music history and literature, music theory and composition, church music, music education and music studied as part of the general education curriculum.

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

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

Mathematics Tutoring Center

Haughey Hall (Science Complex), Room 112 471-6662

The Mathematics Tutoring Center provides free assistance for students enrolled in University mathematics courses. Faculty

and staff are also invited to visit the Center for help. The Center is equipped with eight computers that can be used for ALEKS and other web-based math assignments. An appointment is not necessary. For more information and the most current schedule, see the posted schedule or call the Department of Mathematics at 471-3424.

Museum of Natural History

Price Hall (Science Complex) Lower Level 471-3243

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

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

Seminary Library

James White Library, Main Level 471-3269

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

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

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

The Student Success Center (SSC) exists for the sole purpose of helping students succeed. This center supplements the educational process by providing academic guidance, support and developmental instruction. The SSC collaborates to identify students' needs; to facilitate their physical, emotional, social, intellectual and spiritual development through support and leadership; and to provide resources for faculty, staff, and parents who share their concerns for student success.

The Student Success Center serves as a resource for all students—from freshmen to doctoral candidates—in all schools of the University. The SSC also networks with all other campus support centers and functions as a referral base for students and advisors.

The Student Success Center

- facilitates academic advising for undergraduates
- provides guidance and advising for undergraduate students who are undecided as to major
- maintains on-campus referral and academic support information for all students
- effects major and advisor changes for undergraduate students
- manages the Academic Skills Program, a campus-wide tutoring service
- manages a peer-to-peer tutoring class for undergraduate students

- facilitates accommodations for any student with documented disabilities
- provides guidance for students who need to have a disability documented
- coordinates student interventions, providing follow-up as needed
- oversees the General Studies degree program (an undergraduate degree)
- facilitates Prior Learning Assessment
- serves as a central referral service to forward placement opportunities to academic advisors

University Center for Reading, Learning & Assessment

Bell Hall, Suite 200 471-3480

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

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

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

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

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

CAMPUS RESOURCES

**ADA Services for Students with Disabilities
Nethery Hall, Room 135 471-6096**

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

A Healthy U ahhealthyu@andrews.edu
471-6086

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

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

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

Andrews University Airpark airinfo@andrews.edu
Airpark 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 and Records Center 471-3373
James White Library, Lower Level archives@andrews.edu

The Andrews University Archives and Records Center 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 Archives, formally established in 1999, is the official repository for non-current University administrative records of historical, fiscal, legal, or administrative value. Records held in the Archives date from the beginning of the University as Battle Creek College to the present. The over 600 cubic feet of records maintained at the Archives include the correspondence of the presidents, vice presidents, and deans; minutes of the Board of Trustees, administrative and faculty committees; and other records of the central administrative offices, student services, the various schools, departments, institutes and other entities of the University.

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

Andrews University Bookstore
Campus Plaza 471-3287

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

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

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

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

The Center for Youth Evangelism (CYE), an organization of the Seventh-day Adventist Theological Seminary, provides youth ministry programming and resources throughout the North American Division (NAD) and the world Church (GC). It offers a variety of services to seminarians, conferences, pastors and churches. CYE provides youth ministry training through workshops and major training events. It evaluates and produces youth ministry materials and promotes study and research in youth ministry. Current evangelism programs include 180° Symposium, 411 Newsletter, Church of Refuge, Cruise with a Mission, International Camporees, WeCare mission trips, and other young adult events. More info: [1.800.YOUTH.2.U](tel:1800YOUTH2U) or cye@andrews.edu or www.AdventistYouth.org.

Christian Leadership Center
Seminary Hall 471-8332

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

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

Employment employment@andrews.edu
Administration Building, Main Floor 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

Celebrating its seventh year, the Howard Center is the 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.

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

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

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

Information Technology Services

Information Services Building 471-6016

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

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

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

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

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

Institute for Diversity and Multiculturalism

Nethery Hall 471-3174

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

- 1) The IDM provides assistance and training through lectures, workshops and seminars for Andrews University administration, faculty, staff and students.

- 2) It conducts workshops, seminars and conferences on diversity for a variety of other audiences.
- 3) The Institute provides consultation and training services to businesses, church organizations, law enforcement agencies, human resource professionals and educational entities.
- 4) The IDM is a resource for the world church in dealing with the increasing multicultural and diverse nature of its membership and its mission.
- 5) The Faculty Research Forum, a unit within the Institute, researches issues of diversity and multiculturalism and disseminates its findings.

LithoTech

litho@andrews.edu

Harrigan Hall (main floor, front entrance) 471-6027

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

Office of the Ombudspersons

471-3244, 471-3214

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

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

Radio Station WAUS 90.7 FM

waus@andrews.edu

Howard Performing Arts Center 471-3400

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

Screen Graphics

Harrigan Hall, Room 108 471-6989

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

Student Insurance

stuins@andrews.edu

Administration Building, Main Floor 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 471-3225
rmes@andrews.edu

Andrews Academy, 8833 Garland Ave 471-3138
academy@andrews.edu

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

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

STUDENT LIFE

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

Student Life

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

Our Values, Your Choice

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

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

1. **To attend a faith-based institution** by respecting Andrews University's Seventh-day Adventist Christian perspective and values. See the section "A Faith-Based University" below.
2. **To adopt a wholesome lifestyle** guided by the core values of the Andrews University community. See the section "A Wholesome Lifestyle" on p. 21.
3. **To live on a residential campus** in a University residence hall while single and under the age of 22 and to participate in a meal plan at the University's vegetarian cafeteria (unless living in the community with parents). See the section "A Residential Campus" on p. 20.
4. **To be part of a gathered community** by attending weekly chapels, forums and other required co-curricular programs. See the section "A Gathered and Growing Community" below.

A Faith-Based University

Seventh-day Adventist Faith and Values. Students attending Andrews University soon learn that our Seventh-day Adventist faith and values set us apart. Our distinctive Christian perspective, guided by our understanding of Scripture, informs our faith as well as our practice. This becomes evident as students encounter 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. Campus Ministries exists to help students experience their God-given purpose. It serves as a place to plan and implement various ministries. These include on-campus worship events and spiritual growth activities such as Fusion, Refresh, Open Word, Weeks of Spiritual Emphasis, Power Pac Weekends, chapels and S.P.A.R.K., a prayer ministry. Students also have the opportunity to minister off-campus during Sabbath afternoon outreach ministries in Benton Harbor, as well as in a variety of creative ministries such as Impressions, AU Improv and the Easter Passion Play. In addition, students can take advantage of short- and long-term mission opportunities both here and abroad.

Campus Ministries encourages new ministry growth—students make ministry happen! Realizing that we are all given different gifts, they invite students to seek God's plan for their lives through ministry involvement. To learn more, visit www.andrews.edu/cm or call 269-471-3211.

A Gathered and Growing Community

Andrews University offers a rich learning environment inside and outside the classroom. As part of earning an academic degree, undergraduate students are expected to engage in learning outside the classroom. This complements what is accomplished in the classroom and lets you document valuable life experiences to share with graduate schools and prospective employers.

Co-Curricular Programs

- **Chapels** gather the University community to explore and celebrate faith each Thursday at 11:30 a.m. in Pioneer Memorial Church. **Forums** bring noted leaders and authors to campus for Christian dialogue 2-3 times a semester in the Howard Performing Arts Center during the same time slot.
- **Choices** offer a number of smaller seminars and workshops in a number of different areas. Tuesday Choices, held at 11:30 a.m. each week, are devoted to personal, professional, spiritual and leadership development. Weekly Residence Hall Programs, Student Concerts and Recitals, Gallery Openings, and Friday Night Vespers also offer unique growth opportunities.
- **Changes** allow students to turn life experiences into learning opportunities that build toward future goals. This includes recording and reflecting on your involvement in leadership, church and community service, or the workplace and having it validated by a pastor, club sponsor, work supervisor, etc. You can receive a maximum of 10 Changes credits per semester.

Co-Curricular Fee. A co-curricular fee is assessed at the *end of each semester*. Like tuition, proceeds cover the costs of delivering educational content. This fee accumulates based on *nonattendance*. There will be a fee of \$25 for the first credit short of the required number and \$11 for every credit short thereafter. A maximum of \$344 may be charged to traditional students and \$179 to non-traditional students per semester. As an incentive for participation, this fee can be minimized or completely eliminated by fulfilling the requirement.

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

1. **Traditional Undergraduates.** All traditional undergraduates are required to attend 30 co-curricular programs a semester, meeting one or two minimums (below) as part of the total requirement.
 - **Chapel/Forum Minimum.** Students must attend a **minimum of 12** Chapels/Forums each semester.
 - **Residence Hall Minimum.** Students residing in a campus residence hall are required to attend a **minimum of 8 programs** offered in their residence hall each semester.
 - The remaining credits can be invested in ways that best support your life and career goals. A **maximum of 10 credits** may be earned through experiential learning in the Changes program.
2. **Non-Traditional Undergraduates.** Students 25 years and older or who are parents with a child in their care are identified as non-traditional. Non-traditional undergraduates are required to attend only 15 programs a semester, drawn from any of the available programs. They also have the option of viewing Chapels online and submitting a report in lieu of physical attendance. Parents under the age of 25 must present a copy of their child's birth certificate to the Student Life office in order to receive non-traditional status.
3. **Exempted Undergraduates.** Marital status or work conflicts do not exempt students from attendance. However, if an undergraduate student is registered for 7 or fewer credits, pursuing a second bachelor's degree or has earned 120 credit hours or more by the beginning of the semester, the student is welcome but not required to attend programs.

Earned credit hours can be viewed using the University Academic Record link on the iVue page. Do not use the CAPP program to figure earned credit hours.

Requirements at a Glance

	Traditional Community Students	Traditional Residential Students	Non-Traditional Students
Chapels/Forums	12 credits minimum	12 credits minimum	No minimum
Choices	No minimum	8 credits minimum from Residence Hall Choices	No minimum
Changes	10 credits maximum	10 credits maximum	10 credits maximum
Total	30 credits	30 credits	15 credits

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

Completion Level	Credits Short
Pass (Letter of Commendation)	0
Pass (Letter of Acknowledgement)	1-6
Pass (Letter of Low Attendance)	7-12
Fail (Letter of Co-Curricular Probation)	13+

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

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

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

A Residential Campus

Residential Living Policy. Andrews University is operated as a residential college on the undergraduate level. This means that the residential environment plays a significant role in the mission

of the University and its efforts to foster the holistic development of each student.

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

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

The ONLY alternatives to residence hall living are:

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

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

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

Semester expected to move	Application deadline	Decision rendered by
Fall 2012	July 15	July 30
Spring 2013	November 6	November 20

Please note the additional conditions of this policy:

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

6. Reapplication for living in the community must be made EACH school year.
7. False statements made to the University on a Community Residential Agreement will jeopardize an applicant’s student status and/or ability to reside in the community.

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. Private occupancy is permitted by special request in Lamson Hall and Burman Hall, if space allows, for an additional fee.

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

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

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

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

Non-Residence Hall Housing

Students living in non-residence hall housing must abide by the expectations outlined in the *Student Handbook* and the non-residence hall housing policy. All students living off-campus must maintain high moral standards in their choice of guests and entertainment; otherwise, they could be subject to discipline. **Unmarried, unrelated students must not live in the same shared dwelling with members of the opposite sex.**

A Wholesome Lifestyle

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

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

or online has the same force as regulations printed in official publications.

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

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

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

Student Activities and Organizations

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

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

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

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

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

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

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

Information Released to Third Parties. In accordance with FERPA, Andrews University does not disclose personally-identifiable information from educational records without a student's consent except in limited circumstances. FERPA does permit institutions to define classes of information as "directory information." FERPA permits the disclosure of directory information without the consent of the student, unless the student has informed the University Registrar, in writing, of her/his refusal to permit the dissemination of directory information. A form for opting out of the disclosure of directory information, which must be filled out and submitted each semester, is available in the Office of Registrar. The University has designated the following information as "directory information": name, local address, local telephone number, e-mail address, gender, marital status, hometown, date and place of birth, school, academic program (degree, major and minor), enrollment status, class standing/classification (ie., 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

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released, Andrews University reserves the right to withhold such information from third parties.

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

Motor Vehicles

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

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

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

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

Dining Services

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

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

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

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

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

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

Medical Services

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

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

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

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

For emergencies outside of regularly scheduled office hours, students may reach a physician at 269-473-2222.

Health-related Concerns

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

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

The Counseling & Testing Center is fully accredited by the International Association of Counseling Services (IACS) and serves as a training facility for graduate counseling and social

work interns. Career exploration and counseling services are offered to enrolled students at no charge. Psychological testing and career assessment are provided for a nominal fee.

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

Student Employment

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

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

List A

Documents That Establish Both Identity and Employment Eligibility:

- U.S. Passport or U.S. Passport Card
- Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
- Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa
- Employment Authorization Document that contains a photograph (Form I-766)
- In the case of a nonimmigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I94A bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form
- Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI

List B

Documents That Establish Identity:

- Driver's license or ID card issued by a state or outlying possession of the United States if it contains a photograph or information such as name, date of birth, sex, height, eye color and address
- ID card issued by federal, state or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color and address
- School ID card with a photograph

- Voter's registration card
 - U.S. Military card or draft record
 - Military dependent's ID card
 - U.S. Coast Guard Merchant Mariner Card
 - Native American tribal document
 - Driver's license issued by a Canadian government authority
- For persons under age 18 who are unable to present an identity document listed above (for List B):
- School report or report card
 - Clinic, doctor or hospital record
 - Day-care or nursery school record

List C

Documents That Establish Employment Eligibility:

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

All documents presented must be original.

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

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

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

Office of Employment

Telephone: 269-471-3570

Fax: 269-471-6293

Email: employment@andrews.edu

Website: www.andrews.edu/hr

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

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

Employment (International Students). An international student on a non-immigrant F-1 visa is permitted to work on-campus a maximum of 20 hours per week during the school year and full-

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time during school breaks and vacations. F-1 students can only work off-campus with permission from the United States Citizen and Immigration Services (USCIS). Dependents with F-2 visa status can't work on- or off-campus under any circumstances.

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

Other Campus Services

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

Immigration Information for International Students

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

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

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

General requirements for maintaining status as international students:

1. Have at all times a valid passport.
2. Continue to carry a full course of study.
3. Leave the United States once the courses for the academic

program are completed, unless the student applies for a work permit (F-1: OPT, J-1: Academic Training).

4. Apply through the Office of International Student Services for a new I-20 if it is desired to change programs or to continue for another academic level within the same school.
5. Keep the I-20 (F-1) or DS2019 (J-1) updated at all times.
6. Maintain a legal work permit (on- or off-campus according to USCIS regulations).

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

Attendance at Another School

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

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

Transfer to Another School in the U.S.

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

Full Course of Study

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

Undergraduate	12 credits (minimum)
Graduate	8 credits (minimum)
MDiv	9 credits (minimum)
English Language Institute (ELI) Academy	12 clock hours (minimum)
Fall Qtr	2.0 units (minimum)
Winter/Spring Qtr	1.5 units (minimum)
Audited credits do not count.	

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

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

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

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

Employment For J-1 and F-1 Students

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

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

- 1) academic training related to the course of study, or 2) work on-campus or off-campus for a maximum of twenty hours per week while school is in session and full-time during vacation. J-1 students must obtain a letter from the RO or AROs authorizing employment before beginning work.

F-1 students may work on campus up to 20 hours per week while school is in session and full-time during vacations, breaks and holidays. The student can work off-campus only with permission from the USCIS. Permission for off-campus employment is given for 1) economic hardship, 2) curricular practical training and 3) optional practical training.

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

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

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

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

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

Accepting Public Benefits is Illegal

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

Tracking System

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

The \$200 SEVIS I-901 Fee

International students are required to pay \$200 for the SEVIS I-901 fee. The Office of International Student Services will send along with the I-20 the instructions concerning the different ways of paying this fee. Upon paying the SEVIS fee, the system will automatically generate a receipt which is essential for the students to present at the American Consulate in order for them to obtain the student visa. Canadians must present the SEVIS receipt at the port of entry.

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GENERAL ACADEMIC INFORMATION

Students are expected to know the rules that govern academic matters. This bulletin presents answers to general questions regarding academic policies. Students with special problems and circumstances should consult the dean or program coordinator of the school that interests them. Responsibility for meeting degree requirements rests upon the student. Each student is expected to be aware of all relevant requirements published in the bulletin under which he/she plans to graduate. The bulletin in force when one first registers is the binding document between the student and the university. However, a student may request permission to meet the requirements of another bulletin in force during his/her years at the university. The student's freedom to choose the bulletin under which he/she will graduate is limited. Undergraduates should see the section "Student's Governing Bulletin" (p. 38). Graduate students should see "Residency Requirements and Time Limits" (pp. 48, 49).

Attendance at the University

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

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

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

Changes in Bulletin Requirements

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

Registration

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

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

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

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

Credit Hour Definition

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

Academic work includes:

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

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

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

Grading System and Grade-point Averages

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

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

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

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

Other Grade Report Entries

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Reports. No hard copies of grades are mailed to students because they can view and print their grades via the web.

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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.

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 (p. 18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

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

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

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

Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

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

Graduation Procedures and Degree Conferral

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

Participation without completion applies only to students on the Andrews University main campus. Candidates from off-campus sites must complete all degree requirements and

obtain clearance through the Office of Off-Campus Programs to participate in main campus graduation ceremonies.

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

Applications and Final Clearances

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

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

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

Participation In Graduation Ceremonies

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

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

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

Undergraduate Criteria

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

OR

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

Graduate Criteria

1. General Criteria

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

OR

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

2. Master or Specialist students without a thesis or project option who have been advanced to degree candidacy, lack no more than 4 semester credits for completion and by the official deadlines have met all other graduate degree requirements, including passing comprehensive exams (if required in the program). Credits lacking include I's, DG's and unregistered work.
3. Master or Specialist students with a thesis or project option who have completed all coursework, passed comprehensive exams (if required), and obtained approval of their thesis/project by the appropriate graduate committee, but have yet to file the thesis/project, as required. Notification of thesis/project approval must reach the Office of Academic Records no later than 10 days before graduation.
4. Doctoral students who have completed all coursework, have met all graduate degree requirements, including passing comprehensive exams, and no later than four weeks before the graduation ceremony obtain approval of the appropriate graduate committee following successful defense of their dissertation/project (if required in the program), with one of the following results: "Accept the dissertation/project as defended" or "Accept the dissertation/project with minor revisions." For candidates whose result is "Accept the dissertation/project with major revisions," written notification from their committee that they have made satisfactory revisions as required must reach the Office of Academic Records no later than 10 days before graduation. For graduation procedures applying to the PhD in Religion and ThD programs see bulletin section on PhD program requirements, "Oral Defense of Dissertation: After the Defense," p. 380 and the *PhD Program Handbook*.
5. Doctor of Physical Therapy students who have completed all coursework, have met all degree requirements including passing comprehensive exams, and who either lack completion of the
 - a. last two internships, and/or
 - b. capstone project
 which is expected to be completed before the next graduation event.

The graduation program does not distinguish between those students who have actually completed all requirements and those who have not. All students authorized to participate will receive diploma covers, and all doctoral candidates will be hooded.

However, for those who march without completion, diplomas will be issued and dated on the next official graduation or degree conferral date following completion of all degree requirements.

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

UNDERGRADUATE PROGRAMS

Admission

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

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

How To Apply

- Request application materials
Telephone: 800-253-2874 toll free
Web: www.andrews.edu/future/
Postal Address:
Office of Undergraduate Admissions
Andrews University
4150 Administration Dr
Berrien Springs MI 49104-0740
- Return a completed Undergraduate Application with the \$30 (non-refundable) fee by the following admissions deadlines or a non-refundable \$50 late application fee will be applied:
July 15 for fall semester
November 15 for spring semester
March 15 for summer session 1
April 15 for summer session 2
May 15 for summer session 3
- Request official transcript(s) to be sent directly to Andrews University from the secondary school and any and all colleges attended.
- Take the ACT or SAT test and arrange to have the results sent directly to Andrews.

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

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

Admission Standards and Requirements

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

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

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

- ACT (or SAT) test results
- Detailed transcript* with a cumulative GPA or GED certificate
 - * Should be completed and signed by the person who directed the program.

Call 269-471-6200 or 269-471-3854 for more information.

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

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

English Proficiency Requirement. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. A minimum score of 550* on the paper-based TOEFL(pbt), 80* on the internet-based TOEFL (ibt), or 80* on the MELAB exam demonstrates such proficiency. Students who score below these levels may complete language requirements by enrolling in Intensive English Program courses (ENSL) on campus and passing the Exit Exam for English as a Second/Foreign Language.

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

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

* Some programs require higher scores.

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

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

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

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

Admission of Transfer Students

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

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

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

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

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

- Complete official transcripts are submitted from each institution where work was done. College or university transcripts issued in languages other than English must be accompanied by an authorized English translation. (Registrars of these institutions should send transcripts directly to the Andrews University Office of Undergraduate Admissions.)
- The credits presented for transfer are for college level courses in which the student has earned a grade of C- or higher.
- All credits presented for transfer come directly from accredited institutions.

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

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

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

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

Dual Enrollment Status

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

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

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

- Be an undergraduate student at Andrews University
- Be within 12 credits of finishing an undergraduate degree
- Be in the process for admission to a graduate program and meet all other regular admission standards for a graduate program
- Be enrolled in no more than 12 credits (combined graduate and undergraduate) each semester.
- Be sure to see your Financial Aid advisor, this may affect your award eligibility.

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

- Credits may not be used to satisfy undergraduate requirements.

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- A maximum of 16 credits of graduate courses may be reserved and applied to a subsequent graduate degree at Andrews University.

Permission to Take Classes (PTC) Status

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

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

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

Secondary Students Taking College Classes on a PTC Basis.

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

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

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

Admission of International Students

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

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

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

Students Accepted with Prescribed Intervention

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

Refusal or Annulment of Admission

Applicants may be refused admission

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

Undergraduate Academic Information

Planning Programs

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

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

- ACT or SAT
The ACT or SAT is required for admission and should be taken before arriving on campus. (International students studying outside the U.S. will be required to take the ACT/SAT if offered at their secondary schools.)
- TOEFL or MELAB
International students that have not had four years of secondary school that was taught in English are required to take the TOEFL or MELAB.
- Mathematics Placement Test
The Mathematics Placement Test is given on campus. Direct questions concerning advising, tutoring and student success to the Student Success Center. (phone 269-471-6096, e-mail: success@andrews.edu).

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

How to be Well-Prepared Academically

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

- Three years of math, including algebra I and II;
- Three years of lab sciences courses, with biology, chemistry and/or physics recommended;
- Four years of English courses, including ones that emphasize writing and vocabulary;
- Two years of a foreign language if your plans include a Bachelor of Arts degree at Andrews;
- One year-long computer course, including development of skills in database, web page development and other advanced skills; and
- Two years of social studies courses, including world or U.S. history (or history for your country of residence) and geography. If it's available at your school, also plan to take a Bible/religion course each year. Music/fine arts, physical education and practical arts also help build a well-rounded secondary education.

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

Class Standing

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

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

Areas of Study

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

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

Honor Lists

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

Study-Work Loads

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

The normal undergraduate class load is 15 to 16 credits per semester. Those wishing to register for more than 17 credits must secure permission from their dean. If good scholarship has been demonstrated by the student, the dean may permit a freshman to register for a maximum load of 17 credits; sophomores, juniors, and seniors for 18 credits. Adding to the course load by receiving

private instruction, by correspondence work, or by registering in another university or college while being currently registered at Andrews University is not allowed. Exceptions must have permission from the dean of the school in which the student is enrolled. If permission is granted, the total study load per semester must not be greater than the maximum load permitted in residence. A student is not permitted to earn more than 20 credits during one semester.

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

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

Satisfactory Academic Progress

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

- Successfully complete at least 66% of all courses attempted following initial enrollment.
- Maintain an overall GPA of at least 2.00 (average grade of C). If a student fails to maintain an overall GPA of 2.00 (on a 4.00 system), his/her enrollment category is changed to probationary.

Academic Probation Procedures

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

- 1) the cumulative AU GPA falls below 2.00,
- 2) the semester GPA is 1.75 or below,
- 3) a combination in a semester of three or more of Withdrawals (W), Incompletes (I), or grades lower than a C.

Students on academic probation are removed from probation when they successfully complete the requirements of their academic probation plan as prescribed by their dean.

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

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

- GDPC115 Academic Learning Assessment—individual guidance to help students succeed at Andrews University. Instructors use comprehensive evaluations and individualized plans to help students break patterns of failure and to achieve success.
- GDPC116 Academic Development—to help students clarify personal goals and values and improve their study skills.
- ENGL110 Beginning Composition—to help students learn to write clear, effective sentences and paragraphs with few mechanical errors.

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- EDTE140 Reading Vocabulary Development and EDTE160 College Reading Efficiency—to improve the skills of those with reading problems.
- MATH091 & 092 Arithmetic and Algebra Review—to help students with poor mathematical backgrounds.
Further information is available from the dean of each school offering undergraduate programs.

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

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

Advanced Placement Opportunities

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

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

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

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

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

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

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

Credit by Examination. Some students have achieved college-level proficiency on the basis of work experience or informal

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

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

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

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

Complete information on the subjects accepted by Andrews University for CLEP or DANTES is available from the university's Counseling and Testing Center. Information on challenge exams administered within individual university departments should be sought directly from the respective department(s). The following courses are not accepted via CLEP: ENGL115, 215 and INFS120.

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

Special Learning Experiences

Transferring Correspondence Courses from Another Institution.

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

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

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

PLA: Prior Learning Assessment. Credit for PLA is validated and granted through a process that includes the presentation of a portfolio. This credit-granting option is available only to students 24 years of age or older. PLA is for adult learners who

desire tangible recognition through academic credit for their achievements and expertise. Credit can be given for knowledge already acquired in subject areas as a result of on-the-job training, community-service activities, non-credit courses, and/or special accomplishments. For more information, contact the Student Success Center.

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

Baccalaureate Degree Requirements

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

Credit Requirement

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

Course Requirements

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

Residence Requirements

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

Grade Requirements

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

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

One Degree with Multiple Majors. Students may earn more than one major for a single degree. When more than one major is chosen, all the requirements for each major must be met to include all cognates for each major. If the majors represent more than one degree the student must specify which degree he/she wishes to receive (i.e., BA or BA or *Bprofessional*) 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 or BA or *Bprofessional*). 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,

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cognates, degree core, and General Education requirements specific to the program of study for the second degree.

- complete a minimum of 3 credits in religion if the first degree did not include a comparable General Education component in religion.

Associate Degree Requirements

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

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

Residence Requirements

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

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

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

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

Student's Governing Bulletin

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

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

GENERAL EDUCATION

Philosophy of General Education

The rapid expansion of knowledge in a multi-cultural world requires those who would be truly educated to adopt a

philosophy of lifelong learning. One must engage the mind in the study of many fields, from the fine arts to the empirical and social sciences. This broad encounter with varied perspectives and the exposure to knowledge gained from many disciplines forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one's chosen major, usually a focused study of a specific discipline and the development of required skills.

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

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

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

General Education Goals

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

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

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

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

History—Students will understand the development over time of various civilizations, including their social and political structure, religions and ideas.

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

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

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

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

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

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

Transfer Student Policy

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

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

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

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

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

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

2012–2013 Transfer Student Credit Articulation Guidelines for BA/BS General Education

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

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

English—2 courses

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

Communication—1 course

- A speech course:
 - Public Speaking
 - Interpersonal Communications

History—2 courses

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

Fine Arts/Humanities—2 courses

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

Life/Physical Sciences—2 courses with labs

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

Mathematics—1 course

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

Computer Literacy—1 course

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

Service—1 course

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

Social Sciences—2 courses

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

Fitness Education—4 courses

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

2012–2013 Transfer Student Credit Articulation Guidelines for Professional Degrees General Education

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

Tranferring 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
 - 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**Honors General Education (SAGES)**

The Andrews Honors Program offers a series of interdisciplinary courses which apply to the General Education requirement. Scholars Alternative General Education Studies (SAGES) is described on p. 90.

General Education Mathematics

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

The Andrews Mathematics Placement Examination (MPE)

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

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

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

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

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

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

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

The principal means of instruction in MATH 091/092 is ALEKS, an on-line tutorial system developed at the University of California. Instruction is entirely individualized and students can advance as rapidly as their capacity will allow. The faculty instructor consults with students, tracks the student progress and is available for individual assistance. Each student is assigned to a cluster of about 15 students supervised by a lab instructor, who provides one-on-one assistance during class time. At other times the student can work on any computer with a web connection, or use a computer in the Mathematics Center and receive help from a tutor. See MATH091/092 course descriptions, p. 170.

The reasoning course, MATH145. MATH145 Reasoning with Functions is the course which most non-science students will find most appropriate for meeting the reasoning requirement. See course description on p. 171. MATH166, 167, 168, 182, 191 and 195 also meet the reasoning requirement.

Transfer policy. Courses transferred to meet the reasoning requirement must be broadly equivalent, both in content and level, to those offered at Andrews to meet the requirement. Andrews students who wish to take a course elsewhere to meet the reasoning requirement must first meet the skill requirement, and must have the proposed course accepted by petition before

enrolling in it. Courses titled Intermediate Algebra, Elementary Algebra, Basic Algebra, Pre-algebra, College Arithmetic, or Business Mathematics may prepare the student for the MPE but do not normally meet the reasoning or the skill requirement and do not apply toward graduation.

Exceptions

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

Multiculturalism/Diversity in the General Education Curriculum

Beginning with the 2005–2006 *Bulletin*, General Education at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the

United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus. The focus on multiculturalism and diversity includes specific emphasis in the following courses: COMM104 Communication Skills, BHSC100 Philosophy of Service, ENGL115 English Composition I, RELT100 God and Human Life, and HIST117 & 118 Civilization and Ideas I & II.

Professional-Degree, General Education Requirement Adjustments

Requirements may vary slightly for professional degrees. The General Education table on p. 51 summarizes these adjustments.

Service-Learning Requirements

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

The service-learning component consists of two requirements: (1) BHSC100 Philosophy of Service (2 credits), and (2) Fieldwork (0–2 credits). * The fieldwork requirement can be met in three ways: by registering for BHSC300 Philosophy of Service Fieldwork (2 credits), by taking an “S” course (service-learning course) in the student’s major or minor (such courses are marked with the 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 BHSC100 or Fieldwork.

2012–2013 GENERAL EDUCATION: ASSOCIATE DEGREES

ASSOCIATE OF ARTS (AA)/ASSOCIATE OF SCIENCES (AS)	
Religion..... 6	Take RELT100 and recommend students take one course for each academic year in attendance from RELB, RELG, RELT ENGL115, ENGL215 & COMM104
Language/Communication 9	Choose one course from History, Visual Arts, Humanities or Music
History/Arts/Humanities..... 3	Choose one course from Life Science, Physical Science
Life/Physical Sciences 4	MATH145 or higher
Mathematics..... 3	INFS120 Foundations of Information Technology
Computer Literacy..... 3	Choose one Social Sciences course
Social Sciences..... 3	Take HLED120 and one activity course
PE/Wellness..... 2	Take BHSC100
Service..... 2	
Total..... 30–35	
ASSOCIATE WITHIN PROFESSIONAL PROGRAMS	
Religion..... 2 courses	Take RELT100 and recommend students take one course for each academic year in attendance from RELB, RELG, RELT
Language/Communication 2 courses	Take ENGL115 and COMM104
Humanities/Social Sciences 1 course	Choose with advisor
Life/Physical Sciences/Mathematics 1 course	Choose with advisor
Mathematics..... P2 Minimum	Required
PE/Wellness..... 2 courses	Take HLED120 and one activity course

2012–2013 GENERAL EDUCATION: BA & BS DEGREES

<p>RELIGION 12</p> <p><input type="checkbox"/> Recommend RELT100 God and Human Life (1st year) 3</p> <p><i>Recommend students take one course for each academic year in attendance from RELB, RELG, RELP, RELT.</i> 9</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><input type="checkbox"/> MATHEMATICS 2–4</p> <p><i>Take one course from the following:</i></p> <p>MATH145 Reasoning with Functions 3</p> <p>MATH166 Precalculus Algebra 3</p> <p>MATH167 Precalculus Trigonometry 2</p> <p>MATH168 Precalculus 4</p> <p>MATH182 Calculus with Applications 3</p> <p>MATH191 Calculus I 4</p> <p>MATH195 Calculus I for Biology 4</p>
<p>LANGUAGE/COMMUNICATION *BA 13/BS 9</p> <p><input type="checkbox"/> ENGL115 English Composition I 3</p> <p><input type="checkbox"/> ENGL215 English Composition II 3</p> <p><input type="checkbox"/> COMM104 Communication Skills 3</p> <p>*BA Language, Intermediate Level 4</p>	<p><input type="checkbox"/> COMPUTER LITERACY 3</p> <p>INFS120 Foundations of Information Technology 3</p> <p>OR pass competency exam</p>
<p>HISTORY 6</p> <p><input type="checkbox"/> HIST117 Civilization and Ideas I 3</p> <p><input type="checkbox"/> HIST118 Civilization and Ideas II 3</p>	<p>SERVICE 2</p> <p><input type="checkbox"/> BHSC100 Philosophy of Service 2</p> <p><input type="checkbox"/> Take one course from the following:</p> <p>BHSC300 Fieldwork S-designated course Application Process—40 hours</p>
<p>FINE ARTS/HUMANITIES 6</p> <p><i>Take a total of 6 credits from any two of the following categories:</i></p> <p><input type="checkbox"/> Visual Arts: Any course with an SA (Studio Art) or AH (Art History) designation 3</p> <p><input type="checkbox"/> Humanities: A literature course (200-level or higher) 3 PHIL224 Intro to Philosophy 3</p> <p><input type="checkbox"/> Music: MUHL214 Enjoyment of Music 3 Ensemble, Applied Music 3</p>	<p>SOCIAL SCIENCES 6</p> <p><input type="checkbox"/> Take one Foundation course from the following:</p> <p>ANTH200 Cultural Anthropology 3</p> <p>ECON225 Macroeconomics 3</p> <p>GEOG110 Survey of Geography 3</p> <p>PLSC104 American Government 3</p> <p>PSYC101 Introduction to Psychology 3</p> <p>SOCI119 Principles of Sociology 3</p> <p><input type="checkbox"/> Take one Interdisciplinary course from the following:</p> <p>BHSC220 Contemporary Social Issues 3</p> <p>BHSC235 Culture, Place and Interdependence 3</p> <p>PLSC237 The Individual, State, & Marketplace 3</p> <p>PSYC180 Dealing With Your Mind 3</p> <p>FMST201 Personal Relationships 3</p> <p>FNCE206 Personal Finance 3</p>
<p><input type="checkbox"/> LIFE/PHYSICAL SCIENCES 8</p> <p><i>Take one Life Science AND one Physical Science course as recommended below or major level Life and Physical Science course.</i></p> <p><input type="checkbox"/> Life Science: BIOL100 Human Biology 4 BIOL208 Principles of Environmental Science 4 BIOL330 History of Earth and Life 4 FDNT230/240 Nutrition/Nutrition Lab 3+1</p> <p><input type="checkbox"/> Physical Science: CHEM100 Consumer Chemistry 4 CHEM110 Intro to Inorganic & Organic Chemistry 4 PHYS110 Astronomy 4 PHYS115 MythBusting 4 PHYS225 Sound and Waves 4</p>	<p>FITNESS EDUCATION 4</p> <p><input type="checkbox"/> HLED120 Fit for Life, first year recommended 1</p> <p><i>Recommend students take one course each academic year in attendance. Three courses, taken from at least two different categories: Personal Fitness, Outdoor Skills, Team Activity</i></p> <p><input type="checkbox"/> _____ 1</p> <p><input type="checkbox"/> _____ 1</p> <p><input type="checkbox"/> _____ 1</p>
TOTAL SEMESTER HOURS	
Bachelor of Science 55–60	
Bachelor of Arts 59–64	

2012–2013 GENERAL EDUCATION: PROFESSIONAL DEGREES & PROGRAMS

The following represents core general education requirements for Professional Programs. Programs may require a particular course, courses, course substitution and/or additional credits in any section. Check for the specific requirements of your professional degree program. Developmental courses do not apply.

RELIGION

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

- RELT100 God and Human Life (first year)
- _____
- _____
- _____

LANGUAGE/COMMUNICATION

- ENGL115 English Composition I
- ENGL215 English Composition II
- COMM104 Communication Skills

HISTORY

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

- HIST117 Civilization and Ideas I
- HIST118 Civilization and Ideas II

FINE ARTS/HUMANITIES

Take one course from the following:

Visual Arts:

Any course with an SA (Studio Art) or AH (Art History) designation

Humanities:

A literature course (200-level or higher)

- PHIL224 Intro to Philosophy

Music:

- MUHL214 Enjoyment of Music
- One year of Ensemble, Applied Music

LIFE/PHYSICAL SCIENCES

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

Life Science:

- BIOL100 Human Biology
- BIOL208 Principles of Environmental Science
- BIOL330 History of Earth and Life
- FDNT230/240 Nutrition/Nutrition Lab

Physical Science:

- CHEM100 Consumer Chemistry
- CHEM110 Intro to Inorganic & Organic Chemistry
- PHYS110 Astronomy
- PHYS115 MythBusting
- PHYS225 Sound and Waves

MATHEMATICS

Take **one course** from the following:

- MATH145 Reasoning with Functions
- MATH166 Precalculus Algebra
- MATH167 Precalculus Trigonometry
- MATH168 Precalculus
- MATH182 Calculus with Applications
- MATH191 Calculus I
- MATH195 Calculus I for Biology
- STAT285 Elementary Statistics

COMPUTER LITERACY

Determined by each professional program

SERVICE

Determined by each professional program

SOCIAL SCIENCES

Take **one course** from the following:

- ANTH200 Cultural Anthropology
- ECON225 Macroeconomics
- GEOG110 Survey of Geography
- PLSC104 American Government
- PSYC101 Introduction to Psychology
- SOCI119 Principles of Sociology
- BHSC220 Contemporary Social Issues
- BHSC235 Culture, Place and Interdependence
- PLSC237 The Individual, State, & Marketplace
- PSYC180 Dealing With Your Mind
- FMST201 Personal Relationships
- FNCE206 Personal Finance

FITNESS EDUCATION

Take **two courses**. Recommend HLED120 first year.

- HLED120 Fit for Life, first year, recommended

And take one course from the following categories:

Personal Fitness, Outdoor Skills, Team Activity

- | | |
|-----------------------------------|---|
| Agriculture, p. 99 | Health & Fitness, p. 340 |
| Allied Health Admin, p. 328 | Interior Design BID, p. 224 |
| Architecture, p. 224 | Medical Lab Science, p. 328 |
| Aviation, p. 106 | Music Education, p. 193 |
| Business Admin BBA, p. 243 | Music Performance, p. 193 |
| Business Admin BS, p. 244 | Nursing, p. 333 |
| Business AS, p. 244 | Physical Therapy, p. 347 |
| Communication Arts BS, p.149 | Social Work, p. 211 |
| Construction Mgmt BSCM, p. 224 | Speech-Language Pathology & Audiology, p. 356 |
| Dietetics, p. 339 | Visual Art & Design BFA, p. 231 |
| Education, Elementary, p. 279 | Visual Arts Educ BS, p. 234 |
| Education, Secondary, p. 281 | Wellness, p. 340 |
| Electronic Journalism BFA, p. 148 | |
| Engineering, p. 156 | |

Revised 03-13-2012

GRADUATE PROGRAMS

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

Admission

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

How to Apply

Apply Early. To avoid delays in processing an application and to provide ample opportunity to apply for scholarships, financial aid, visas and/or university housing, students should file their applications 6–12 months before they expect to enroll. The application deadlines are July 15 for fall semester, November 15 for spring semester, and for summer semester, March 15 for Session 1, April 15 for Session 2, and May 15 for Session 3. There is a \$70 late application fee for applications received after these dates. These deadlines refer only to those applying for programs on campus. Some departments have earlier deadlines. 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.

General Admission Requirements

Follow These Steps.

- Submit the online graduate application along with the nonrefundable application fee.
- Prepare a 500-word Statement of Purpose explaining the reasons for wanting to do a graduate degree at Andrews University.
- Complete the information on the Professional History form. Applicants for the MSW program must submit a resume instead of the Professional History.
- Ask professionals who know them well, such as advisors, major professors, an administrative officer of current employing organizations, etc., to complete Graduate Recommendation forms and submit them directly to Andrews University. Relatives of the applicant should not make evaluations. Most programs require two recommendations, but students applying for doctoral, EdS, or any seminary program must submit three recommendations. Some departments/programs require evaluations from specific individuals and may require additional letters of recommendation.
- Ask for an official transcript of credit from the registrar(s) of the school(s) where undergraduate and/or graduate courses were taken. Official transcripts of all previous post-secondary academic work must be sent directly from your schools to the Andrews University Office of Graduate Admissions, or delivered in a sealed envelope with the issuing school's seal.

- If English is not the medium of instruction in your school, an official, literal English translation must also be sent unless you meet the following exceptions. Applications whose schooling was in Korea, Japan, Taiwan, Indonesia or Malaysia do not need to submit documents in the original language.
- Arrange to have Graduate Record Examination (GRE) or Graduate Management Aptitude Test (GMAT) scores sent directly to Andrews University. Seminary professional-degree applicants are not required to take these exams unless asked to do so. All other applicants must follow the information below.
- Applicants for the MS: Nursing, the DScPT and the t-DPT programs must submit a copy of their current license.

Required Examinations. Applicants for graduate programs, except the professional degree programs in the Theological Seminary and those listed below, must take either the GRE General Test or the GMAT (see below for GMAT info). Exams are to be taken no more than five years before the date of admission. Students are expected to take the GRE General Test or the GMAT prior to enrollment. At their school's/department's/program's discretion, they may be allowed to enroll for a maximum of one semester before taking the exam. They may not enroll for a second semester prior to meeting this requirement. In order to be eligible for the Andrews Graduate Scholarship (see p. 84), students must complete the exam prior to the start of the following term after initial enrollment (required even if the student does not register for coursework that term). Scholarship money will not be applied retroactively to any coursework started prior to taking the exam. Official transcripts of test results must be on file in the Office of Graduate Admissions before applicants are accepted on regular status.

All EdD, PhD, ThD programs and the EdS: School Psychology require general GRE test scores prior to admission. In cases of extreme hardship students applying to the EdS: School Psychology program may contact the Department of Graduate Psychology & Counseling for an exception to this policy. The different degrees with the required examination are listed below.

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.

The Andrews University code of 1030 must be used when requesting GRE scores from Educational Testing Services. For the GMAT, the Andrews University code of VVG-G6-19 must be used when requesting scores from www.mba.com. The Prueba de Admisión a Estudios de Postgrado (PAEP) may be substituted for the GRE as an entrance requirement for any cohort taught in Spanish. The GRE is not required for those applying to the MSW, MSCID, MSLS or post-professional t-DPT and DScPT programs.

Graduate Record Examination—GRE

MA, MArch, MAT, MMus, MS, MSMLS, DPT, EdS, EdD, PhD, ThD, and as requested for Seminary professional degrees

Graduate Management Aptitude Test—GMAT

MBA

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=or> 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.

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

MSA: Church Administration

The general GRE, as well as TOEFL exams, are available five days a week at certain Thomson Prometric Testing Centers in the U.S. and at other international sites. The Thomson Prometric Testing Center closest to Andrews University that gives the GRE and TOEFL exams is located in Mishawaka, Ind. For more information about the GRE, see www.ets.org. For GMAT information see www.mba.com.

Required Medical Records. Andrews University requires that all first-time students must supply certain medical information before registration can be completed. For full details, read “Required Medical Records” (pp. 23, 33). Returning students who have not registered in the previous 12 months also need new medical records.

Required English Proficiency. English is the language of communication and instruction for all programs on the Michigan campus and at most other sites in the United States or Canada. All students whose first language is not English must demonstrate adequate proficiency in English to succeed in the academic setting. A minimum score of 79/80* on the Internet-based TOEFL (ibt), 550* on the paper-based TOEFL (pbt), or 80* on the MELAB demonstrates such proficiency.

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

These test results may not be required when the applicant has obtained one of the following from an educational institution where English is the language of communication and instruction:

- Completion of education from at least the ninth through 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.

* *Some programs such as English, Communication, Nursing and Physical Therapy require higher scores.*

Admission to Graduate Programs

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

Refusal or Annulment of Admission

Applicants may be refused admission

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

Admission status may be cancelled or annulled

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

Theological Seminary Professional Ministerial Degrees

Master of Arts in Pastoral Ministry

Master of Arts in Youth and Young Adult Ministry

Master of Divinity

Doctor of Ministry

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

School of Graduate Studies & Research

Graduate Certificate Programs

To qualify for regular admission to a Graduate Certificate program, students must meet the minimum standards stated in the master's section on p. 58 in addition to fulfilling the general admission requirements given on p. 52 with the following exception:

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

Master's Degree Programs

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

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

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

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- Have a graduate GPA of at least 3.00 on 8 semester credits or more earned in courses graded A–F.
- Hold a previous master’s degree.

Doctoral and Advanced Degrees

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

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

- Hold a baccalaureate degree or master’s degree in an area appropriate to the major emphasis of the specialist or doctoral program from a regionally accredited American university or senior college, or its equivalent from a comparably, recognized institution outside the U.S. Accreditation must be from an accrediting body recognized by the U.S. Department of Education or schools outside of the U.S. must have government recognition in the country of origin. Degrees or work received from institutions generally considered to be diploma/degree mills are not evidence of prior academic work.
- Evidence of adequate preparation for doctoral-level graduate work. Applicants who have completed at least 16 semester credits of graduate work must have a graduate GPA at least equal to the GPA requirement for graduation from the program. Applicants with less than 16 graduate semester credits must have an undergraduate cumulative GPA of 3.00 or have a GPA of 3.00 in a minimum of 16 graded semester credits of course prerequisites.
- Provide evidence of adequate preparation in the proposed field of graduate study and in general education. This will be evaluated by the respective schools and departments that designate subject-matter preparation.
- Show evidence of the ability to handle specialist- or doctoral-level work in the language of instruction. See “Required English Proficiency” on p. 45.

Physical Therapy Degrees and Programs

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:

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

International Student Admission

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

- The equivalency of their previous education to an American baccalaureate degree. To facilitate a fair evaluation of their previous education, prospective students must send a transcript or transcripts of all education completed. If the transcript(s) is/are not in English, a literal translation, not interpretation, are required to accompany the original document(s) unless noted in the exceptions on p. 52.
- Their financial ability to undertake the proposed course of study. An advance deposit of \$2,000 is required of all international students except Canadian and Mexican citizens. Full payment of expected costs for the first semester may be required based on their financial plan. They are also required to present a satisfactory budget for financing their studies and living costs. See financial information in this bulletin on p. 58 or contact Student Financial Services for further information. Only after international students have received academic acceptance and have met the above financial requirements will I-20 Forms be issued to enable students to obtain the necessary entry visa to the U.S.

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

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

The 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 three times per year and the Michigan Test of English Language Proficiency (MTELP) by appointment.

Full-time Status. For international graduate students to retain their status as full-time students as required by the United States Immigration and Naturalization Service (INS), they must enroll for a minimum of 8 credits each semester (MDiv minimum is 9 semester credits) while in the U.S. They may also work on a part-time basis only if satisfactory academic performance is maintained and such work is allowed by the INS. School of Education students should note “Full-time Status,” p. 293.

Admission/Enrollment Categories

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

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

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

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

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

Students enrolled on provisional status may not

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

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

Permission to take classes status is for

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

Enrollment on a PTC basis does not guarantee or imply future admission to a degree program. Normally, transcripts are not required for PTC enrollment. PTC enrollment must be requested at registration each semester that the student wishes to enroll in a course on PTC basis. Courses taken on a PTC basis generally do not count toward a graduate degree. However, up to 8 credits (15 in some Theological Seminary programs) and up to 50% of the graduate certificate programs may be applied by petition after the student has applied for and been accepted into a graduate-degree program. The request should be filed during the first semester the student is enrolled in the graduate program. Petitions are evaluated on an individual basis. They are not automatically approved. Students registered on a PTC basis cannot have dual enrollment. When the department and school reach a decision in response to a student's request, they will inform the student in writing as to the status of his/her acceptance: regular, provisional or denial.

Dual Enrollment Status

Dual enrollment is available to graduate students who want to get undergraduate credits toward an additional undergraduate degree while working at the same time on a graduate degree. This status is also available to graduate students who want to pursue two graduate degrees at the same time (see p. 41 for undergraduate students allowed to take graduate work).

Graduate and Undergraduate Enrollment

The student must satisfy all of the following requirements:

- Have completed a four-year baccalaureate degree from an accredited American university or senior college, or its equivalent

- Be accepted on regular or provisional status in a graduate program at Andrews University
- Normally take no more than 16 credits combined graduate and undergraduate each semester.

The limitations on the undergraduate credits taken are the following:

- Credits earned toward the additional baccalaureate degree may not be used also to count towards the total necessary for completion of the graduate program
- The GPA on undergraduate credit does not count toward the graduate GPA.

Graduate and Graduate Enrollment

The student must satisfy all of the following requirements:

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

The limitations on the credits taken are the following:

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

Special Types of Admission

Enrollment of Guest Students. Students who are enrolled in a graduate school of another college or university may enroll for courses in the graduate programs of Andrews University under the PTC status. (See "Permission to Take Classes," p. 47).

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

Admission to a Second Graduate Degree Program. Students who have completed one graduate degree may apply to be

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accepted into another graduate-degree program at the same level if they meet all department requirements for admission to such a degree program. The proposed course of study may not be within the same major field and may not be similar to a degree previously completed. The usual regulations and limits with respect to transfer credit apply when taking a second graduate degree. (See "Transfer Credits," p. 51.)

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

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

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

Helpful Documents

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

The Graduate Programs Manual. The *Graduate Programs Manual* contains the voted minimum admission and academic standards policies for all Andrews University graduate programs except the professional physical therapy and seminary degrees. Copies of the manual are available for student use in all departments and schools with graduate programs.

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

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

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

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 p. 64).

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

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

Governing Bulletin

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

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

Time Limits on Graduate Degrees

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

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

- No course taken earlier than six calendar years before a student's graduation year may normally be applied to the degree without appropriate updating.
- A petition for a one-year extension of time may be granted by the dean of the School of Graduate Studies & Research upon the recommendation of the student's advisor and the dean/graduate program coordinator of the school/college.
- If the semester in which the student originally expects to graduate is delayed past the time limit and no extension is granted, the courses taken prior to the six-year limit no longer apply to the degree or qualify to be updated. The student may be required to take additional courses.
- Grades from all graduate courses taken at Andrews University, including those more than six years old, and those taken on a PTC basis, are used in computing the final GPA.
- School of Education students should read "Time Limits," p. 290.

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

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

policy on Time Limits on Doctoral Degrees provides program faculty with a framework for ensuring academic integrity.

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

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

- The student's documenting the extenuating circumstances that merit a time extension,
- Continuous enrollment in dissertation credits or zero-credit dissertation continuation,
- A petition with the appropriate signatures explicitly describing the amount of work left to be done for the degree and the month and year the student plans to defend the dissertation. The documents in support of the petition shall include:
 - i. a copy of the student's updated course of study, with projected graduation date, documenting which courses will fall outside the time limit based on the projected graduation date;
 - ii. a letter demonstrating how the student has remained current in the specified content area (i.e., publications, seminars, conferences, independent readings, professional development courses, tutorials, coursework from other institutions, college level teaching assignments, additional job responsibilities, etc.);
 - iii. any additional documentation or support for the student's request.

Inactive Status. Throughout the doctoral program, the student is expected to make progress and to keep in contact with the department. If one year passes without progress and without approval from the student's advisor, the student is put on inactive status and must apply to be reactivated. Students in the Department of Graduate Psychology & Counseling and the Department of Leadership should read "Time Limits," p. 293.

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.

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

Academic Standards

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

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

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

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

- The cumulative GPA must be at least 3.00 calculated using all graduate work taken at Andrews University including courses taken for other degrees, courses taken prior to the time limits for degrees, and courses taken PTC. Exceptions to this standard must be recommended by the dean/graduate program coordinator and approved by the dean of the School of Graduate Studies & Research.
- A student whose cumulative GPA drops below 3.00 in any given semester is placed on academic probation. Such a student must work with the advisor to develop a schedule of courses that ensures the student will raise his/her cumulative GPA

above the required 3.00 in a timely manner—normally, the following semester. The dean/graduate program coordinator of the school/college must approve such a plan. A student who does not meet such a plan may not continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies & Research.

- Normally, students who accumulate more than 12 semester credits below B- (including U) are not allowed to continue. Petitions for exceptions must include a plan to maintain the required GPA for the degree and be approved by the appropriate dean/graduate program coordinator of the college/school and the dean of the School of Graduate Studies & Research.
- Students who have been accepted provisionally to a degree program must meet the planned schedule for removing any deficiencies or earning a minimum GPA.
 1. English-language deficiencies must be met by the time the student has completed no more than 50% of his/her course work for a master's or specialist degree or 25% of his/her course work for a doctoral degree.
 2. Undergraduate deficiencies should be met by the time the master's degree student has completed no more than 50% of his/her course work. Doctoral students should take care of background deficiencies before starting on required doctoral course work.
 3. A minimum GPA equal to the GPA requirements for graduation from the program must be met by the time the student has completed 9 graduate credits.
 4. A student who does not meet this schedule is not allowed to continue except by the recommendation of the dean/graduate program coordinator and approval by the dean of the School of Graduate Studies & Research.
- Students on academic probation or provisional status may not
 1. Register for thesis, dissertation, or independent study (or workshop credit for doctoral students)
 2. Register for project credit except by permission from the dean/graduate program coordinator of the college/school
 3. Advance to degree candidacy or take comprehensive examinations.

Awarding Degrees for Graduate Programs

General Minimum Requirements for a Master's Degree (MA, MAT, MBA, MMus, MS, MSA, 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.
 1. The number of credits to be completed depends on the minimum requirements for the degree.
 2. The student's schedule of studies must include at least one-half of the required minimum credits in course work numbered 500 and above. Exceptions are made where a course of study specifically outlined in this bulletin makes provision for an adjustment to the required number of credits numbered 500 and above.
- The student must submit evidence of competence in conducting investigation in his/her field of study. A student

may fulfill his requirement by one of the following, depending on the particular degree program:

1. A thesis
 2. Written reports of one or two research projects
 3. Research methods or other appropriate course work.
- Where required, and only after a student has been advanced to degree candidacy, he/she must successfully complete general written and/or oral comprehensive examination(s) as prescribed by the student's major department. Usually this is done within the last semester of a student's program.
 - In general, no foreign language is required. In cases where an individual student's program requires a reading knowledge of a foreign language, the student must demonstrate competence in the language, normally by examination, before receiving advancement-to-degree candidacy. The department prescribes the appropriate method of demonstrating competence. A student's advisor or supervising committee informs the student regarding the foreign language required for his/her course of study.

General Minimum Requirements for the Educational Specialist Degree (EdS)

Consult "Educational Specialist Degree," pp. 291–292, of this bulletin and the School of Education *Handbook for Educational Specialist Students* for information on degree procedures.

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

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

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

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

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

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

Transfer Credits

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

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

- The grade earned in each course accepted for transfer is at least a B (3.00).
- The courses can be applied toward a comparable degree at the institution where the credit was earned.
- The courses meet similar requirements or electives within the master's program at Andrews University.
- The 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.
- The credits to be transferred do not exceed 20% of the minimum credits required for the new master's program.
- The grades earned in courses transferred from another master's program at Andrews University are included in the computation of the GPA. Both the overall GPA and the GPA of the remaining courses taken for the master's degree must meet the minimum required (3.00) for graduation.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master's program. Seminary professional ministerial degree programs have special transfer limitations. See the appropriate section of this bulletin for details.

Transferring Specialist Degree Credits. Read the "Educational Specialist" section of this bulletin, pp. 291–292, 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

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

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

Student Supervisory Committees

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

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

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

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

Comprehensive Examinations

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

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

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

Advancement To Degree Candidacy

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

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

Educational Specialist Degree. Read "Educational Specialist" section of this bulletin, pp. 291-292, 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 p. 292 of this bulletin and the *Handbook for Doctoral Students* for information regarding dissertation credits. Students in the Seminary should read p. 374 of this bulletin. The doctoral committee is appointed following the guidelines of the appropriate section of this bulletin and the appropriate handbook for doctoral students.

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

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

Defense of Thesis/Dissertation. The oral defense must be completed no later than four weeks before a candidate plans to graduate. A thesis/dissertation is approved if no more than one negative vote is given. An abstention is recorded as a negative

vote. The department chair or program director is responsible for notifying the appropriate dean or graduate program coordinator of the outcome of the defense.

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

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

After the defense. After the defense

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

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

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

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TUITION AND FEES

Andrews Partnership Scholarship

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

Estimated Costs for Undergraduate			
	<u>Per Credit</u>	<u>Per Semester</u>	<u>Per Year</u>
Full-Time Tuition			
12–16 credit hours		\$11,850	\$23,700
under 12 credit hours	\$988		
over 16 credit hours	807		
Residence Halls (double occupancy)		\$2,004	\$4,008
Food (minimum)		1,560	3,120
General Fee		<u>389</u>	<u>778</u>
TOTAL		\$15,803	\$31,606
Co-Curricular Fee*		up to 358	up to 716
Books/Supplies		550	1,100
Residence Hall (single occupancy)		3,007	6,014
Residence Hall (new) University Towers North		2,204	\$4,408
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 p. 27.

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)	927	\$11,124	\$300
Doctoral degree (8 credit hours)	1,079	8,632	300
Seminary	1,079	8,632	315
Educational Specialists (8 credit hours)	1,079	8,632	300
MDiv Registration Fee			
Fall, Spring		\$2,614	
Summer		1,967	
General Fee		315	
Continuation Fee			
Master's Program Continuation		\$216	
Master's Project/Thesis		216	
Doctoral Dissertation		541	
School of Education Degree Reactivation		541	
Leadership (Program Dissertation Continuation)		1,079	
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International Students must provide the following information

International Students

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

Canadian Students

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

Refer to pp. 69–70 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
 Address: Office of Student Financial Services
 Andrews University
 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 to enroll for the upcoming academic semester. The office is located in the Campus Center.

Telephone: 269-471-6395 or 800-253-2874
 E-mail: iss@andrews.edu

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

Office of Student Insurance

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

Insurance

Rates

Single student premium (approximately)	* \$979
Student & 1 Dependent	* \$2,175
Student & 2 Dependents	* \$2,945

* Rates reflect 2011–2012 school year and are subject to change each school year.

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

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

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

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

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

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

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

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.

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

Alternative Loans. Student Financial Services considers all awarded grants, scholarships and loans for a student's cost of attendance as resources when certifying an eligible amount of private educational loan funds. See p. 78 for a list of these resources.

Application Fee

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

Application Deadlines

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

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

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

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

Change of Registration \$31
 Dropping/adding a course, changing from credit to audit, or from audit to credit after the "last day to enter any class" as published in the academic calendar, will be assessed a fee.

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

Course/Lab Fees listed in online class schedule

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

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

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

Credit by Examination Fees

<u>College Level Examination Program (CLEP)</u>	
Registration fee—per test	\$73
Recording fee—per credit	\$42
Counseling & Testing Administrative fee—per test	\$29
<u>Academic Departmental Examinations</u>	
Recording fee—per credit	\$41
Administrative fee—per test	\$19

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	\$52
Mathematics Placement Examination	\$19
Special administration of any test	\$73
Language Proficiency Examinations (each)	\$31
Other than CLEP for seminary, graduate school (reading examinations), and undergraduate students.	
Graduate Record Examination (GRE)	as announced
Each exam—paid to Educational Testing Service, Princeton, N.J.	

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

Financial Clearance is required in order to:

- Activate ID card
- Complete registration at the beginning of each term
- Graduate or receive a certificate or diploma
- Move into residence hall
- Receive a transcript or other certification of academic achievement

In order to obtain financial clearance to complete registration, any previous account balance (academic or housing) must be paid in full. All required documents must be turned in to Student Financial Services 30 days prior to registration.

Free Class

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

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

General Fees for on and off main campus.

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

Undergraduate students	\$389
Graduate students	\$300
Seminary students	\$315
Summer school students	\$125
All students taking less than 5 credits	\$108

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

Doctor of Ministry (DMin) general fee (included in tuition)	\$0
InMinistry (MDiv) fee (charged fall & spring only)	\$108
Griggs Distance Education students taking <5 credits	\$30

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

Undergraduate	\$98
Graduate	\$114
Doctor of Ministry (DMin) graduation fee (included in tuition)	\$0

Identification Card

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

Lost, stolen or damaged cards	\$31
All other replacement cards	\$5

(This includes cards reissued due to loss of functionality at the Bookstore, Dining Services, ITS store, time clocks and door access.)

Immunization Costs **as required**

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

Incomplete Grade \$31

Lab/Course Fees listed in current class schedule

Late Registration—service fee \$78

Master's Program Continuation Fee \$216

A master's student, who has advanced to candidacy, registers under program continuation when not registered for credit courses or other non-credit continuation (project, thesis, recital, and/or comprehensive exam). See p. 64.

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

By enrollment, students agree to the following responsibility statement:

"In consideration for any and all credit extended to me at any time in the past, present or future, I agree to give Andrews University a security interest in my student records. I understand that, in giving the University such an interest, I may not obtain a diploma or transcript

of my record at any time for any reason unless my account is paid in full. The security interest I grant to the University is intended to cover any and all current indebtedness as well as any and all future advances of credit which the University may grant me at any time. I also understand that a 1% per month carrying charge will be added on my unpaid balance and I agree to pay this carrying charge in addition to any other debt. I recognize that the above figures are estimates and I accept the responsibility for the payment of actual charges incurred. If the University incurs any expenses, including reasonable attorney's fees, in collecting any unpaid debt, I explicitly agree to be responsible for those collection expenses in addition to the unpaid debt. I understand that sundry charges not listed in the above estimate are due the month in which they appear on the statement."

Non-Sufficient Funds (NSF). Charge for returned checks. \$34

Payment Plans

A. Cash Rebate Plans

3% Rebate Plan—Full time regular students with at least 12 undergraduate credits, at least 9 graduate credits or at least 9 MDiv credits may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) for the full year **by August 15** to receive a 3% rebate. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 3% rebate. The student's minimum Out-of-Pocket Expenses as calculated online in Registration Central must be at least \$1,000 to qualify for this plan. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of spring semester. All approved rebates will be applied to the student account during the fall semester.

1% Rebate Plan—Full-time regular students with at least 12 undergraduate credits, at least 8 graduate credits or at least 9 MDiv credits may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) in full for the semester to receive a 1% rebate per semester. The student's minimum Out-of-Pocket Expenses as calculated online in Registration Central must be at least \$500 to qualify for this plan. Each payment must be receipted **by August 15 for fall semester** and **December 15 for spring semester**. After making payment, e-mail sfs@andrews.edu by the first day of class to request the 1% rebate. The rebate is unavailable for payment made after the first day of class. Cash withdrawals and refunds are unavailable until the end of that semester. All approved rebates will be applied to the student account during that semester.

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

1. All previous account balances (including installment plan balances) must be paid in full.
2. The plan is not to exceed more than 60% of the estimated Out-of-Pocket Expenses for the semester.
3. Payments are to zero the account by the end of the semester to which the plan applies.
4. Late payments will incur a late payment fee of \$25.
5. A carrying charge will be posted to an unpaid balance at the end of the current academic term.
6. Minimum balance for Installment Plan is \$500 or above.

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Permission to Take Class Fee \$21

Post-Dated Checks are not accepted.

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

Prior Learning Assessment (PLA) Fees	Non-refundable
Application fee per portfolio	\$41
Evaluation fee per portfolio (max. 5 credits)	\$128
Recording fee per credit hour	\$53

Refund Check Policy

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

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

Rescheduling senior exit tests and major field tests. \$73

Student Financial Services (SFS) Approval is required for:

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

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

Student Missionary

IDSC296 Recording fee—per semester	\$66
Independent Study Recording fee—per credit (undergraduate only)	\$42

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

Textbooks \$550

The estimated semester cost of textbooks is \$550. Students are charged the estimated amount of their bookstore purchases.

Thesis/Dissertation Fees

Binding (each volume) for AU copies	\$13
Binding (each volume) for personal copies	\$19

Fees for copyediting of theses/dissertations are on a sliding-scale basis, starting at \$125 for 50 pages, plus \$5 for each additional 10-page increment.

Transcript Free

Rush service (does not include overnight delivery) \$31

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

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

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

- An organization for scholarship or licensure purposes, AMCAS, AADS (Student Financial Services must be given documentation of a scholarship application).

Academic Transcript Exception Policy for Student Loan Borrowers in Default

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

For Educational Purposes

1. The transcript is to be sent directly to the academic institution.
2. The borrower must have made six consecutive monthly payments as scheduled prior to release of the transcripts.
3. The provisions and conditions in #2 above are certified in writing by the lending institution or the guaranty agency handling the loan.
4. A copy of the letter described in #3 above confirming

satisfactory status is sent to Student Financial Services. The confirmation letter is valid for the purposes of this policy for six months from its date, and future requests may be denied if the satisfactory status is not maintained.

For Employment Purposes

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

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

Wiring Funds

International wire fee	\$50
Domestic wire fee	\$25

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.

Master of Divinity Program

The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 16 for fall and spring semesters or over 12 for the summer) are charged at the regular per-credit master's tuition rate.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 50% tuition reduction (up to 9 credits), provided the class is not full and there are a sufficient number of students paying full tuition to warrant the teaching of the course. Directed study, laboratory courses, and study tours are not eligible for reduced tuition. Neither is this discount available for dual enrollment students who have been accepted in a graduate degree program in the College of Arts & Sciences. (Application form is available in the MDiv office.)

A per-credit Recording Fee is charged by the university for CHMN557 Clinical Pastoral Education (CPE), CHMN659 Practicum in Pastoral Care and Counseling, or CHMN641 Military Chaplaincy Training, credits earned in approved centers not connected with a graduate-level school.

International Students

Advance Deposit. Applicants attending the main campus from outside the United States (except Canada and Mexico) must make an advance deposit of \$2,000 before issuance of I-20. This deposit must be paid in cash. No university scholarships may be

applied to pay the deposit. New international graduate students from *cited countries (Kenya and Ethiopia) must pay in advance the first semester (tuition, health insurance and other school fees) in addition to the standard deposit (\$2,000) prior to issuance of the I-20.

All students are encouraged to pay the \$200 SEVIS I-901 fee online at www.fmjfee.com or at the Western Union Quick Pay services or to contact Andrews University International Recruiter in case of unavailability of the Western Union services in their countries. This fee is required by the U.S. Immigration and Customs of all students seeking an F-1 or J-1 visa from an embassy or consulate as well as students applying for admission at a U.S. port-of-entry (such as Canadians) to begin initial attendance at U.S. schools.

* As determined by AU Financial Management Committee.

SEVIS Fee. International students coming to the United States for the first time must pay a \$200 SEVIS fee, 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 which is used to administer and maintain the Student and Exchange Visitor Information System (SEVIS). The University will send instructions regarding payment of this fee along with an international student's I-20. To make this payment online or to find out more about the SEVIS fee please visit www.fmjfee.com. It is very important to have paid your SEVIS fee before your visa interview. If you are a Canadian student you must have your original receipt with you at the U.S. port of entry.

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

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

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

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

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

Resource Verification. Bank documentation as well as other forms of financial documentation are required to prove ability to support one's educational expenses. This documentation must be sent to the university directly from the bank. Sponsors in the USA will be required to sign an affidavit of support. In addition, the

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applicant must demonstrate adequate financial support for the duration of the program for which (s)he is applying.

I-20 Form. Once the deposit and resource verification are received and accepted, the university authorizes the Office of International Student Services to issue the I-20 Form for the purpose of securing a United States student visa. There is an individual I-20 delivery fee of \$75.

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 in preparation to enroll for the upcoming academic semester.

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.

Tuition Adjustment Policies

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

Fall and spring semester adjustments

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

Summer session adjustments

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

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

Fees. All fees are non-refundable.

Financial Assistance Adjustments. Federal and State regulations require the university to return a portion of program funds when a student withdraws completely from school after receiving financial assistance under any Federal Title program (other than Federal Work Study). Refer to pp. 78–79 for Financial Aid Refund Policy.

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	\$2,004 (+\$200/new tower)
Single Occupancy (if available space in Lamson, Meier, Burman)	\$3,007
Double Daily Rate	\$20
Single Daily Rate	\$34

For summer sessions

Summer room charges are calculated on a per day basis.

* The residence hall package plan includes room, utilities, basic telephone and basic cable, reduced health club membership rate, and limited health care. It does not include health care lab work and x-rays, comprehensive psychological or substance use/abuse interventions or testing, health insurance, or miscellaneous expenses such as linens, cleaning, books, supplies, transportation or food. University Medical Center (UMC) charges the insurance company for any coverage applicable to the services provided to residence hall students, thus students should take their insurance information with them when utilizing UMC services. UMC waives any copay or deductible (for the student/family) for the limited health care provided.

Residence Hall Room Deposit Payment

The room deposit is \$250, payable by each resident prior to room assignment. Assignments are made on a first-come first-served basis. For priority room assignment, submit your application and deposit by July 15 for fall term, November 15 for spring term, and April 15 for summer terms. If a deposit is received after those dates, expect to be assigned to temporary housing.

Residence Hall Room Deposit Refund

Room deposits are refunded if you do not move into the residence hall and cancel your application by July 15 for fall term, November 15 for spring term, and April 15 for summer term. Cancellation must be made through the respective residence hall housing office. Students will receive room assignment notification during the month of June for the upcoming fall semester. They are expected to confirm this room assignment online. Failure to confirm or cancel by July 15 will result in room cancellation as well as release of the room deposit. Rooms that have been confirmed and then cancelled after July 15 will result in forfeiture of the room deposit.

Failure to Check Out Properly

Students are charged if they leave the residence hall without following checkout procedures. Additional charges may be assessed depending on the amount of cleaning and/or repairs required.

Residence Hall Unreturned Key Charges (subject to change)

Unreturned or lost key fee	\$75
Unreturned or lost security drawer key fee	\$10

Personal Effects Insurance. The University does not provide personal effects insurance coverage. The University is not

responsible for the loss or damage, from any cause, of personal belongings brought to the campus. This is true even though students are required by the University to purchase certain items or to keep them in a specified place. The University strongly recommends that students secure their own personal effects insurance coverage.

MEAL PLAN CHARGES

Residence Hall Meal Plan

Undergraduate residence hall students under age 22 are required to participate in the Declining Balance Meal Plan. The minimum meal plan charge is \$1,560 per semester. The minimum meal plan can be used for purchases at the Dining Center, Gazebo Restaurant, and campus vending machines. In some cases, the minimum meal plan will not meet your complete food needs for the semester (for example, \$1,560 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 at registration time through Registration Central.

Students who run out of funds in the meal account during the semester may add to the balance in increments of \$100 by request at the Office of Dining Services in the Campus Center.

A refund of up to \$200 of the declining balance will be credited to the student's account at the end of the semester if funds remain in the meal plan. Bulk purchases of food will not be available at the end of the semester to use up your unspent plan balance, so students should plan accordingly.

All residence hall students of Andrews University employees receiving 60% educational allowance must select a meal plan regardless of the student's age. Women living in Damazo Hall can select the Damazo Meal Plan. Please contact your Student Financial Services financial advisor.

Meal plan cost per semester \$1,560

Café Account

Minimum amount to open a Café Account \$50
 The Café Account is a plan for graduate and undergraduate students not living in a dormitory. Students use their ID card to purchase cafeteria meals. To open a Café account with cash, check or credit card, visit the 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 \$535
 One-bedroom \$565-635
 Two-bedroom \$625-695
 Three-bedroom \$685-790
 Four-bedroom \$805

* 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 \$475-895

The Office of University Apartments provides apartment descriptions and application forms upon request. Application forms can also be downloaded from www.andrews.edu/life/living/housing/apartments/. If notice of cancellation is received before the date of stated occupancy, the application fee is refunded minus the \$20 processing fee. Apartments or houses are assigned from the processing list in the order in which the application fee is received.

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

Single students wanting to share an apartment with a roommate will pay an additional \$20 rent per month. The monthly rent, along with the additional extra person charge, will be divided between the roommates.

Rent Payments. The first month's rent is prorated to the date of occupancy. Students are required to pay the first month's rent in advance. Thereafter, rent is due in advance on the 1st of each month. **A late fee of \$30** is charged for any payment made after the 10th of the month. Payments can be made in person, by using the drop box, by mail or online. Address all payments and inquiries to:

Office of University Apartments
 Andrews University
 Box 10920
 Berrien Springs MI 49104

Termination of Occupancy. All tenants are required to sign a year lease at the time of occupancy. At the end of the initial lease a new lease has to be signed if the tenant wishes to continue occupancy.

COLLEGE OF ARTS & SCIENCES CHARGES

Action America (Summer Intensives)

Action America is a language and cultural immersion intensive offered from mid-June through mid-July for adults and teens. The fees are based on individual, group and customized programs:

Expenses	25-day Session	25-day Session
	Individual	Group of 10 or more
Program Fee	\$2,090	\$1,568
Room & Board*	<u>1,360</u>	<u>1,360</u>
	\$3,450	\$2,928

*Meals are provided for off-campus trips.

Language Training (Short-Term Intensives)

Individuals and groups may register for short-term intensives: fall semester, beginning in August and late October; spring semester, beginning in January and early March. The program fees (tuition) will be pro-rated. Housing will be \$20/night (double occupancy) and Dining Services \$22/day.

Non-credit ESL Courses

The Center for Intensive English (CIEP) offers language training concurrent with the fall and spring semesters. Individuals may register for non-credit courses, ENSL130 or ENSL530. Tuition for the semester, 12–16 non-credit hours/week: \$4,140, or \$345/non-credit hour up to 12 non-credit billing hours.

Transportation will be provided to and from the South Bend Airport. Fees do not include textbooks, health insurance, or airfare to and from Andrews University. Health insurance is available through Andrews University for \$95 per month. Participants in each program must either show proof of insurance or purchase insurance at Andrews University.

General Studies Degree Plan Fee \$238

International Language Studies

Reading examination in French or German \$189
for MA and doctoral candidates in the Seminary and the School of Graduate Studies & Research

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) \$31

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 \$26

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. \$136

Wind Symphony, Chamber Singers, Ladies' Chorus, Men's Chorus, and University Singers

MENC Collegiate Chapter Membership Fee \$35

Professional membership fee required for Bachelor of Music in Music Education majors

Lab fee for Music minors (per semester for two years) \$42

Lab fee for Music majors (per semester, excl. summer) \$42

Religion Professional Fees

Computer lab fees for theology/religion majors (Per semester) \$27

Social Work Professional Fees

Freshmen and Sophomores \$61

Juniors and Seniors \$122

Graduate students \$312

Full-time graduate students (summer) \$100

(Changes per semester, excluding summer)

DEPARTMENT OF AVIATION CHARGES

Flight Majors: Flight-training fees are to be paid at the beginning of each semester. This is to insure that flight training progresses without interruption due to financial limitations. Required course fees for graduation are calculated to include FAA ground and flight testing, simulator rental, and 260 hours of airplane rental incorporating 50 hours of multi-engine flight instruction. The fees are only cost estimates and may be adjusted for students with prior flight experience or the ability of the student. Instructor fees are paid out of course tuition. Any additional flight or ground instruction, beyond each 65-hour flight training module and/or course lab fee, will incur additional training fees. Additionally, these fees will cover the cost of a student's flight medical, and in the case of international students, the TSA fee. Uniforms, FAA written tests, charts and other materials are additional and cannot be charged against the flight training fees.

Please note: Flight training fees are non-refundable. Students should plan to complete their training within the semester they have enrolled for the course. If, due to special circumstances, they are unable to complete the training, they may be given a second semester to finish using their flight balance. At the end of the second semester, any remaining balance is forfeited and will be unusable.

Aviation Professional Fee \$200

International Flight Students: TSA Application Fee for Permission to Commence Flight Training \$130

The fee is required for all foreign students training as Private, Instrument and Multi-engine pilots. The 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 application fee to continue training.

Community (Non-Flight Majors) Taking Flight Training

Flight-training fees will be on a pay-as-you-go basis. Ground School classes are available with no university credit for \$350 per course. Credit for such courses may be obtained by registering through the registrar's office and paying regular tuition. For flight certificates without credit call the Department of Aviation for a cost estimate.

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

Course Fees For Flight Training Labs

The full fee amount is due at the beginning of the semester/registration for each course.

(Note: Flight Training 1–4 required for Flight degree)

AFLT118	Flight Training 1	\$9,500
AFLT218	Flight Training 2	\$9,500
AFLT318	Flight Training 3	\$10,000
AFLT326	Flight Training 4	\$11,500
AFLT416	Turbine Aircraft Transition	\$2,500
AFLT456	Flight Instructor Flight Training (as initial)	\$3,500
AFLT466	Instrument Flight Instructor Flight Training	\$2,500
AFLT467	Multi-Engine Flight Instructor (as initial)	\$6,000
AFLT474	Techniques of Mission Flying	\$1,300

Flight Physical	\$110
Electronic Flight Bag	\$530
Electronic Flight Publications	\$75
Headset	\$325

FAA Exams (Flight)*	
Written test	\$150
Checkride for AU student	\$175
Checkride for non-AU student	\$300
* Subject to change	

Aviation Maintenance	
Required Minimum Tool Set	\$3,100
Laboratory fee for materials (per credit)	\$25
Note: Maintenance students are required to have a Windows-compatible personal laptop.	

FAA Exams (Maintenance)*	
For AU student (each written test)	\$150
For AU student (each oral/practical test)	\$200
For non-AU students (each oral/practical test)	\$400
*Subject to change	

Community Non-Credit Classes for Aviation Maintenance and Powerplant Certificate. For those wishing to attend classes to earn the Airframe and Powerplant Certificates without university credit, there is a program fee of \$16,900 for the two-year program (\$325 per AU credit equivalent). Should the student want university credit at a later date, the difference between the then-current university tuition rate and the non-credit rate would have to be paid. This does not include tools and FAA testing.

SCHOOL OF ARCHITECTURE, ART & DESIGN CHARGES

BSA, BSCM & BID Professional program application fee	\$45
Professional education fees for BSA, MArch, BSCM & and BID programs	
Pre-professional year 1	\$535
Pre-professional year 2	786
Professional years 1 & 2 (BSCM)	535
Professional years 1 & 2 (BID)	786
Professional Track years 1 & 2 (BSA)	786
MArch year	898
(Charges per semester)	

Fee for ARCH330 & ARCH530 Analytical Summer Abroad	Varies
(Contact School of Architecture, Art & Design)	

Architecture Deposit Fees	
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	\$375
—Spring	\$375
—Summer	\$275

Nursing	
Professional fees—Sophomore (NRSG216, 240)	\$705
—Junior (NRSG331, 332)	\$700
—Senior (NRSG440, 450)	\$765

Fee Schedule	
Sophomore	
NRSG216 Fund of Nursing Theory & Practice	\$405
NRSG240 Psychiatric-Mental Health Nursing	\$300
Junior	
NRSG331 Medical-Surgical I	\$350
NRSG332 Medical-Surgical II	\$350
Senior	
NRSG440 Developing Child Nursing	\$450
NRSG450 Community Nursing	\$315
Graduate professional fee (per semester)	\$250
Departmental NLN Upward Mobility Examination	\$525

Nutrition & Wellness	
Application fee for Dietetics Internship Program	\$50
Dietetic Internship Professional fee, each semester (FDNT594-001 and -002)	\$354
Dietetic Internship, each semester (FDNT594-002)	\$3,095

Physical Therapy Professional Programs	
These fees do not include transportation costs, general education fees, special tests, insurance, books, or graduation fees.	
Nonrefundable confirmation deposit fee:	
Prior to December 1	\$200
After December 1	\$300
DPT program block package rate	
Tuition per semester	\$10,000
Professional fee per semester*	\$400
Total package per semester**	\$10,400

* 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	
Regular credit (per credit)	\$499
Competency credit (per credit)	\$195
PTH655 Program Continuation	\$211
PTH788 Project Continuation	\$211
CEU—Workshop fees	vary

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY CHARGES

Full-Time Tuition

Master's degree (per credit)	\$927
Doctoral degree (per credit)	1,079

MDiv Registration Fee (per semester)

Fall, Spring (up to 16 credits)	2,614
Summer (up to 12 credits)	1,967

General Fee (per semester)

Fall or Spring	315
Summer	125

(Except all students taking less than 5 credits and all students in any form of Distance Education)

108

Continuation Fee (per semester)

Master's Program Continuation	450
PhD Dissertation	450

DMin project continuation fee (years 5 and 6), (includes general fee).

541

DMin program extension fee, if granted, (includes general fee).

1,146

Preparation for Comprehensive Exams

104

Application Fees

Application	40
Online Application	30
Psychological Evaluation	25
STV Program (includes background check)	12
Late Application Fee	70

Other Fees

Per credit recording fee—CPE or military chaplaincy training (CHMN557, CHMN659 and CHMN641)

75

Academic Departmental Examinations

Administrative Fee—per test	20
Recording fee—per credit	75

Seminary Distance Learning Center (per credit)

MA or PTC distance tuition	927
MDiv (unregistered or above load)	464
MDiv (class included in MDiv load)	232
Course cancellation fee (within 30 days)	50

Program Specific Fees and Discounts

MA: Full-time on-campus students who do not transfer MDiv credits into their MA program may apply for a tuition discount (based on GPA) at the Seminary Dean's office each semester by drop/add date (see below):

MAR, MA RelEd Tuition Adjustment: 25% discount
MAPMin, MAYMin Tuition Adjustment: 25%–38% discount

MDiv: The MDiv fee is already discounted down to a flat registration fee (automatic) so no further discounts are available except during summer semester, an on-campus student taking less than 8 credits may apply for a reduction/proration of the summer fee. Applications available in the Seminary Dean's office. Must be submitted by drop/add date of third session.

The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 16 for fall and spring semesters or over 12 for the summer) are charged at the regular per-credit master's tuition rate. MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 50% tuition reduction (up to 9 credits), provided

the class is not full and there are a sufficient number of students paying full tuition to warrant the teaching of the course. Directed study, laboratory courses, and study tours are not eligible for reduced tuition. Neither is this discount available for dual enrollment students who have been accepted in a graduate degree program in the College of Arts & Sciences. (Application form is available in the MDiv office).

A per-credit recording fee is charged by the University for current students who take CHMN557 Clinical Pastoral Education (CPE), CHMN659 Practicum in Pastoral Care and Counseling, or CHMN641 Military Chaplaincy Training, credits earned in approved centers not connected with a graduate-level school.

InMinistry MDiv: In addition to the MDiv registration and general fee, InMinistry MDiv students are also charged an orientation/cohort fee and a Seminary Distance Learning Center fee. See program director's office for a complete breakdown of fees.

DMin: NAD employees are eligible for 62% discount off the published doctoral rate. International students may receive 50% deferred tuition. Tuition includes general fee, graduation fee, and editing and binding fees.

PhD/ThD: Visit the PhD program office for scholarship application in January of each year.

Seminary Scholarships and Discounts

Scholarships

Endowed/Named Scholarships—Application deadline during spring semester for the next year.

Emergency Scholarship—Visit the Seminary Dean's office for details.

Seminary Spouse Discount

Available to master's-level students enrolled in Seminary programs whose spouses are enrolled full-time in a Seminary program. Student must submit application to Seminary Dean's office each semester by drop/add date. Details and applications are available in the Seminary Dean's office. Discount, if granted, would net Seminary master's tuition to \$100 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.

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/future/financing/scholarships. The award levels are as follows:

Scholarship	4-Year Total
\$10,000	\$40,000
\$ 7,500	\$30,000
\$ 5,000	\$20,000
\$ 2,500	\$10,000

Special Andrews Partnership Scholarship for FTIAC (First Time In Any College) Students.

In addition to the Andrews Partnership Scholarship (based upon the combination of high school cumulative GPA and ACT/SAT scores) freshmen are eligible for an additional annual \$2,000 special APS for either (only one) of the following categories:

1. ACT composite of 32 to 36
2. SAT Critical Reading + Mathematics combination score of 1400 to 1600 (Writing score not included)
3. National Hispanic Recognition Program Scholar

Note: Continuing eligibility and time frames for this scholarship are the same as for the regular APS. Transfer students do not qualify for the additional APS for ACT or SAT scores since their APS is based upon their transfer cumulative college GPA. However, transfer students can qualify for the additional APS if they are a National Hispanic Recognition Program Scholar. Students qualifying for the National Merit Finalist Scholarship or the National Achievement

Finalist Scholarship are **not** eligible for this additional APS. All tests must be taken by July 15 to be evaluated to raise their APS.

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

GPA	Scholarship Amount
3.50 and higher	\$7,500
3.00 to 3.49	\$5,000
2.50 to 2.99	\$3,000
Below 2.50	\$1,500

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

Student Missionary/Taskforce Volunteer Scholarship. This scholarship is awarded to an undergraduate student who has served as a Student Missionary or Taskforce Volunteer and enrolls full-time at Andrews University the year following the year of service. The \$1,500 scholarship is a one-year award divided over two semesters. It is not transferable to any other school nor any other student. Approval for this scholarship is given by the chaplain of the Student Missionary/Taskforce Volunteer 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 \$170 per week for a maximum of \$2,210. Summer camps that pay minimum wage or higher are not eligible for this scholarship. Student Financial Services will determine the amount of the scholarship based on the information received from camp directors in time for financial clearance.

Magabooks and HHES are matched 50% of the net earnings. The entire net earnings must be placed onto the student's account at Andrews University before the scholarship is given. The scholarship cap is \$2,500.

Summer scholarships for Andrews University Field Evangelism and Church/Conference outreach programs are matched 100% based on the information given to Student Financial Services from each organization. The entire scholarship must be placed onto the student's account at Andrews University. The scholarship cap is \$1,500.

All summer scholarships are awarded to full-time graduate and undergraduate students attending the Berrien Springs campus and require full-time service for a minimum of six weeks. 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

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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 nine semesters or get permission for an APS extension to a final 10th semester from the associate vice president for enrollment management. Student is allowed one term of prorated APS for less-than-full-time attendance (minimum 6 full-price credits, i.e. half time; handled manually upon written request to Student Financial Services). The prorated term counts as one complete term of the nine Andrews Partnership Scholarship terms allowed. 9–11 credits=75% APS; 6–8 credits=50% APS.
- Be a full-time (minimum 12 credit hours) undergraduate completing his/her first degree on the Berrien Springs campus
- Be a full-time (minimum 12 credit hours) student on the Andrews University main campus. Twelve Andrews undergraduate correspondence credits, 12 ELI non-credits, May Express, Sahmyook Top Scholar, and other discounted credits, do not qualify as full-time eligibility for the Andrews Partnership Scholarship.

Summer Enrollment. An Andrews Partnership Scholarship recipient may request the Andrews Partnership Scholarship during the summer term if all of the requirements are met. The summer term will count as one of the 10 semesters for which the Andrews Partnership Scholarship may be available. Usually the only aid available for summer is a student loan.

National Merit/National Achievement Finalist Scholarship.

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

1. All gift aid received by the awardee, including a university scholarship or grant, cannot exceed the cost of full tuition for up to 16 credits per semester. 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 up to 16 credits per semester, then books, general fee, required course fees and the minimum costs of room and board may be included in the calculation. Gift aid, for the purpose of this policy, is defined as
 - a. Any Andrews funds such as, but not limited to Andrews Gift, named scholarships, or honors scholarships.
 - b. Any external aid received by the student for the purpose of school-related expenses such as, but not limited to, State grants, Federal grants, private scholarship grants, or denominational educational allowance.
2. No cash amount is paid directly to the student, nor may any funds be transferred to any other student's account.

3. The length of the National Merit and National Achievement Finalist Andrews Partnership Scholarship is nine (9) semesters.
4. Students who withdraw from school for one semester due to illness or death in the family may petition Student Financial Services for one additional semester on their scholarship.
5. All National Merit and National Achievement Finalist Andrews Partnership Scholarships may be renewed yearly if students maintain a 3.25 Andrews cumulative GPA.
6. Transfer National Merit and National Achievement Finalists are eligible to receive the scholarship according to the general scholarship rules plus the following additional rules:
 - a. The scholar enters the scholarship program at his/her appropriate grade level. In no case is a transfer scholar eligible for a full four-year scholarship.
 - b. The student must meet the GPA requirements as outlined in #5 above at his/her appropriate grade level.

Andrews Gift Aid. In addition to the Andrews Partnership Scholarship, Andrews University makes Andrews Gift monies available to help satisfy the student's need as determined by the financial aid information. To be eligible for Andrews Gift aid, students must file the Free Application for Federal Student Aid (FAFSA), www.fafsa.ed.gov. To complete your financial aid award, you will need to submit the Financial Information Sheet and copies of student & parent/spouse W-2's. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Tax Return Transcript. You can order one at www.irs.gov (select "Tools"). Processing time is approximately 5–10 business days. The priority processing date is March 15. 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.

UNDERGRADUATE FINANCIAL ASSISTANCE

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

Defining Financial Need

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

$$\begin{aligned} & \text{Cost of Attendance} \\ & \text{Less: } \underline{\text{Expected Family Contribution}} \\ & = \text{Educational Need} \end{aligned}$$

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

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

Educational Need is the difference between cost of attendance and expected family contribution. In a few instances, the family contribution is greater than the cost of attendance; thus, aid may be awarded on academic excellence rather than on financial need. In all other cases, the need factor is what Student Financial

Services attempts to solve. After determining which sources of aid a student may be eligible for, Student Financial Services brings together funds from these sources to fill as much of the educational need as possible. These resources may be Federal and/or State grants, Andrews gift and scholarships, internal and external scholarships, work-program earnings, loans, and other sources.

General Information

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

Financial Aid Documents. To find required documents visit www.andrews.edu/sf.

To complete your financial aid award, you will need to submit the Financial Information Sheet and copies of student & parent/spouse W-2's. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Return Transcript. You can order one at www.irs.gov (select "Tools"). Processing time is 5–10 days. No award letter will be prepared until Student Financial Services receives and processes these forms. Priority processing date is March 15.

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

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

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

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

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

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

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

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

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

Citizenship Requirements for Federal and State Aid.

1. A U.S. citizen or national.
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 "green card" (I-151, I-551).
2. A person who has an Arrival-Departure Record (I-94) from the Bureau of Citizenship and Immigration Services (BCIS) showing one of the following designations: "Refugee," "Asylee," "Parole," "Cuban-Haitian Entrant, Status Pending," ["Conditional Entrant" (valid only if issued before April 1, 1980)]. They may also have a Refugee Travel Document (Form I-571).
3. Victims of human trafficking will have a letter from Health and Human Services or a T-visa. Battered immigrants under the Violence Against Women Act will have an I-797 form or a court order from an immigration judge.
4. 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.
5. 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.
6. Persons with a U.S. Travel Document (I-327) or Refugee Travel Document (I-571) annotated with "Permit to Re-enter Form I-327."

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

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

Class Loads and Financial Aid. Aid is awarded for an entire academic year (two semesters) and is based on full-time enrollment. The summer session usually is not part of the regular academic year. Students do not receive aid during non-enrollment periods. Most aid programs require students to be enrolled at least half-time. Students who enroll with a half-time class load may receive a maximum of 50% of the full-time award. Three-fourths time enrollment permits students to receive a maximum of 75% of the full-time award. Students who change their course load during a given semester should read the Financial Aid Refund policy, pp. 69–70.

The student's continued eligibility for financial aid is also based on his/her academic progress as described in the following chart:

Credit Hours for Class Loads			
Program/Level	Full-load	3/4 Load	Half-load
Undergraduate	12+	9–11	6–8
Physical Therapy	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 or State work-study earnings

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

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

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

Students who have completed their financial aid process and later experience one of these special situations should ask their

financial advisor to review their aid eligibility. To request this financial aid eligibility review, the independent student or the parent of a dependent student must provide a signed request, with proof of change. Proof may include such documents as a death certificate, employer discharge letter, or last paycheck stub. One or more documents must accompany the Request for Financial Aid Review, available from the Student Financial Services Office. When requesting a review, emphasis should be placed on information that was not available originally to the Student Financial Services Office. Anticipated changes are not grounds for a review. After reviewing the information submitted, Student Financial Services may require additional documentation. When all necessary documentation has been considered, a response may be expected within three days.

Unfortunately, not all circumstances that are considered special by parents and students are permissible by the federal government. Appeals to the initial determination must be received in writing no later than three weeks after receiving the initial determination. Appeals are reviewed by the vice-presidents for Financial Administration and Enrollment Management together with the director of Student Financial Services. All information regarding financial aid in general and special conditions is treated confidentially.

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

- February 15—The Free Application for Federal Student Aid (FAFSA) should be completed and mailed to Federal Student Aid Programs or filed on-line indicating Andrews University as the first college to which the analysis report should be sent. The U.S. Department of Education may take several weeks to complete an analysis of the form. Therefore, students should comply with the February 15 priority date to make sure the analysis is received in the Office of Student Financial Services by March 15.
- March 15—Submit the Financial Information Sheet and copies of student & parent/spouse W-2's. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Tax Return Transcript. You can order one at www.irs.gov (select "Tools"). Processing time is approximately 5-10 business days. Priority processing will be given to students with all completed forms turned in by March 15. Students whose forms arrive after March 15 will be processed as their student files are completed. Some funds may be unavailable after March 15.

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

Students who receive financial aid from state or Federal funds must be aware that any change in the number of credits taken during each semester may affect the amount of financial aid they can receive. A smaller number of credits lessens the amount of aid. The amount of aid hereby forfeited must be returned to the aid fund. Likewise, a complete drop means that aid funds be returned, depending on the date of the complete drop. The rules controlling such refunds to the aid fund(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.

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

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.

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

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

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

Work Study Program

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

Federal Work Study (FWS). To be eligible for assistance under the Federal Work Study program, students must demonstrate financial need and have a minimum overall GPA of 2.00. This program parallels the student labor program of the university. Eligibility for this program is determined through the standard financial aid application process (p. 70). Students working under the Federal Work Study Program must be U.S. citizens or eligible non-citizens.

Satisfactory Academic Progress (SAP)

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

SAP Policy for Undergraduate Students with Financial Aid

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

- Full-time students must register for a minimum of 12 credit hours and must complete a minimum of 8
 - Half-time students must register for a minimum of 6 credit hours and complete a minimum of 4
- Students must complete at least two thirds of the number of credits with a passing grade regardless of their enrollment status (full-time or half-time). Student Financial Services confirms that the student has met this requirement at the beginning of the student’s new enrollment period. The student may attempt up to one and a half the number of credits required for their degree, over a six-year time frame. Credit grades include A, B, C, and D. Non-credit grades include withdrawal after drop-add date, audit, incomplete, failing, and non-credit.

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

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

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

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

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

Probation. Students who fail to meet all regulations outlined in the SAP policy are placed on probation for one semester. During the probationary semester, students are eligible to receive financial aid as awarded. Performance during the probationary

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

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

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

Student's Right of Appeal. Students who fail to maintain Satisfactory Academic Progress and are placed on probation or who lose future financial aid may appeal such an action. All appeals must be made in writing and submitted to the academic dean of the student's respective school/college.

Adventist Colleges Abroad (ACA)

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

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

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

1. Complete the Free Application for Federal Student Aid (FAFSA) form online at www.fafsa.ed.gov indicating Andrews University as the first college of choice.
2. Complete your financial aid award, you will need to submit the Financial Information Sheet and copies of student & parent/spouse W-2's. If you did not or could not use the IRS data retrieval tool on the FAFSA, we will need an IRS Tax Return Transcript. You can order one at www.irs.gov (select "Tools"). Processing time is approximately 5–10 business days.

All students planning to attend an ACA college must meet the University's **March 15 financial aid priority deadline**. Students who miss the deadline may experience difficulty in having aid

posted to their account when they need it. Students are advised to complete the entire financial aid process before leaving the U.S.

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

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

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

Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program

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

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

1. Continuation Study

- a. All Andrews Student Missionary or Taskforce workers must register (before leaving for service) for IDSC296 or IDSC596 Student Missionary/Taskforce Experience for each semester they plan to be away. Students are charged a semester recording fee of \$66. Students that have not completed any Andrews credits must pay the recording fee up front. (AU students are students that have applied, been accepted and have an AU ID number.)
- b. Students receive a non-credit continuation entry on their grade for each semester.
- c. During this time financial aid is not available.

2. Independent Study, TESOL Certificate, and Preparation for Mission Courses

- a. Students that have completed one term at Andrews are eligible to register for 6 undergraduate credits each semester (a total of 12 credits) at the reduced tuition rate of \$42 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. (*Effective summer 2012.*)
- b. In consultation with the appropriate academic dean, students must develop an individualized list of courses for which they register that will apply toward general education requirements, majors, minors, emphases, or electives as approved by the dean.
- c. For each course in which they are registered, students work with a teacher before leaving to identify the course

requirements. They must remain in regular contact with the teacher during the time spent off-campus.

- d. Students will receive a deferred grade (DG) for each course. Upon their return from service, students must contact the course teacher and complete all requirements within one semester after the date of return from service. (A suggested list of alternative courses is available from the dean's office.)

Both categories of students must complete registration for both semesters before leaving the Andrews University campus for Student Missionary or Taskforce services. Financial Aid is not available for students enrolled in this program. A detailed procedure sheet for these programs may be secured from the Office of Campus Ministries.

- 3. Non-Andrews students** do not register for any classes and work directly with Campus Ministries when requesting deferred payment on student loans.

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

The Student Missionary/Taskforce Experience course is designed so students who are registered will not lose their grace period and will not have to begin repayment of their student loan.

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

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

Student 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, 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

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

Gift Assistance

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

Bureau of Indian Affairs. Grants are offered to students who are enrolled members of a federally recognized American Indian tribe and demonstrate financial need. Visit www.bia.gov and click "How do I...." to select your regional contact office.

Veterans' Education Benefits & Services. The University is approved for certification of students eligible to receive educational assistance from the Department of Veterans Affairs (DVA). Eligibility for VA educational assistance is determined by the Department of Veterans Affairs. Our regional office is located in St. Louis, Missouri. University services for students who receive educational assistance through the DVA are located in the Administration Building, first floor, Room 121 in the Office of Student Financial Services. Information concerning VA educational assistance (G.I. Bill) 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 in the Office of Veterans Services or may be downloaded from the GI Bill webpage: www.gibill.va.gov. A printed copy of an application submitted online to the VA will be required by the University's 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 Program Administrator to the VA Regional Processing Office after the last day to add or drop a course. An earlier date for certification may be requested if the veteran feels certain his schedule will not be changed.

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VPA in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs. If the student does not make satisfactory academic progress and is academically dismissed from the University, the U.S. Department of Veterans Affairs is notified and all veterans' benefits are ended by the USDVA. If a veteran is academically dismissed from the University but is later readmitted, the VA benefits cannot be resumed until the veteran has met the University requirements for reinstatement.

Vocational Rehabilitation Educational Assistance (G.I. Bill). The University is approved for enrollment certification of veterans

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

The veteran should make contact with the Vocational Rehabilitation & Employment Office (28), Battle Creek Medical Center Bldg 39, Rm 14, 5500 W Armstrong Rd, Battle Creek, MI 49105. The VRE case manager assigned to Andrews University can be called at 269-223-5577. Veterans use VA Form 28-1900 to apply for the Chapter 31 benefit. The form is available online at www.gibill.va.gov. Information and instructions are included on the reverse side of the application form. Following receipt of the application in the regional office, VA will make a determination of eligibility. If the veteran is eligible, VA will schedule an appointment with a Counseling Psychologist (CP) or Rehabilitation Counselor (RC) for an initial evaluation to establish the veteran's entitlement to vocational rehabilitation. Contractors may be utilized to assist in working with the veteran to gather information needed for the CP or RC to make an entitlement determination. The VRE case manager will provide VA Form 28-1905 Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status. This form is required for certification of enrollment which will be submitted to the VRE by the University Veterans Program Administrator in the Office of Veterans Services.

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 204 Nethery Hall, success@andrews.edu or 269-471-6096.

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

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

Students receiving benefits are expected to attend all classes and to progress satisfactorily toward their objective. Any change of degree program, change with class registration, or withdrawal from school must be reported immediately to the VPA in the Office of Veterans Services. Failure to comply with VA regulations may result in loss of benefits and/or legal action on the part of the U.S. Department of Veterans Affairs.

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

If the veteran requires academic accommodations due to a disability, he/she should contact the Student Success Center in Nethery Hall to coordinate the University's accommodations with those provided by the Vocational Rehabilitation and Employment Office. Student Success can be contacted at 204 Nethery Hall, success@andrews.edu or 269-471-6096.

Tuition Discounts

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

Local Business Employee—33 Percent Tuition Discount. 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 any other Andrews discretionary funds.

Prior Baccalaureate Degree—33 Percent Tuition Discount. Students who have earned a baccalaureate degree may receive a 33% tuition reduction for courses taken for a second baccalaureate degree. This discount applies only to courses required to complete the 2nd degree. Courses included in the package tuition, but are not required for the 2nd degree, will be billed at full tuition.

Application forms are available at the offices of the respective deans. The completed forms must be filed with the respective dean no later than two weeks after the beginning of each semester for which the 33% tuition reduction is requested. An official transcript showing all class work and the awarding of a bachelor's degree must be on file with the Office of Academic Records of the university before the 33% tuition reduction can be applied. Students eligible for the reduction must be enrolled for a second undergraduate degree and are not eligible to receive any other Andrews discretionary funds. Students enrolled in a graduate program but who must complete undergraduate prerequisites are eligible. **Note:** Forms are to be picked up at the dean's office of your appropriate school.

Limitations to the Prior Baccalaureate Degree Tuition Discount.

- The following limitations apply to this plan:
1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
 2. In the School of Health Professions Physical Therapy programs, the plan only applies to students accepted and enrolled for prerequisite requirements under the preferred acceptance guidelines.

3. This tuition reduction does not apply towards architecture degree.
4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business Administration, the plan does not apply to independent study/readings/research or internship credits. Also, it does not apply to any course not offered as a regularly scheduled class in a given semester.
6. The plan applies to tuition only, not for housing, food and similar charges.
7. The discount does not apply to laboratory fees, surcharges for applicable courses, private music or flight lessons, independent study or reading courses, student teaching, courses in the Center for Intensive English, international languages taught as prerequisites for advanced degrees, courses taken off campus, study tours, May Express classes or private tutoring GNST116.
8. This plan is applicable to classes where space is available and where hiring of additional faculty or staff is not required. In the event a class is not available, notification is given as soon as possible after the end of the drop/add period.

Local Area Educators—33 Percent Tuition Discount. Full-time teachers employed in Michigan and Indiana area schools who are not fully credentialed may receive a 33% reduction of tuition for undergraduate, Master of Arts in Teaching, and Master of Arts in Educational Administration courses taken toward the completion of their teacher certification requirements. Application for the tuition reduction can be obtained in the dean's office and must be completed no later than the first two weeks of each semester. The student must provide proof of area school employment. Students eligible for this reduction are not eligible to receive any other Andrews discounts or any other discretionary funds applied to the program receiving the 33% reduced tuition.

Workers from Overseas Divisions—Tuition Discount. “When any division other than the North American Division sends its workers or their dependent children to attend colleges in the North American Division and makes financial payments from denominational funds on behalf of such students directly to the college concerned, the college will match dollar for dollar with the sending division, up to 25% of undergraduate tuition. If the person also receives a Federal or State scholarship (or grant), the school may reduce this discount in direct proportion to the amount of such scholarship. Such remittance must come through the division and on approval of the division committee” (North American Division Working Policy, F 80 15).

Retiree Tuition Discount. A retired person who has reached age 65 may receive a 50% tuition discount for up to three undergraduate or graduate courses per year.

Former Andrews University employees who have retired may receive a 75% tuition discount. Admission to limited enrollment courses is contingent upon space available in the class, with preference being given to students paying regular tuition rates. Any additional class fees and/or supply fees are the responsibility of the student.

This discount applies to credit, audit, or non-credit classes. This discount does not apply to independent study, directed reading, private music lessons, practicums, clinical experiences, or any instruction outside of the normal classroom setting. Application for this 50% or 75% discount should be made to

the dean of the school involved. The dean then authorizes the appropriate discount.

Students eligible for this reduction are not eligible to receive any other Andrews discounts or discretionary funds.

GRADUATE FINANCIAL ASSISTANCE

Qualifying Criteria

For financial aid eligibility, graduate students must meet the rules in the following two areas:

- **Enrollment Status**—Students must be accepted into a curriculum authorized by the faculty of their respective school. Students enrolled on PTC status (permission to take classes) are not eligible to receive financial aid.
- **Course Load**—Students are awarded financial aid based on their percentage of full-time enrollment as defined in “Class Loads and Financial Aid” on p. 69. Special regulations apply to students who have completed all course work and are preparing theses, projects, or dissertations.

College of Arts & 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 full-time provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses:
COMM589 (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 full-time provided the student meets one of the following criteria:

1. Is enrolled in one of the following courses:
PTH881, 882, 883, 884 (Clinical Internship)
NRSG680 (Internship)
FDNT594 (Practicum)
2. Is enrolled in a Project Continuation or Thesis Continuation. Only students who have enrolled for the required number of project or thesis credits but have not completed the work are eligible.

Theological Seminary

Doctoral Students. Students who have completed all course work in an approved doctoral program must register for 1-6 credits under GSEM796 DMin project/ Dissertation or 1-12 credits under GSEM995 PhD-ThD Dissertation, or 1-14 credits under DSRE995 Doctoral Dissertation. If the candidate does not complete the dissertation, he/she must register for GSEM788 DMin Project/Dissertation Continuation or GSEM888 Doctoral Degree Continuation until the dissertation is completed to qualify for status as a full-time student. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Master's Students. To obtain full-time status for the MA degree, the student must register for GSEM688 Master's Degree

Continuation after he/she has registered for the allowable thesis credits but has not finished the work. Confirmation by the dissertation chair that full-time work is being done must be sent to Student Financial Services.

Andrews Graduate Scholarship

New master's-level students or first-time graduate students in advanced programs (for two years only) accepted into programs which require a GRE (or GMAT) and have current GRE (or GMAT) scores at the time of enrollment are eligible. At their school's/department's/program's discretion, some master's-level students may be allowed to enroll for a maximum of one semester before taking the exam, in which case they must complete the exam prior to the start of the following term after initial enrollment in order to be eligible (required even if the student does not register for coursework that term). Scholarship money will not be applied retroactively to any coursework started prior to taking the exam.

The scholarship is a percentage of tuition and is awarded as follows:

Tuition Reduction	Combined Verbal and Quantitative GRE Score for Tests Taken Before August 1, 2011	Combined Verbal and Quantitative GRE Score for Tests Taken After August 1, 2011	GMAT Score (MBA students only)
10%	>1000	>297	>500
25%	>1200	>308	>550
50%	>1300	>314	>600

The scholarship will be awarded for the entire master's program but only while the student is in good standing. Students who are placed on academic probation will lose the scholarship for the remainder of the program. The scholarship will not be available for programs that have already discounted their tuition below the standard master's tuition rate, except where the scholarship is greater than the discount, then the difference will be awarded as a scholarship. The scholarship will be applied by the Office of Student Financial Services at the time of a student's registration.

Federal Aid

Students should read the General Information, p. 70, and Satisfactory Academic Progress sections, p. 78, to determine their eligibility for financial aid.

Federal Direct Loans are available to graduate students. To apply for this aid, refer to p. 70, General Information, and the Financial Aid Chart, p. 86.

Institutional Aid

Student Financial Services forms need not be completed for students to apply for the Andrews graduate grant or scholarship; students must apply directly to the graduate dean or department head of the school/program. All aid received by the student (except assistantships), however, is taken into account when determining eligibility for a student loan and a Michigan Tuition Grant.

Grants and Scholarships

Grant, scholarship, and assistantship funds are available through the offices of the various academic deans and department chairs.

Grants and scholarships are gift aid; however, if a student is given an assistantship, this is considered to be employment and is processed through the Office of Employment. Application forms, if required, must be requested from and returned to the respective dean's office. The student does not need to complete any application paperwork for Student Financial Services to apply for and receive institutional aid.

Education Majors' Debt-retirement Assistance. Education majors (K–12) who have had to borrow funds to finance their education may receive assistance in retiring the debt under a program cosponsored by the Lake Union Conference and the local conferences within the Union. As much as \$1,500 may be paid at the rate of \$500 during each of the first three years of teaching. Students should contact the Superintendent of Education of the conference or the principal of the academy in which they wish to teach.

Seminary Emergency Aid Fund. This emergency aid fund is available to seminary students for emergency relief only and is not a form of continuous financial aid. Students may apply for assistance through the seminary dean's office.

Student Employment Program

Work opportunities for graduate students are available through the university's Employment Office. Assistantships are available as arranged by the dean or department chairs of the school where the student is enrolled. For information regarding employment contact the Employment Office. The website is www.andrews.edu/hr/.

Travel Equalization Fund

Graduate students coming more than 500 miles to the University from the United States, Canada, or overseas may be reimbursed for part of their travel expenses if certain criteria are met. For information, contact the Office of Student Financial Services.

Federal and State Loans and Scholarships

Information on the following sources of financial aid may be obtained from Student Financial Services. For details, review the Financial Aid Chart on p. 80.

Loans

- William D. Ford Federal Direct Loan Program (Subsidized)
- Federal Direct Loan Program (Unsubsidized)
- Michigan Alternative Student Loan Program (MI-Loan)

Scholarships

- Paul Douglas Teacher Scholarship
- Robert C. Byrd Honors Scholarship

SAP Policy for Graduate Students with Financial Aid

Graduate students must meet the Andrews University Satisfactory Academic Progress (SAP) policy. The following minimum standards must be met for Federal and State financial aid purposes.

Students must maintain the minimum Andrews University graduate overall GPA required for the degree program in which they are enrolled. The SAP summary below indicates the minimum GPA required to meet the university's SAP policy for each type of degree program.

Degree	School	GPA	Maximum below B-
PhD, EdD	SED	3.30	3
PhD, ThD	SEM	3.00	3
DMin	SEM	3.00	No policy
DPT, DScPT	CAS	3.00	See <i>PT Student Handbook</i>
EdS	SED	3.20	3
Master's	All	3.00	4
Professional Master's	SEM	2.50	No policy

Compliance with these requirements is monitored by Student Financial Services on a regular basis. Students must complete at least two-thirds of the number of credits attempted, regardless of their enrollment status (full- or half-time), and maintain a 66% completion ratio. Exception may be made for courses whose requirements have a time-frame by design that extends beyond the limit of the semester in which it is registered.

Probation. Students who fail to meet the required SAP are placed on probationary status during the following semester. During the probationary semester, the student is eligible to receive financial aid as awarded. The student is allowed only one probationary semester for each degree program, except under extenuating circumstances. Academic performance during the probationary semester determines the aid given in the following semesters. If the student 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 probationary semester are no longer eligible for Federal or State 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 an extension of probationary time limits. All master's-level students may be allowed a maximum of a one semester probation extension. Doctoral- and specialist-level students may be allowed a maximum of a two-semester probation extension. However, the student must make the appeal for the second probation extension in the same manner as for the first appeal. Students should recognize that appeals are not "automatically" granted. Future financial aid is dependent on meeting SAP standards by the end of the additional probationary semester(s). All appeals must be made in writing and submitted to the academic dean or appointed representative of the student's respective school. Proof must support the stated extenuating circumstances. The appropriate authorizing office sends written notification to Student Financial Services of the appeal details.

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

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.

FINANCIAL AID CHART									
WHO MAY APPLY	FEDERAL PERKINS LOAN	FEDERAL SUPPLEMENTAL EDUCATIONAL GRANT*	FEDERAL/STATE WORK-STUDY	ANDREWS PARTNERSHIP SCHOLARSHIPS	FEDERAL PELL GRANT	MICHIGAN GRANTS AND SCHOLARSHIPS**	FEDERAL DIRECT LOAN PROGRAM** SUBSIDIZED	FEDERAL DIRECT LOAN PROGRAM UNSUBSIDIZED	FEDERAL DIRECT LOAN PROGRAM PLUS AND GRAD-PLUS
WHO IS ELIGIBLE	Undergraduate students who are U.S. citizens or eligible non-citizens.	Undergraduate students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens.	Undergraduate students. No application required.	Students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens and who have been Michigan residents since June 30, 2010.	Students who are U.S. citizens or eligible non-citizens demonstrate need. Independent students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens.	Parents of dependent students, graduate students
RANGE OF AWARD	Students with documented need enrolled at least half-time who are not freshmen. Must have PELL eligibility.	Undergraduate students with documented need enrolled at least half-time. Must have PELL eligibility.	Students with documented need enrolled at least half-time. Michigan work-study requires Michigan residency.	Incoming freshmen and transfer students with minimum 2.5 college GPA.	Students with documented need enrolled at least half-time in an eligible program.	Students enrolled at least half-time in an eligible program.	Students with documented need enrolled at least half-time in an eligible program.	Students whose needs are not fully met from other aid sources.	Parents of dependent students, graduate students
HOW TO APPLY	\$1,500–\$5,500 per year.	Up to \$1,000 per year.	Earnings not to exceed award.	Incoming freshmen, \$2,500–\$10,000 Transfer students, \$1,500–\$7,500	\$400–\$5,550 per year	Up to \$2,100 per year.	Up to \$3,500 for freshmen; \$4,500 for sophomores; \$5,500 for juniors and seniors—\$2,000 plus up to \$5,000 additional. Graduate students—up to \$12,000.	Freshmen/ sophomores—\$2,000 plus up to \$4,000 additional. Juniors/ seniors—\$2,000 plus up to \$5,000 additional. Graduate students—up to \$12,000.	Up to total educational costs less other awarded resources.
WHOM TO CONTACT	Complete FAFSA, AU Information Sheet, and sign promissory note at Student Financial Services.	Complete FAFSA, AU Information Sheet, and requested documents.	Complete FAFSA, AU Information Sheet, and requested documents.	Freshmen and transfer students consult with Admissions Office to determine scholarship level.	Complete FAFSA, AU Information Sheet, and requested documents.	Michigan State Department of Education or AU Financial Advisor.	Complete FAFSA, complete requested forms, and sign promissory note at AU Student Financial Services Office.	Loan request form available at the Student Financial Services Office.	Loan request forms are available at SFS or online.
MORE INFO	Deferred payment, 5% loan. Repayment starts nine months after student ceases at least half-time enrollment. Student must apply each year.	Student must apply each year.	Eligible undergraduate students must apply for jobs at the Employment Office. Student must apply each year.	See financial aid section in this bulletin.	Student must apply each year. Information given on FAFSA must be verified.	Student must apply each year.	Variable interest rate deferred payment loan. Repayment begins six months after student ceases at least half-time enrollment.	AU Financial Advisor.	Visit studentloan.gov .
TIMELINES	March 15, 2012, for the 2012–2013 school year for priority.	March 15, 2012, for the 2012–2013 school year for priority.	March 15, 2012, for the 2012–2013 school year for priority.	March 15, 2012, for the 2012–2013 school year for priority. Continues as funds are available.	March 1, 2012	March 1, 2012	Apply at least three months before the time loan is needed.	Apply at least three months before the loan is needed.	Apply at least three months before the loan is needed.

Programs are described in detail in this bulletin.
 *Formerly called Basic Educational Opportunity Grant.
 **Graduate students are no longer eligible for Michigan Grants.
 ***Formerly the Guaranteed Student Loan Program or Federal Stafford Loan Program.

Every attempt has been made to assure the accuracy of information in this chart; however, the programs are subject to change. Funds awarded under each program are administered according to the laws and regulations in force at the time funds are applied to the student's account.

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JOHN NEVINS ANDREWS HONORS PROGRAM

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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.

GE Requirements: SAGES Honors Track		Credits
Required Registrations		
HONS105	Western Heritage I	5
HONS106	Western Heritage II	5
HONS115	Transcribing the Self: Honors Composition	3
HONS215	Scripture	3
HONS265	Literature and the Arts	3
HONS345	What Is “Other”? The Non-Western World	3
HONS365	Cosmos	3
HONS398	Research Pro-Seminar	1
HONS415	Thinking Theologically: Christian Life and Faith	3
HONS497	Senior Honors Project	min. 2
Life/Physical Sciences (see regular General Education science requirements)		8
Math (minimum acceptable level: MATH 145)		3
Physical Activity Courses (2)		2
48 hours Service Activity		
Plus two courses selected from the following:		6
HONS225	Materialism and Idealism (3)	
HONS245	Meanings of America (3)	
HONS325	Justice (3)	
HONS380	Topics in_____ (as offered)	
Total Requirements, Bachelor of Science		50
Total Requirements, Bachelor of Arts (Intermediate Language)		50+4
These requirements have been altered slightly for students in some of the professional degree programs (see below).		

GE Requirements: Professional Degree Programs		
Degree	Alteration in SAGES	Other Reductions + Cognates
BSA	Reduced by 1 elective (3 cr) Reduced HONS365	Math increased—4 cr Science reduced—one course
BBA	Reduced by 1 elective (3 cr) Reduced HONS365	Math increased—6 cr Science reduced—one course Required: RELT390 PSYC101 & SOCI119
BSMLS	Reduced by 1 elective	
BHS	Reduced by 1 elective (3 cr)	Required: PSYC101
BFA	Reduced by 1 science course	
BMus	Reduced by 1 science course	

BSE	Reduced by 6 credits Take one from HONS265 or 345. Take one from HONS225, 245, 265, 325, 345, 380	Science reduced—one course (Life Science)
Education		
Elementary	Reduced HONS415 Reduced by 1 elective	Add 5 hours religion required for certification
Secondary	Reduced HONS415 Reduced by 1 elective	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 Appendix, p. 423.

Graduation Distinctions

Designations are conferred at graduation on students who, one semester before graduation, have completed 16 semester hours at Andrews University with the following overall GPAs:

- | | |
|-------------|-----------------|
| 3.500–3.749 | Cum Laude |
| 3.750–3.899 | Magna Cum Laude |
| 3.900–4.000 | Summa Cum Laude |

Both the Andrews and Cumulative GPAs must be a minimum of 3.50 in order to be considered for the above designations.

Honors Audits

To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), which is indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply.

Courses

(Credits)

The inside front cover gives the symbol code.

HONS105, 106 \$ (5, 5)

Western Heritage

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

HONS115 (3)

Transcribing the Self: Honors Composition

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year.

HONS215 (3)

Scripture

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

- HONS225** (3)
Materialism & Idealism
Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.
- HONS245** (3)
Meanings of America
Examines understandings of American society, culture and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan and King. Elective.
- HONS265** § (3)
Literature and the Arts
Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence. Prerequisite: HONS115. Required.
- HONS325** (3)
Justice
What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role, and critically examines the practical results of attempts to create greater social justice. Prerequisite: HONS115. Elective. Alternate years (odd years).
- HONS345** (3)
What Is "Other?" The Non-Western World
An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion and other intellectual endeavors with special focus on the non-Western world. Small group activities, field trips, guest presenters, films and special projects enrich the discussion of significant texts. Prerequisite: HONS106, 115. Required.
- HONS365** (3)
Cosmos
An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected "key ideas" in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science. Prerequisite: HONS115. Required.
- HONS380** (1-3)
Topics, Independent Study, and Research
Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects. Repeatable as topics vary. Elective.
- HONS380** (3)
Topic in Physics and Faith
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. Prerequisites: HONS365 and PHYS142, or consent of instructor. Elective.
- HONS380** (3)
Topic in Cognitive Science and Faith
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. Prerequisites: Elective.
- HONS415** (3)
Thinking Theologically: Christian Life and Faith
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. Prerequisites: HONS115, 215. Required.
- HONS495** (1-6)
Independent Study (in any department)
Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Repeatable to 6 credits. Elective.
- HONS398** (1)
Research Pro-Seminar
Preparation for the senior project. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Required for all juniors.
- HONS497** (2-4)
Senior Honors Project
Independent research or creative work to produce the Honors Thesis, typically supervised by a professor within the student's major field. The thesis is filed in the James White Library to facilitate wider access. Required.

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UNDERGRADUATE LEADERSHIP PROGRAM

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David K. Ferguson, *Director*

Why an Undergraduate Leadership Program?

Society often encourages us to think of leadership as reserved for people with charismatic personalities or those in high profile positions. Many would argue that effective leaders are born rather than made and that those who lack the stereotyped traits associated with leadership must settle to be followers. Andrews University rejects the notion that leadership is only for the few. We define “leadership” as simply *intentional influence*, believing that a well-trained leader will be better able to affect meaningful change regardless of their career path.

The question is not whether Andrews students are leaders. They are. The question is whether or not they are maximizing their natural leadership potential. While leadership growth is a lifelong process—one that will obviously continue beyond the undergraduate college years—participation in the Andrews Leadership Program provides a vital grounding in leadership characteristics that places graduates ahead of their peers in terms of self-knowledge, creativity, positive change, interpersonal teamwork, engaged citizenship and many other traits.

Program participants can take one of two tracks in approaching their leadership development, depending on what works best for the individual. LEAD101 Fundamentals of Leadership provides a powerful introduction to the purpose and function of leadership and is a good option 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. Every Andrews student can take part in this program without adjusting their major. The certificate embeds in their current academic program, allowing for maximum flexibility.

LEAD101 Fundamentals of Leadership

LEAD101 is a class created with *every* student in mind. Whether a stand-alone, game-changing course or the entryway to a Leadership Certificate, this class is designed to bring immediate and long-term value to any undergraduate degree.

Undergraduate Leadership Certificate

The Leadership Certificate is a University-wide collaboration between academic departments and Student Life with the goal to prepare students for meaningful engagement in a global environment. It integrates knowledge and skills from students' courses of study into a concentration focused on building capacities to influence their surroundings whether in the home, school, church or marketplace. Certificate graduates will learn to lead positive change and recognize their calling.

The certificate requires academic and co-curricular components that work together to develop leadership capacity.

Leadership Certificate Requirements

1. Application to the Program

Upon successful completion of LEAD101/301, a student may apply to the certificate program. The program director and Undergraduate Leadership Council (ULC) will process applications which can be obtained at the Undergraduate Leadership Program office, on the program's website or at the Student Life office.

2. Academic requirements

LEAD101 Fundamentals of Leadership or 2–3
LEAD301 Leadership and Mentoring

Leadership Cognates: Qualifying courses from 6
within academic departments across Andrews' five undergraduate schools as identified by the ULC.

Change Project 2

The certificate student initiates a Change Project, with advisement from their major discipline, which focuses on transformational learning and leadership with a church, community, campus or academic discipline-based partner. The student may choose LEAD499 or a school/department specific course number as listed below:

College of Arts & Sciences	by department
College of Technology	by department—AVIA476, AGRI499, MDIA485, CPTR475 or ENGR475
School of Architecture	ARCH485
School of Business Administration	BSAD497
School of Education	LEAD499

LEAD496 Leadership Capstone 1

TOTAL 11–12

3. Co-curricular requirements (LEAD 200)

Leadership development requires more than theoretical understanding. Principles investigated in the classroom can be best experienced through practice, feedback and real-life context. Co-curricular expectations provide an ideal environment for this integration of theory and practice. Therefore, certificate students are required to register for LEAD200 each semester in residence. *Fall, Spring*

4. Certificate Program Standards

The following standards are required for successful completion of the certificate program.

A. Academic Standards:

- Earn a minimum overall 2.25 GPA.
- Earn a minimum certificate program 2.5 GPA.
- No course with a grade below C may count toward the certificate program.

B. 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 will jeopardize your status in the program. Students may reapply.

5. Graduation as an Andrews University Leadership Certificate Recipient

During the student's final undergraduate term, the program director will recommend each qualifying candidate to the ULC for review and conferral of certificate. Each recipient will be awarded in the following ways:

- A celebration ceremony focusing on the student's Change Project and portfolio.
- A University Leadership Certificate.
- Specific mention in the University commencement program.
- Notation of Leadership Certificate accomplishment included on transcript.

styles, the role of leadership in changing social reality. It will include a sample research project.

LEAD320 (3)
Introduction to Coaching

This course will equip students with tools and methods for being successful coaches in their context. The essence of coaching is to help others develop themselves via a purposed relationship. The basis of this relationship is a spirit of partnership and collaboration.

LEAD496 (1)
Leadership Capstone

Development and presentation of a leadership portfolio. This includes reflection papers describing personal growth and increasing theoretical understanding and final synthesis papers. Prerequisites: LEAD101 or 301, permission of instructor.

COURSES (CREDITS)

LEAD101 (2-3)
Fundamentals of Leadership

An exploration of essential personal and interpersonal qualities of a leader. Emphasis is given to teambuilding, problem solving, strengths discovery and unlocking creativity. Following this course, students may apply to the Undergraduate Leadership Certificate Program. Students may receive credit for only LEAD101 or 301.

LEAD200 (0)
Practicum: _____

Students will create and carry out a leadership development plan for the semester under advisement of the Leadership Program. This plan will focus on one of three impact zones: Self, Others or Organizations (Orgs). It will include a growth strategy for 1) Leadership Theory—expanding the student’s knowledge base by attendance and participation in approved instructional co-curricular opportunities; and 2) Leadership in Action—engagement in experiential learning through an individualized leadership action plan, including action steps, goal setting, implementation, journaling and semester-end assessment. Required of all Leadership Certificate students each semester in residence. *Fall, Spring*

LEAD220 (3)
Creative Problem Solving

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.

LEAD301 (2-3)
Leadership and Mentoring

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. Prerequisite: at least junior class standing. Students may receive credit for only LEAD101 or 301.

LEAD310 (3)
Theories of Leadership

A study of classical and modern theories of leadership, leadership

LEAD499 (1-3)
Independent Study: Topic

Repeatable. Permission of curriculum advisor and independent study supervisor required.

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BS: Horticulture	98
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BT: Horticulture	99
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AT: Horticulture	100
Minors in Agriculture, Animal Science or Horticulture	100

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Faculty

Thomas N. Chittick, *Chair*

Stanley Beikmann

Katherine Koudele

Academic Programs	Credits
BS: Agriculture	40
BS: Animal Science	40
Emphasis Areas	
Pre-Veterinary Medicine	
Management	
Equine Science	
BS: Horticulture	40
Emphasis Areas	
Landscape Design	
Landscape Management	
BT: Agriculture	60
Emphasis Areas	
Crop Production	
Animal Husbandry	
Agribusiness	
BT: International Agriculture Development	59
BT: Horticulture	60
Emphasis Areas	
Horticulture Crop Production	
Landscape Design	
Landscape Management	
AT: Agriculture	36
Emphasis Areas	
Crop Production	
Dairy Herd Management	
AT: Horticulture	35
Emphasis Areas	
Landscape Design	
Landscape Management	
Minors in Agriculture, Animal Science or Horticulture	20 min.
Pre-Professional Program in Veterinary Medicine	40 min.

Programs

Bachelor of Science. The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science, horticulture or landscape design with a minor to complement their intended purpose.

Bachelor of Technology. The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture such as crops or dairy herd management, horticulture or the landscape industry.

Associate of Technology. The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

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.

BS: Agriculture

Major requirements—40

AGRI118, 206, 300, 304, 308, 405; ANSI114; HORT105, plus 15 major elective credits chosen in consultation with advisor.

Cognate requirements—18

BIOL165, 166; CHEM131, 132

BS: Animal Science

Major requirements—40

AGRI405; ANSI114, 305, 425, plus 19–21 credits in a special area of emphasis and 6–10 major electives chosen in consultation with an advisor.

Cognate requirements—18

BIOL165, 166; CHEM131, 132

Animal Science Emphases in BS Program

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Pre-Veterinary Medicine—21

AGRI137, ANSI340 (1 species), ANSI379, 420, 435, 440 and 445
Recommended electives for entry into veterinary college:

* BCHM421; CHEM231, 232; MATH166 & 167 or 168; PHYS141, 142.

* Courses may vary depending on entrance requirements of the veterinary college of choice.

Management—19

AGRI137 (2), 395; ANSI340 (2 species); ACCT121; AGRI270. Major electives can be tailored to meet a specific student's interest.

Equine Science—21

ANSI340 (Equine Management), 440, 445, 450, 455, 460; AGRI137 (1–2), 395 (1–2)

BS: Horticulture

Major requirements—40

AGRI118, 240, 308, 405; HORT105, 378, plus 18 credits in a special area of emphasis and 2 credits major elective.

Cognate requirements—18

Select credits from BIOL165, 166; BIOL208, 475; ZOOL459; CHEM131, 132; FDNT230/240.

Horticulture Emphases in BS Program

Students may choose an area of emphasis from the following or

develop a personalized program in consultation with their advisor to meet specific career goals.

Landscape Design—18

Select from the following: HORT136, 137, 226, 228, 315, 350, 365, 375, 429, 448

Landscape Management—18

Select from the following: HORT136, 137, 208, 211, 226, 228, 315, 350, 360, AGRI308, 240

General Education Requirements for BT Agriculture, Horticulture & International Agriculture Development Degrees

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: professional degree requirements

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: professional degree requirements

Social Sciences: ECON225 required for BT International Agriculture Development. Other BT degrees follow professional degree requirements.

Mathematics: professional degree requirements

Computer Literacy: INFS120 or pass competency test

Fitness Education: professional degree requirements

Service: BHSC100. 40 hours of service or alternative field service for majors in: HORT365, ANSI425. Service requirement covered in core curriculum for BT International Agriculture Development majors.

Fitness Education: professional degree requirements

BT: Agriculture

Major requirements—60

AGRI118, 137, 270, 395, 405, plus one of the areas of emphasis below

Emphasis in BT Degree Program

Student may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Crop Production—46

AGRI206, 240, 300, 304, 308, 378, HORT105, 378 plus 18 major elective credits chosen with advisor

Cognate requirement—4

CHEM100 or 110

Animal Husbandry—46

ANSI114, 125, 205 or 305, 245, 325, 340, 425 plus major elective credits chosen with advisor to specialize in dairy herd management, equine management or another area.

Cognate requirement—4

CHEM100 or 110

Agribusiness—46

Major elective credits selected with advisor from AGRI, ANSI or HORT courses—24

Cognate requirement—22

ACCT121, 122, BSAD341, 355, CHEM100 or 110, ECON226, FNCE317

BT: International Agriculture Development

The Bachelor of Technology in International Agriculture Development is designed to provide students with knowledge, skills and experience to prepare them for entry-level positions in agriculture or international development or to pursue an advanced degree. Students who complete this degree will be eligible to enter the MS Community & International Development program at Andrews University with Advanced Standing.

Major requirements—59

ANSI114; AGRI118, 240, 270, 390, 395, 498; HORT105, 208; select 12 credits from ANSI305, 340, 440; AGRI300, 308; HORT150, 310; select 9 credits from AGRI345, 467, 468, 498.

Cognate requirement—25

ACCT121; BHSC230, 432; ECON225; SOCI421, 431, 350, 360, 408

BT: Horticulture

Major requirements—60

AGRI118, 240, 308, 395, 405, HORT105, 150, 208, 378, plus 4–10 major elective credits chosen in consultation with advisor.

Cognate requirement—4

CHEM100 or 110

Horticulture Emphases in BT Program

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Landscape Design—30

HORT136, 137, 226, 228, 315, 350, 365, 375, 429, 448. The landscape design program emphasizes the development of technical drawing skills, CAD application, an understanding of the principles of design and knowledge of plants.

Landscape Management—14

HORT208, 211, plus 9 credits from the following: AGRI308, HORT350, 360, 375, 378. The landscape management emphasis features proper horticultural practice, identification of landscape plants, selection of appropriate equipment, and the concept of total maintenance.

Horticultural Crop Production—24

Credits will be chosen in consultation with advisor from the following: AGRI206, 208, 240, 300, 308, 345, HORT208, 226, 228, 360, 369, 378. The horticultural crop production emphasis prepares students for careers in the greenhouse/nursery industry or vegetable/fruit production industry.

AT: Agriculture

Major Requirements—25–36

ANSI114, 205 or 305, 340, plus 15–24 credits in a special area of emphasis (see below) and 2–4 major elective credits chosen in consultation with advisor.

Cognate requirement—4

CHEM100 or 110

Agriculture Emphases in AT Program

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

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Crop Production—24

AGRI118, 206, 240, 300, 395; HORT105

Dairy Herd Management—22

AGRI270, 304, 395; ANSI240, 250, 278

AT: Horticulture

Major requirements—35

AGRI118, 395(3) 405; HORT105, plus 11–13 credits in a special area of emphasis (see below) and 9–11 major elective credits chosen in consultation with advisor.

Cognate requirement—4

CHEM100 or 110

Horticulture Emphases in AT Program

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific career goals.

Landscape Design—13

HORT136, 226, 228, 350

Landscape Management—11

HORT208, 211, 226, 228

Minors in Agriculture, Animal Science or Horticulture—20

Selected from AGRI, ANSI or HORT courses in consultation with advisor.

Courses

See inside front cover for symbol code.

(Credits)

Agriculture

AGRI118

Soil Science

Factors affecting soil formation, soil texture, particle size, pore space and their impact on soil air/water relations, and chemical characteristics of soils, including pH, ion exchange, and maintenance of soil fertility. Weekly: 3 lectures and a 3-hour lab.

\$ Alt (4)

AGRI137

Practicum in _____

Fifty hours per credit of supervised practical experience in one area of concentration. May be repeated in different areas for a maximum of 6 credits. Topics to be chosen in consultation with an advisor. *Fall, Spring*

(1–3)

AGRI206

Farm Machinery

Selection and operation of farm equipment, based on the initial cost and economic performance, including factors governing the site and type of farm machines, their capacity, efficient use, adjustment and repair. Weekly: 2 lectures and a 3-hour lab.

\$ Alt (3)

AGRI240

Fundamentals of Irrigation

Design, installation, drawing, interpretation and maintenance of

Alt (3)

plastic or metal irrigation systems and control devices for proper sprinkler coverage. *Fall*

AGRI270

Management of Agriculture Enterprises

An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity.

Alt (3)

AGRI300

Field Crop Production

Importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production.

Alt (3)

AGRI304

Forage Crop Production

Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage and feeding.

Alt (3)

AGRI308

Principles of Weed Control

Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license. Weekly: 2 lectures and a 3-hour lab.

\$ Alt (3)

AGRI345

Topics in _____

A class based on selected topics of current interest in agriculture. Repeatable in different areas including, but not limited to:

- Concepts of International Agriculture
- Tropical Crop Production
- Value-Added Products
- Post-Harvest Storage Systems
- Mittleider Method
- Viticulture
- Solanaceous and Vine Crop
- Tree Fruit Production
- Equine Dentistry
- Equine Hoof Care and Basic Shoeing
- Hippotherapy/Therapeutic Riding
- Riding Instruction—English
- Riding Instruction—Western
- Equine Massage Therapy
- Horse Judging
- Livestock Judging
- Ruminant Nutrition

(1-4)

AGRI390

Agriculture Study Tour

Agriculture study tours are designed to enhance and broaden the on-campus learning experience by visiting areas of horticultural and agricultural interest and their impact on the local culture and society. Students will be expected to conduct pre-tour research on a specific topic related to the purpose of the tour and a post-tour analysis and synopsis of the tour experience.

\$ (1-4)

AGRI395

Internship in _____

Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated

(1-6)

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. Repeatable up to 6 credits.

AGRI405 (1)
Research Seminar

Research results or internship reports in agriculture and related fields; presentations given by students, faculty and visiting lecturers. *Spring*

AGRI467 Alt (3)
Concepts of International Agriculture

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.

AGRI468 Alt (3)
International Agricultural Implementation

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.

AGRI498 (1-6)
International Internship in _____

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. Repeatable up to 6 credits.

AGRI499 (1-5)
Project in _____

Individual research in some field of agriculture under the direction of the faculty. Repeatable to 10 credits. Prerequisite: AGRI405 or permission of the instructor.

Animal Science

ANSI114 (3)
Introduction to Animal Science

Basic farm animal anatomy, reproductive and digestive physiology, nutrition, genetics, housing, health management with information on how animal products are harvested, processed and marketed. *Fall*

ANSI125 \$ Alt (3)
Livestock Handling Methods

Principles and practices of handling livestock including proper catching, restraint, injections, tagging, grooming and hoof trimming. Weekly: 2 lectures and a 3-hour lab. *Fall*

ANSI150 \$ Alt (3)
Companion Animal Care

Principles and practices on how to choose the right pet for your life situation, how to travel with your pet on all kinds of transportation, how to keep your pet healthy, grooming, training and correcting behavioral problems. Animal species covered are dogs, cats, small caged pets/rodents, birds, fish, reptiles and amphibians. Weekly: 2 lectures and a 3-hour lab. *Fall*

ANSI205 \$ Alt (3)

Animal Feeds and Feeding

Classification and function of nutrients, deficiency symptoms, digestive processes, characterization of feedstuffs, and formulation of diets for domestic animals. Weekly: 2 lectures and a 3-hour lab. Recommended CHEM100. *Fall*

ANSI245 \$ Alt (3)

Animal Breeding and Genetics

Basic anatomy and physiology of the reproductive systems of domestic animals, basic principles of genetics in order to make sound genetics and breeding decisions, including the manipulation of reproductive cycle, artificial insemination. Weekly: 2 lectures and a 3-hour lab. *Spring*

ANSI250 \$ Alt (3)

Dairy Facilities

A study of various types of milking systems, housing and manure handling systems of dairy cattle of all ages and production levels. Ventilation, stall and barn dimensions, and bedding will be some of the topics covered. Weekly: 2 lectures and one 3-hour lab.

ANSI278 \$ Alt (3)

Dairy Health and Disease

Principles and practice of physical examination of dairy cattle and the causes, preventions and treatment of infectious and metabolic diseases by system. Also included are dairy cattle breeding and genetics. Weekly: One 2-hour lecture and one 3-hour lab. *Spring*

ANSI305 Alt (3)

Animal Nutrition

Principles of feed chemistry and nutrient utilization, digestive tract anatomy and physiology including digestion, absorption, metabolism of feeds by farm species, nutrition related diseases/deficiencies and ration formulation. Weekly: 3 lectures. Recommended: CHEM 131 or higher. *Fall*

ANSI325 \$ Alt (3)

Domestic Animal Behavior

Physiological basis for each type of behavior and its development, communication methods, normal and aberrant behavior in each domestic animal species as well as treatments for problem situations. Weekly: 2 lectures and 1 lab. *Fall*

ANSI340 \$ (3)

Production/Management of _____

Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of dairy cattle, equine, poultry and small livestock. Weekly: 2 lectures and 1 lab. *Fall, Spring*

ANSI379 Alt (3)

Small Animal Health and Disease

Proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, birds, pocket pets, reptiles. *Fall*

ANSI420 \$ Alt (4)

Canine Gross Anatomy

Study of macroscopic skeleton, muscles, internal organs, blood vessels and nerves using preserved, latex-injected specimens. Comparisons made with the live dog through palpation. Weekly: 2 lectures and 2 three-hour labs. Recommended: BIOL166. *Fall*

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- ANSI425** **\$ Alt (3)**
Issues in Animal Agriculture, Research and Medicine
Study of the ethical issues that challenge animal researchers, producers, caretakers, and veterinarians to treat animals humanely yet effectively in society today. *Spring*
- ANSI430** **\$ Alt (3)**
Lactation Physiology
Anatomy and physiology of the udder, milk secretion, disease prevention and treatment, milking management and milking systems. Weekly: 2 lectures and 1 lab. Recommended: BIOL166. *Spring*
- ANSI435** **Alt (3)**
Animal Genetics
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. Recommended: BIOL166. *Spring*
- ANSI440** **\$ Alt (3)**
Animal Reproduction
Anatomy and physiology of farm animal reproduction including the cellular and endocrine components as well as management aspects. Recommended: BIOL166. *Spring*
- ANSI445** **\$ Alt (3)**
Physiology of Farm Animals
Physiology of digestive, cardiovascular, pulmonary, excretory, nervous, and skeletomuscular systems in domesticated ruminants and monogastrics. Weekly: 2 lectures and a 3-hour lab. Recommended: BIOL166. *Fall*
- ANSI450** **Alt (3)**
Equine Exercise Anatomy & Physiology
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. *Spring*
- ANSI455** **Alt (3)**
Equine Health and Disease
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. *Fall*
- Horticulture**
- HORT105** **\$ (5)**
Plant Science
Introduces students to the requirements of plant growth and development. Understanding of these processes is gained by studying topics such as plant cells, tissue, and organ structure; photosynthesis, cellular respiration, plant reproduction, including flowering, fruit development, seed set, the role of hormones, and plant nutrition. Weekly: 4 lectures and a 3-hour lab. *Fall*
- HORT136** **\$ (4)**
Landscape Drafting and Graphics
Introduces and develops proficiency in technical drafting for landscape design including symbols, 2-D and 3-D drawings, sections and elevations, title blocks, legends and plan organization. Laboratory puts graphics to work with a broad range of landscape projects represented. Weekly: 3 lectures and 4 hours of lab. *Fall*
- HORT137** **\$ (4)**
Fundamentals of Landscape Design
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. Laboratory puts the design process to work drawing plans of all sizes. Weekly: 3 lectures and 4 hours of lab. *Spring*
- HORT150** **(3)**
Home Horticulture
An introduction to the horticultural and landscape field for majors and homeowners alike, this class offers basic care of the home landscape. Landscaping with ornamental trees and shrubs, perennials and annuals or growing fruits and vegetables for the garden are included. Become skilled at pruning and training plants, diagnosing and treating insect and disease problems, fertilizing techniques, and more. Course prepares you for home ownership and teaches life skills for creating a productive and beautiful home environment.
- HORT208** **\$ Alt (3)**
Propagation of Horticultural Plants
Intended to acquaint students with the processes of asexual reproduction, especially as it applies to the horticultural industry. Asexual reproduction investigates methods of clonal reproduction utilizing non-flowering plant parts such as cutting, grafting, layering, and micro propagation (tissue culture). Weekly: 2 lectures and a 3-hour lab. Recommended: HORT105. *Spring*
- HORT211** **\$ Alt (2)**
Landscape Equipment
Assessment of and exposure to current equipment needed to run a landscape installation and maintenance business. Experience in physical operation of equipment, preventative maintenance and minor repair is practiced. Weekly: 1-hour lecture and a 3-hour lab. *Fall*
- HORT226** **Alt (3)**
Woody Plant Identification
Introduction to the identification and recognition of shape, size, color, texture, environmental requirements and landscape value of common deciduous and evergreen trees, shrubs and vines. *Fall*
- HORT228** **Alt (3)**
Herbaceous Plant Identification
Identification and recognition of shape, size, color, texture, and environmental requirements of the nonwoody plants providing color and ground cover in the landscape. *Fall*
- HORT310** **(3)**
Commercial Vegetable Production
Production and management of commercial vegetable crops; includes planting, cultural care, harvesting and post-harvesting procedures and marketing.
- HORT315** **\$ Alt (3)**
Landscape Structures and Materials
Course combines lecture, drawing and hands-on labs covering an array of hardscape materials including retaining walls, decks and arbors, patios, fencing, edging, pools and more. Weekly: 2 lectures and 3 hours of lab. *Spring*

HORT340 **\$(2)**
Land Surveying
 Course introduces the principles of land surveying such as measurements of distance, elevation and angles, instrumentation and mapping, and GIS. Weekly: 1 lecture and 2 hours of lab. *Fall*

HORT350 **AH (3)**
History of Landscape Architecture
 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. *Spring*

HORT360 **\$ Alt (3)**
Arboreticulture
 Care of shade and ornamental trees living under environmental stress of urbanization, their legal protection and value. Includes tree anatomy and physiology, soils, nutrition and water relationships, transplanting, disease and insect control, mechanical injury and pruning to develop a healthy tree. Weekly: 2 lectures and a 3-hour lab. *Fall*

HORT365 **S \$ Alt (3)**
Urban Landscape Design
 Designing landscapes to meet the environmental challenges and conditions of urban spaces. Circulation patterns for conducting business, aesthetic and functional aspects of design for corporate/institutional, governmental agencies and municipal areas. Weekly: 2 lectures and a 3-hour lab. Recommended: HORT135. *Spring*

HORT369 **\$ Alt (3)**
Greenhouse Environment and Production
 Concepts and principles of commercial plant production in the greenhouse environment. Topics include structure and environment of the greenhouse, production of bedding and potting plants and cut flowers. Weekly: 2 lectures and a 3-hour lab.

HORT375 **Alt (3)**
Landscape Estimating
 An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business. *Spring*

HORT378 **Alt (4)**
Integrated Pest/Disease Management
 Study of significant diseases and pests of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production. *Spring*

HORT429 **\$ Alt (3)**
Computer Landscape Design
 Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Laboratory emphasizes skill development and proficiency in integrating software and

hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended. *Spring*

HORT448 **\$ Alt (4)**
Advanced Landscape Design and Graphics
 Landscape design concepts relating to the more challenging problems of residential design. Field application of grading relating to contours, specifications, exploring deck design, planting combinations, and exercises in graphics and rendering for presentations. Weekly: 3 lectures and a 3-hour lab. Recommended: HORT135. *Spring*

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AVIATION

Seamount Building (Airpark)
 269-471-3547
 Fax: 269-471-6004
airinfo@andrews.edu
www.andrews.edu/aviation/

Faculty

Dina M. Simmons, *Chair*
 James H. Doran
 Duane E. Habenicht
 C. Brooks Payne
 Randall Robertson
 Caleb Sigua

Academic Programs	Credits
BT: Aviation	60–88
Emphasis Areas	
Flight & Aviation Maintenance	
Flight & Business	
Flight	
Aviation Maintenance	
Aviation Maintenance & Business	
AT: Aviation	40–52
Emphasis Areas	
Flight	
Aviation Maintenance	
Minor in Aviation	20 or 32
Emphasis Areas	
Flight (20)	
Aviation Maintenance (32)	
Certificates	
Private Pilot	
Commercial Pilot	
Instrument Rating	
Flight Instructor	
Multi-Engine Rating	
FAA-approved Part 147, Aviation Maintenance	
Airframe	
Powerplant	
Airframe and Powerplant	

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 who wish 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.

Individualized majors are available as described in the previous section

The airpark is located about 1.2 miles from the central campus. Students are expected to provide their own transportation to and from the airpark.

BT: Aviation

Major*	60–88
General Education requirements	41–44
General electives	23–0
Total credits for degree	124–132

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: professional degree requirements

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: professional degree requirements

Mathematics: professional degree requirements

Computer Literacy: INFS120 or DGME130 or pass a college-level competency exam of equivalent skills

Service: BHSC100 or BHSC300 "S" designated major course or service plan or 2 credits of fieldwork (0–2 cr)

Social Sciences: professional degree requirements

Fitness Education: professional degree requirements

*Emphasis Options

Flight and Aviation Maintenance (88)

Flight—36
 Aviation Maintenance—52

Flight and Business (75)

Flight—42 (See required courses.)
 Departmental electives—12
 Business—21 min.

Flight (60)

Flight—42 (See required courses.)
 Departmental electives—18

Aviation Maintenance (60)

Aviation Maintenance—52
 Departmental electives—8

Aviation Maintenance and Business (73)

Aviation Maintenance—52
 Business—21 min.

Flight Area Courses

A Private Pilot Certificate, Instrument Rating, and a Commercial Certificate with Single and Multi-Engine Ratings are required for any BT or AT flight option. Flight lab fees, in addition to tuition, apply to all flight training courses (see Department of Aviation Charges, p. 72). Students are required to produce an FAA Student Pilot & Medical Certificate of Class 1 (recommended) or Class 2 (minimum), and proof of citizenship (passport or certified birth certificate) prior to entry into the Flight program. All other program requirements and procedures can be referenced in the department student handbook. Contact the Department of Aviation for more details.

Required Courses—42

AFLT115, 118, 120, 124, 126, 210, 215, 218, 225, 305, 316, 318, 326. Aviation electives are to be chosen in consultation with an advisor. These electives are added to the required core classes that make up the total hours required by the major.

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

Aviation Maintenance Area Courses

An Aviation Maintenance Certificate with Airframe and Powerplant ratings is required for any BT or AT maintenance option. Lab fees apply to all maintenance courses. Students are required to have a Windows-compatible PC laptop for these courses. Due to the schedule and intensity of the Aviation Maintenance program, it is strongly recommended that students do not seek employment while taking the program full-time. All other program requirements and procedures can be referenced in the department student handbook.

Required Courses—52

AVMT108, 114, 116, 120, 204, 206, 210, 220, 226, 237, 304, 306, 308, 310, 314, and 316

Credit by exam will only be approved for new students transferring in with previous FAA certificates subject to departmental approval.

AT: Aviation

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Major*	40–52
General Education requirements	20–25
General electives	<u>6–0</u>
Total credits for degree	66–77

***Emphasis Options**

Flight	(40)
Flight—36	
Departmental electives—4	

Aviation Maintenance	(52)
Aviation Maintenance—52	

Minor in Aviation

Requirements: A minimum of 20 credits in flight or 32 in maintenance, respectively.

Students earn a minor in Aviation by completing one of the following:

Flight (20): AFLT115, 118, 215, 218. A Private Certificate with an instrument rating is required.

Aviation Maintenance (32): Complete either the Airframe or Powerplant License.

FAA Certification

FAA-Approved Instruction. The Department of Aviation operates a Flight School under Part 61, as well as an Airframe and Powerplant Maintenance Technician School approved by the FAA under Title 14 CFR, Part 147.

FAA Flight Certification Programs. Students may take flight instruction to qualify for several levels of certification. Students wishing only to take the content courses necessary for the specific flying expertise can take just the flight area courses as outlined under the respective certification requirements.

FAA Aviation Maintenance Certification Programs. Students may earn the following FAA approved certificates from the department's Aviation Maintenance Technician School:

- Airframe
- Powerplant
- Airframe and Powerplant

Courses	(Credits)
See inside front cover for symbol code.	

Aviation Flight

AFLT104	(1–4)
Introduction to Aviation	
Acquaints students with the history and opportunities in aviation, such as mission flying, flight instruction, aircraft maintenance, avionics, sales, safety, and aerodynamics of flight. <i>Fall, Spring</i>	

AFLT110	(3)
Basic Aircraft Systems	
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. <i>Fall</i>	

AFLT115	(4)
Private Pilot Ground School	
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. <i>Fall, Spring, Summer</i>	

AFLT118	\$(3)
Flight Training 1	
Sixty-five (65) hours of aircraft and simulator time leading to the airplane Private Pilot Certificate including 10 hours of cross-country flight. <i>Fall, Spring, Summer</i>	

AFLT120	\$(4)
Applied Science for Aviation	
Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician and pilot could encounter. Includes the study and use of aircraft drawings, schematics, and basic ground operations. (This course does not count toward FAA maintenance program credit.) <i>Fall</i>	

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<p>AFLT124 \$ (2) Aircraft Electricity A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. (This course does not count toward FAA maintenance program credit.) <i>Fall</i></p>	<p>AFLT300 Alt (3) Aviation Safety Management 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. <i>Spring</i></p>
<p>AFLT126 \$ (2) Federal Aviation Regulations, Publications, Forms and Records Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of aviation maintenance technicians and pilots. (This course does not count toward FAA maintenance program credit.) <i>Fall</i></p>	<p>AFLT305 (4) Commercial Pilot Ground School Ground training to prepare the student for the FAA commercial-pilot airplane knowledge test. Topics include advanced navigation, FAR Parts 61, 91, and 135 for air taxi, complex aircraft systems, weight and balance, and performance charts. <i>Fall</i></p>
<p>AFLT210 \$ Alt (4) Aircraft Systems An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and-rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble-shooting of aircraft systems. (This course does not count toward FAA maintenance program credit.) <i>Spring</i></p>	<p>AFLT310 Alt (3) Advanced Systems 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. Prerequisite: AFLT305. <i>Spring</i></p>
<p>AFLT215 (4) Instrument Pilot Ground School Ground training to prepare the student for the FAA instrument rating airplane knowledge test. Topics include Federal Aviation Regulations, meteorology, instrument flight charts, flight planning, instrument approaches, use of navigation equipment, and FAA publications relating to instrument flight. <i>Spring</i></p>	<p>AFLT316 \$ Alt (4) Turbine Engines Principles and theory of jet-engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation-removal, repair, trimming, and troubleshooting of turbine engines. (This course does not count toward FAA maintenance program credit.) <i>Fall</i></p>
<p>AFLT218 \$ (3) Flight Training II Sixty-five (65) hours of aircraft and simulator time leading to the airplane instrument pilot rating including 25 hours of cross-country flight needed to meet the 50-hour cross-country requirement. <i>Fall, Spring, Summer</i></p>	<p>AFLT318 \$ (3) Flight Training III Sixty-five (65) hours of single-engine flight, multi-engine flight and simulator time. The course includes preparation for the Private Pilot Multi-Engine Land rating. <i>Fall, Spring, Summer</i></p>
<p>AFLT220 Alt (3) Meteorology Meteorology provides students with a comprehensive study of the principles of meteorology while simultaneously providing classroom and laboratory applications focused on current weather situations. It provides real experiences demonstrating the value of computers and electronic access to time sensitive data and information. <i>Fall</i></p>	<p>AFLT326 \$ (3) Flight Training IV Sixty-five (65) hours of aircraft and simulator time leading to the airplane Multi-Engine and Single-Engine Commercial ratings. <i>Fall, Spring, Summer</i></p>
<p>AFLT225 \$ Alt (2) Aircraft Fuels and Fuel Systems A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. (This course does not count toward FAA maintenance program credit.) <i>Spring</i></p>	<p>AFLT355 (2) Flight Instructor Ground School Ground training to prepare the student for the FAA flight instructor airplane knowledge test. Topics include techniques of teaching, analysis of maneuvers, and lesson planning. <i>Fall, Spring, Summer</i></p>
<p>AFLT230 Alt (3) Aerodynamics The study of aerodynamic principles used in aircraft. Designed for a better understanding of basic design and devices used to improve aircraft performance. <i>Fall</i></p>	<p>AFLT356 \$ (1-2) Flight Instructor Flight Training Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of flight maneuvers required for the private and commercial airplane pilot (2 cr. for initial CFI; 1 cr. for CFI add-on). <i>Summer</i></p>
	<p>AFLT364 (2) Basic and Advanced Ground Instructor Prepares the student for the FAA basic and advanced ground instructor knowledge test. Topics include techniques of teaching aerodynamics, aircraft performance, aircraft systems, weight and balance, meteorology, navigation, and regulations. <i>Spring, Summer</i></p>

<p>AFLT365 (2) Instrument Flight Instructor Ground School Prepares the student for the FAA instrument flight instructor knowledge test. Topics include techniques of teaching instrument flight, analysis of instrument maneuvers, instrument approaches, enroute operations, regulations, and lesson planning. <i>Fall</i></p>	<p>instrument procedures, in-flight maneuvers, take-offs, landings, advanced airplane systems, and emergency procedures. <i>Fall, Spring, Summer</i></p>
<p>AFLT366 \$ (1–2) Instrument Flight Instructor Flight Training Flight and ground training to prepare the student for the FAA instrument flight instructor airplane practical test. Topics include the performance, teaching, and analysis of attitude instruments, instrument approaches, and enroute operations. (2 cr. for initial; 1 cr. for add-on.) <i>Fall, Summer</i></p>	<p>Aviation Maintenance</p> <p>AVMT108 \$ (4) Applied Science for Aerospace Technicians Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician could encounter. Includes the study and use of drawings and basic ground operations. <i>Fall</i></p>
<p>AFLT416 \$ (2) Turbine Transition 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). <i>Fall, Spring, Summer</i></p>	<p>AVMT114 \$ (2) Aircraft Basic Electricity A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. <i>Fall</i></p>
<p>AFLT430 \$ Alt (2) Crew Resource Management Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations. <i>Spring</i></p>	<p>AVMT116 \$ (2) Federal Regulations, Publications, Forms and Records Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. <i>Fall</i></p>
<p>AFLT467 \$ (1–2) Multi-Engine Flight Instructor Flight and ground training to prepare the student for the FAA multi-engine airplane flight instructor practical test. Topics include the performance, teaching, and analysis of maneuvers and procedures for the multi-engine airplane (2 cr. for initial CFI; 1 cr. for CFI add-on). <i>Summer</i></p>	<p>AVMT120 \$ (4) Materials and Processes for Aircraft Structures Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, non-destructive testing, and fluid lines and fittings. <i>Fall</i></p>
<p>AFLT469 (2) Instrument Ground Instructor Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations. <i>Fall</i></p>	<p>AVMT204 \$ Alt (2) Aircraft Electrical Systems Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. <i>Spring</i></p>
<p>AFLT474 \$ (3) Techniques of Mission Flying Develops special piloting skills required in remote undeveloped bush operations. Topics include pilotage, dead reckoning, GPS navigation, low-level operations, terrain flying, mountain passes and canyons, cargo drops, short fields, uphill and downhill operations on primitive airstrips, maximum performance techniques, and precision airplane control. <i>Fall, Spring, Summer</i></p>	<p>AVMT206 \$ Alt (4) Powerplant Electrical Systems A study of engine ignition and engine electrical systems (starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection-suppression systems). <i>Spring</i></p>
<p>AFLT485 (3) Airline Transport Pilot Ground School Prepares the student for the FAA airline transport pilot knowledge test. Topics include air-carrier or air-taxi regulations, high altitude weather, advanced weight and balance, and the performance and special problems in large airplane operations. <i>Fall, Spring, Summer</i></p>	<p>AVMT210 \$ Alt (4) Aircraft Systems An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and-rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble-shooting of aircraft systems. <i>Spring</i></p>
<p>AFLT486 \$ (3) Airline Transport Pilot Flight Training Flight and ground training to prepare the student for the FAA airline transport pilot airplane practical test. Topics include</p>	<p>AVMT220 \$ Alt (2) Aircraft Fuels and Fuel Systems A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. <i>Spring</i></p>

110 DEPARTMENT OF AVIATION**AVMT226 \$ Alt (2)****Engine Fuel Metering Systems**

A study of the engine side of the fuel systems (firewall forward). Includes an in-depth study of fuel-metering devices used on aircraft engines (carburetors, pressure carburetors, direct and continuous fuel-injection systems). Service, maintenance, repair and trouble-shooting of each different system type is covered in detail. *Spring*

AVMT228 \$ (1-3)**Maintenance: General, Airframe, or Power Plant Review**

A review of all subjects from a selected curriculum. A minimum of five examinations per curriculum area is required. Prerequisites: All applicable curriculum subjects must have been completed. *Fall, Spring*

AVMT237 \$ Alt (4)**Aircraft Hydraulic, Pneumatic, and Landing Gear Systems**

Operation and maintenance of aircraft hydraulic systems, pneumatic systems, landing-gear systems, and the inspection, checking, servicing, trouble-shooting, and repair of these systems and system components. *Spring*

AVMT304 \$ Alt (4)**Aircraft Metal Structures**

A study and application of the processes used in the fabrication and repair of aircraft metal structures. Welding theory and practice with emphasis on weld-quality identification. Riveted, aircraft, aluminum, sheet-metal structures including the fabrication and repair of such structures. *Fall*

AVMT306 \$ Alt (2)**Aircraft Non-metal Structures**

A study of wood and fabric as used in the construction of aircraft and a study of the methods, tooling, inspection, processes, and repair of composite aircraft structures. Includes the application, identification, and functions of aircraft protective finishes. *Spring*

AVMT308 \$ Alt (2)**Aircraft Assembly, Rigging and Inspections**

Study of the nomenclature and design features of both fixed-wing and rotor-wing aircraft and the assembly, alignment of aircraft structures, and rigging and balancing of control system. A detailed inspection of the entire aircraft or rotorcraft is covered as it applies to the airframe 100-hour and other required inspection. *Spring*

AVMT310 \$ Alt (4)**Gas Turbine Engines**

Principles and theory of jet-engine propulsion, design, types of, and associated systems. Maintenance, overhaul, installation-removal, repair, trimming, and troubleshooting of turbine engines. *Fall*

AVMT314 \$ Alt (3)**Aircraft Propellers and Engine Inspections**

Theory and limited work on propellers, both wood and metal. Encompasses fixed, adjustable, controllable, feathering, reversible, and the control of the latter by mechanical, hydromatic, or electrical control systems. The inspection practice of performing the 100-hour inspection on aircraft engines and propellers. *Spring*

AVMT316 \$ Alt (7)**Reciprocating Engine Systems and Overhaul**

A study of reciprocating engine theory, overhaul methods, and

practices and the installation of reciprocating engines. Also includes a study of the following engine systems: exhaust, cooling, induction, and lubrication. *Spring*

Technology**AVIA140 \$ (2)****Welding Technology**

Oxyacetylene and electric welding processes including oxyacetylene welding, cutting, and brazing; basic shielded metal arc welding and basic gas metal arc welding. A limited amount of out-of-position welding will be stressed. *Fall*

AVIA250 \$ (3, 4)**Machine Shop**

Basic set-up and operation of lathes, milling machines, grinders, drilling machines, and shapers; safety, machine maintenance, off-hand grinding, drill sharpening, layout, and inspection emphasized. *Spring*

AVIA285/470 (1-4)**Project Course**

Development of a skill in a given area of technology under the supervision of the instructor. Repeatable to 12 project credits. Prerequisite: Permission of instructor. *Fall, Spring*

AVIA275/476 (1-4)**Topics in _____**

Repeatable with different topics in aviation. *Arranged*

AVIA294 (1-3)**Cooperative Work Experience**

Work experience with an aviation organization or airline. A minimum of 120 hours of work required per credit. Graded S/U. Prerequisite: Permission of the department. *Arranged*

AVIA296/495 (1-3)**Independent Study**

Enables students to pursue topics in aviation not offered in other scheduled courses. Prerequisite: Permission of the department. Repeatable to 4 credits. *Arranged*

AVIA390 (1-4)**Internship**

On-the-job internship experience for those students seeking industrial experience which cannot be simulated in a classroom setting. A range of 120-150 clock hours of work are required for each credit. Selected in consultation with the student's advisor. May be repeated.

AVIA395 (1-4)**Practicum**

Lab or on-the-job experience to build skills in a specific area of technology. Prerequisite: Permission of department. Repeatable to 6 credits. *Arranged*

AVIA460 \$ (0)**Program Continuation**

The Aeronautics student may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes, or working to complete practical tests in the flight and/or maintenance programs. Registration for this title indicates full-time status. Prerequisites: permission of advisor and department chair.

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COLLEGE OF ARTS & SCIENCES

Keith E. Mattingly, *Dean*
 Donald L. May, *Associate Dean*
 Gary W. Burdick, *Assistant Dean for Graduate Programs*

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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 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. See p. 318 for additional pre-professional programs.

Dental Assistant and Dental Hygiene

James Hayward, *Coordinator*
 269-471-3241
 Price Hall (Science Complex)

Students interested in a dental assistant career should obtain information concerning the program from the school to which they wish to apply.

Students planning a career in dental hygiene should complete two years of college work before entering a professional school.

Upon completion of an additional two years of prescribed college work at a professional school, the student will earn a Bachelors degree in dental hygiene. For more information about dental hygiene, contact the American Dental Hygienists' Association: www.adha.org.

The following courses are recommended for the first two years before entering Loma Linda University. Students interested in applying to other professional schools should obtain specific entrance requirements for those schools.

Pre-dental Hygiene Curriculum

Cultural and Spiritual Heritage—14 (must include 2 areas)

Cultural—
 History/civilization, literature, fine arts (theory), foreign language, philosophy, ethics.
 Religion—3 units per year of attendance at a SDA college.
 Required only of students applying from Adventist or other religious colleges/universities.

Scientific Inquiry and Analysis—23

Physical/Natural Sciences—15
 *Chemistry—one academic year covering inorganic, organic, and biochemistry; *human anatomy and human physiology—two separate or sequential courses; *microbiology
 Social Science—8 (must include 2 areas)

*Introduction to sociology; remaining credits in anthropology (cultural anthropology recommended), economics, geography, political science, psychology

Communication Skills—9

*Freshman English, one complete sequence for BS degree; *speech/interpersonal communication/persuasion); computers

Health and Wellness—2

Health (personal health or nutrition)
 Physical education (2 activity courses)

*required courses

Dentistry

James Hayward, *Coordinator*
 269-471-3241
 Price Hall (Science Complex)

Preference is given to applicants who have a broad academic background with a baccalaureate degree. The minimum entrance requirement is 96 semester credits with a 2.70 GPA (C=2.00) in both science and non-science courses, although it is recommended that students should maintain an A/B average in science as well as overall. The Dental Aptitude Test (DAT) must be taken not later than October of the year preceding admission. Minimum entrance requirements for most dental schools follow. For more information, contact the American Association of Dental Schools: www.aads.jhu.edu and the American Dental Association www.ada.org.

Required courses for applicants to Loma Linda University:

English Composition—6
 Foundations of Biology—10
 General Chemistry—8
 Organic Chemistry—8
 General Physics—8
 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

Law

Brent Geraty, *Coordinator*
 269-471-6530, bgeraty@andrews.edu
 Buller Hall, Room 135

Law schools prescribe no particular college program. Therefore, a pre-law student may select her major(s) and minor(s) according to interest and aptitude without adversely affecting admission to law school. The prospective lawyer's education should be as broad as possible, including the development of writing and reading skills, logical and analytical thinking, and understanding of legal, political, social and economic issues and institutions. Because competition for admission to reputable law schools is intense, it is important to maintain a high level of academic achievement.

Students who want to go on to law school should consult frequently with the pre-law advisor, certainly at least once per year and preferably more often. The Pre-Law Society, a student-led and student-run organization, provides additional opportunities and resources for the pre-law student.

The web site for the Law School Admission Council: www.lsac.org provides a great deal of helpful information and is a good resource for students who are interested in preparing for, and getting into, law school.

Medicine

H. Thomas Goodwin: 269-471-3242
 Marcia A. Kilsby: 269-471-6294
 David N. Mbungu: 269-471-6399
 Marlene N. Murray: 269-471-6243
 D. David Nowack: 269-471-6065
 Rob Zdor: 269-471-6696
 Science Complex

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: www.aamc.org and the American Association of Colleges of Osteopathic Medicine: www.aacom.org. The pre-medical student may choose any major or minor and is encouraged to become acquainted with the main bodies of knowledge as represented by the various academic disciplines.

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.

Occupational Therapy

Bill Chobotar, *Coordinator*
 269-471-3262
 Price Hall (Science Complex)

The occupational therapist helps people cope with psychological or physiological dysfunction.

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.

A minimum grade of C is required for transfer credit. C- and D grades are not transferable.

Optometry

James L. Hayward, *Coordinator*
269-471-3241
Price Hall (Science Complex)

As a general rule, a minimum of two years of college work is required by optometry school. However, most students entering optometry schools have completed three or four years of college. The following courses with minor variations meet the entrance requirements of most optometry schools. For more information, contact the American Optometric Association: www.aoanet.org and the Association of Schools and Colleges of Optometry: www.opted.org.

Pre-optometry Suggested Courses

English Composition, Writing Seminars—8
Foundations of Biology—10
General Chemistry—8
General Physics—8
Introduction to Psychology—3
Mathematics—6
Microbiology or Bacteriology—3
Organic Chemistry—8
Physical Education—2
Religion—6
Social Sciences—8
Statistics—3

Pharmacy

D. David Nowack, *Coordinator*
269-471-6065
Halenz Hall (Science Complex)

Entrance requirements to colleges of pharmacy vary; therefore, it is imperative that students familiarize themselves with the requirements of the school of their choice. (Ferris State University [FSU], Wayne State University, and University of Michigan operate accredited colleges of pharmacy in the state of Michigan.) Information about the various schools of pharmacy can be found on the American Associate of Colleges of Pharmacy website: www.aacp.org. The doctor of pharmacy curriculum requires 2 years of pre-pharmacy and 4 years of professional pharmacy education.

The following prepharmacy courses are those required by FSU. FSU offers a calculus course in the summer that satisfies the pre-pharmacy requirements and require the PCAT for admission. Science courses with a grade of D are not transferable.

Pre-pharmacy Curriculum

General Chemistry—8
English Composition—6
Foundations of Biology—10
Communication (COMM104 or 320)—2 or 3
Introduction to Psychology or Principles of Sociology—3
Elementary Statistics (STAT340 or 285)—3
General Microbiology—4
Organic Chemistry—8
Calculus (MATH191)—4
Macroeconomics—3
Cultural Enrichment (one at 200-level)—9

Physician Assistant

Bill Chobotar: 269-471-3262
H. Thomas Goodwin: 269-471-3242
David N. Mbungu: 269-471-6399
Marlene N. Murray: 269-471-6243
Price Hall (Science Complex)

D. David Nowack: 269-471-6065
Halenz Hall (Science Complex)

Physician assistants (PAs), members of a health-care team, practice medicine with supervision of licensed physicians. PAs perform a wide range of medical duties from basic primary care to high-technology specialty procedures. Professional PA education offered at any one of more than 100 accredited schools is an intensive 2–3 year program. Most PA programs are moving toward requiring a bachelors degree including courses in biology, chemistry, English, humanities/social science, mathematics, and psychology. The level of the science courses varies from program to program; consequently, each school should be consulted about its prerequisite requirements. Acceptance to a professional program typically requires an extensive health-care experience such as nurse assistant, medical/X-ray lab technician, respiratory therapist, paramedic, hospital aide, and emergency medical technician.

The National Directory of PA Programs may be ordered from APAP at 950 N. Washington St., Alexandria, VA 22314 or phone: 800- 708-7581. PA programs and education can be accessed via the web: www.aapa.org.

Public History

John J. Markovic, *Coordinator*
269-471-3511
Buller Hall, Room 135

Public or applied history refers to careers in history-related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master's degree in a public or applied history program or certification upon completion of certain graduate courses are needed prior to employment. The Department of History & Political Science recommends as curricula a major in history with a second major or minor and electives as the most advantageous undergraduate basis for a public-history career. Curriculum recommendations are available from the department chair.

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.

Loma Linda University: Interested students may complete the prerequisites for Loma Linda University's Respiratory Care Education Program while attending Andrews University. Check with the above listed coordinator for the required course work. The Pre-LLU/RC student may then apply and transfer to LLU through its selective admissions process as a second-year student in their program.

BEHAVIORAL NEUROSCIENCE

Price Hall, Room 216, Buller Hall, Room 211
269-471-3243, 269-471-3152
kgbailey@andrews.edu
biology@andrews.edu, bhsc@andrews.edu

Faculty

Karl Bailey, *Director*, Psychology
Gordon Atkins, Advisor, Biology
Harvey Burnett, Psychology
Tom Goodwin, Biology
James Hayward, Biology
Herbert Helm, Advisor, Psychology
Shandelle Henson, Advisor, Mathematics
David Mbungu, Advisor, Biology
Duane McBride, Advisor, Behavioral Sciences
Robert Moore, Mathematics
Melissa Ponce-Rodas, Advisor, Psychology

Academic Programs	Credits
BS: Biology	
Neuroscience emphasis	67–69
Behavior/Mathematics emphasis	69–72
BS: Psychology	
Behavioral Neuroscience emphasis	68–70

Mission

As a program at a Seventh-day Adventist University, the behavioral neuroscience program aims to help students integrate their study of the mind and brain into their faith development and Christian walk by encouraging the careful study of, and faithful response to, their area of study and scholarship as both Christians and developing scholars.

Behavioral Neuroscience is an interdisciplinary program at Andrews University that is based in the Departments of Behavioral Sciences, Biology and Mathematics. Its purpose is to provide opportunities for undergraduates to prepare for exciting careers in the fascinating, rapidly growing scientific fields which involve the study of the brain and its control of behavior. In addition to helping students learn basic information about neurobiology, cognitive neuroscience, behavioral neuroscience, and mathematical modeling, the Behavioral Neuroscience program involves students in hands-on, laboratory experiences, using research-quality equipment, and prepares students to not only learn from their field of study but to actively contribute to that field as well. Indeed, research with a faculty mentor is an integral part of the program, with the goal of student presentation and publication of research in professional venues. The interdisciplinary nature of Behavioral Neuroscience is reflected in a common core of classes taken by all students, whether they are majoring in Psychology, Biology or Mathematics, and in the flexibility afforded by each of the three emphases within the program for interdisciplinary study and original research.

As an interdisciplinary program that exists across three departments, the Behavioral Sciences Program also aims to develop and reflect a spirit of collaboration and integration on the campus, as exemplified in the interdisciplinary interests and work of faculty and students.

Undergraduate Programs

Behavioral Neuroscience Core—41–43

PSYC180; BIOL165, 166; ZOOL475; CHEM131, 132, CHEM231, 232, 241, 242 **or** PHYS141, 142 **or** PHYS241, 242, 271, 272; PSYC364; PSYC445; PSYC449/BIOL450

BS: Biology

Neuroscience Emphasis—26

Research Methods: BIOL251, 252, 453
 Research Project: BIOL495 (2 cr)
 BIOL371, 372, 449, ZOOL468, 484, two upper division electives from Biology, Psychology or BCHM422
 (BCHM421 is a prerequisite for BCHM422)

Behavior/Mathematics Emphasis—28

Mathematical Methods: STAT340 or MATH286, MATH426
 Research Project: BIOL495 (2 cr)
 MATH191 or 195, 192, BIOL371, 372, 449, ZOOL484

BS: Psychology

Behavioral Neuroscience—27

Research Methods: PSYC432, 433, 434
 Research Project: PSYC438 (1 cr), 498 (2 cr)
 PSYC101, 460, 465, two upper division electives from biology, mathematics or psychology
 Cognate: BHSC230

General Education

Completing the Behavioral Neuroscience core meets general education requirements for Interdisciplinary Social Science and both Physical and Life Sciences. Completing the Psychology/BNS major meets the general education requirement for Foundational Social Science.

BEHAVIORAL SCIENCES

Buller Hall, Room 211
 269-471-3152, FAX: 269-471-3108
bhsc-info@andrews.edu
www.andrews.edu/bhsc/

Faculty

Duane C. McBride, *Chair*
 Karl G. Bailey
 Harvey J. Burnett
 Dawn Dulhunty, *Director of off-campus International Development Program (IDP)*
 Herbert W. Helm
 Øystein S. LaBianca
 Lionel N. A. Matthews
 Melissa Ponce-Rodas
 Joel Raveloharimisy, *Director of on-campus Community and International Development Program (CIDP)*
 Larry S. Ulery

Academic Programs	Credits
BS: Behavioral Sciences	39
Emphasis Areas	
Anthropology	39
Anthropological Archaeology	39
Public Health	38–39
Student Development	41
BS: Family Studies	39
BA: Psychology	31
BS: Psychology	40
Emphasis Areas	
Behavioral Neuroscience	68–71
General Program	40
Health Psychology	40–41
Pre-professional Program	40
BA: Sociology	30
BS: Sociology	38–39
Emphasis Areas	
Community & International Development (CID)	45
Emergency Preparedness	49
Deviant Behavior	38–39
Sociology of the Family	39
Minor in Anthropology	20
Minor in Behavioral Sciences	20
Minor in Family Studies	20
Minor in Community & International Development	20
Minor in Psychology	20
Minor in Sociology	20
Master of Science in Community and International Development (MSCID)	
Regular Standing, Two-Year Program	39–43
Advanced Standing, One-Year Program	30–35
Master of International Development Administration (MIDA)	39–40

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.

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.

Teacher Certification

Students seeking teacher certification on the secondary level may enroll in the Sociology minor. See the School of Education for full details.

Minors, Cognates and Electives

Majors should take advantage of the variety of undergraduate courses available at Andrews to acquire a broad education. Combining behavioral science courses with other areas such as business, health, and language provides avenues for reaching individual professional goals.

Students should counsel with advisors in selecting cognates and electives. Volunteer work is most beneficial and majors are urged to seek opportunities through the Service Learning Program. Those planning to pursue graduate studies should seek opportunities in research.

Research Sequence

It is strongly recommended that all BS majors take the Research Methods Sequence during their junior year.

Undergraduate Programs

BS: Behavioral Sciences (39)

(27 credits must be selected from courses numbered 300 or above)

Core Courses—15

ANTH124 or ANTH200 or SOCI119, SOCI432, SOCI474 or PSYC269; PSYC101, 450

Suggested General Education Courses—3

BHSC220 or BHSC235, PHIL224

Cognate

BHSC230

Electives—24

The remaining credits are to be selected from at least two of the areas offered in the department or as specified in an area of emphasis below. Those with specific vocational goals may wish to consider one of the following areas of emphasis:

Anthropology—39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses—15

ANTH124 or ANTH200 or SOCI119, SOCI432, SOCI474 or PSYC269, PSYC101, 450

Anthropological Core—15

ANTH124 or 200, ANTH205, ENGL440 or COMM436, ANTH455

Select at least 9 credits from the following choices:

ANTH415, 417, 478, 496, BHSC440*, BIOL330, COMM436, HIST468, FMST350, PLSC460, RELG360 or SOCI160, 425

Suggested General Education Courses

BHSC235, BIOL165 or 208, ECON225, PHIL224, RELT348

Cognate—3

BHSC230

Recommended: For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

*Students are strongly urged to take an international tour, cleared by the Anthropology advisor.

Anthropological Archaeology—39

(27 credits must be selected from courses numbered 300 or above)

Behavioral Sciences Core Courses—15

ANTH124 or 200 or SOCI119, SOCI432, SOCI474 or PSYC269, PSYC101, 450

Anthropological Archaeology Core—15

ANTH124 or 200, ANTH205, 435, 478, 496

Select at least 9 credits from the following choices:

ANTH440 Topics: Archaeology and the Bible (OTST510)
ANTH440 Topics: Bible Lands Explorations (OTST514)
ANTH440 Topics: Archaeology of Palestine (OTST614)
BIOL330, RELB111

Suggested General Education Courses

BHSC235, BIOL100, PHIL224, RELT348

Cognate—3

BHSC230

Recommended: For students planning graduate-level training in Anthropology, a foreign language is highly recommended.

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, 421, 431, 433, 434. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Public Health—38–39

(27 credits must be selected from courses numbered 300 or above). Because of the breadth of the public health emphasis, courses should be selected from each category in consultation with an advisor.

Behavioral Sciences Core Courses—18

PSYC101, 450, SOCI432, 433

Choose one: ANTH124, ANTH200 or SOCI119

Choose one: PSYC269, SOCI474 or 445

Public Health Core—14/15

BHSC405, SOCI350, 420 or HLED480

Choose one: PSYC420, SOCI408, SOCI415 or HLED445

Choose one: PSYC319, 471 or PSYC445

Select at least 6 credits from the following choices:

ECON225, FMST310, SOCI160

Suggested General Education Courses

*BIOL221 and *222 or *BIOL165 and 166; BIOL208, *CHEM110 or

*CHEM131 and 132, FDNT230, PHIL224, RELT348

Required Cognates—8

BHSC230, SOCI434, 480 Field Experience (2 cr)

*These classes are required for graduate school admission.

Students pursuing a BS in Behavioral Sciences with an emphasis in Public Health who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Community and International Development Program (MSCID) if they take at least two of the following: ACCT121, SOCI408, 421, 431. For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

Student Development—41

(27 credits must be selected from courses numbered 300 or above)

Core Courses—21

ANTH200 or SOCI119, BHSC230, PSYC210, PSYC/SOCI432, 433,

PSYC450, PSYC269 OR SOCI474

Emphasis Courses

PSYC204, 252, 420, 466, FMST201, SOCI345, 480

Required General Education Course—3

PSYC101

Cognate—2+

GDPC430

Recommended: GDPC438

BS: Family Studies (39)

(27 credits must be selected from courses numbered 300 or above)

Core Courses—33

BHSC440; FMST115, 201, 310, 350, 454, 460, 470, PSYC301, 420, SOCI440

Family Studies Electives—6

ANTH420; COMM320; PSYC319, 410, 466; SOCI345, 350, 430, 460; SOWK315,* and as authorized by advisor.

Required General Education Course—3

PSYC101

Cognates—15

BHSC230, COMM445, FDNT230, PSYC432, and one of the following: FNCE206, BSAD104, or BSAD210

BA: Psychology (31)

(21 credits must be selected from courses numbered 300 or above)

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention—1

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)

Methodology—9

PSYC432, 433, 434

Content Courses (Groups A & B)—15

A minimum of five courses from Groups A & B and/or C

Group A (a minimum of two courses from this group)

PSYC364, 425, 449, 465, 471, 445

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

(The 5th course can be chosen from either Group A, B or C)

Group C

PSYC410, 486

Cognates—19–25

BHSC230, BIOL221, 222 or BIOL165, 166, PHIL224, RELT340,

SOCI119 or ANTH200, one sociocultural awareness class or experience (may be met by taking: BHSC235, ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience

Major Field Test: Majors are required to take the Major Field

Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology

BS: Psychology

Four options are available—the General Program, the Pre-Professional Program, Health Psychology Emphasis, and Behavioral Neuroscience. The Pre-Professional Program is for students planning a graduate degree. Whichever program students choose, they should consult their advisor in regard to their psychology classes, general or elective classes, and an elective minor. Classes should be chosen with occupational goals in mind. Students planning on graduate school should choose classes related to that area of specialization.

General Program—40

(27 credits must be selected from courses numbered 300 or above)

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention or Field Experience—1–2

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)—1–2 credits or PSYC480—2 credits

Methodology—3

PSYC432

Content Courses (Groups A, B, C)—18

A minimum of five courses from Groups A & B

Group A (a minimum of two courses from this group)

PSYC210, 364, 425, 445, 449, 465, 471

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Group C (a minimum of one course)

PSYC410, 420, 486

Electives—11–12

Electives may be chosen from Content Courses not taken to meet minimum requirements. Other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Cognates—16–22

BHSC230; BIOL221, 222 or BIOL165, 166, RELT340, SOCI119 or ANTH200, one sociocultural awareness class or experience (may be met by taking: BHSC235, ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology.

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Pre-Professional Program—40

(27 credits must be selected from courses numbered 300 or above)

Introduction—3

PSYC101

Developmental—3

PSYC301 (or other developmental course)

Professional Convention—1–2

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)

Methodology—9

PSYC432, 433, 434

Content Courses (Groups A, B, C)—18

A minimum of five courses from Groups A & B

Group A (a minimum of two courses from this group)

PSYC364, 425, 445, 449, 465, 471

Group B (a minimum of two courses from this group)

PSYC269, 450, 454, 460

Group C (a minimum of one course)

PSYC410, 486

Electives—5–6

Electives may be chosen from Content Courses not taken to meet minimum requirements, other PSYC courses in the undergraduate program, or those approved by the advisor/chair.

Cognates—19–25

BHSC230, BIOL221, 222 or BIOL165, 166, PHIL224, RELT340, SOCI119 or ANTH200, one sociocultural awareness class or experience (may be met by taking: BHSC235, ANTH200, SOCI425, BHSC440: Cultural Psychology, an international tour via Andrews, student missionary experience, or attending Adventist Colleges Abroad).

Recommended: Field Experience and a reading knowledge of a foreign language are strongly recommended, particularly for students who plan to take graduate studies in Psychology

Major Field Test: Majors are required to take the Major Field Test in Psychology. The exam assesses the following areas: memory and thinking, sensory and physiology, developmental, clinical and abnormal, social, and measurement and methodology.

Health Psychology—40–41

(27 credits must be selected from courses numbered 300 or above)

Core courses—21

PSYC101; PSYC301 (or other developmental course), PSYC269, 432, 433, 434, 450

Emphasis—18

BHSC450, PSYC210, PSYC319 or SOCI420, PSYC460, PSYC465 or PSYC454, PSYC471 or PSYC364

Professional Convention—1–2

PSYC438 Workshop: Midwestern Psychological Convention (or an equivalent professional convention)

Cognates—21–24

BHSC230, BIOL221, 222, or BIOL165, 166, CHEM110 or 131, FDNT230, RELT340

Major Field Test: required in Psychology

Behavioral Neuroscience—41–43 Core + 27 Concentration

See p. 115.

Psychology students 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 their completed undergraduate program of study includes:

Major Courses: PSYC432, 433, 434

Cognate: BHSC230

Electives: ACCT121, SOCI408, 421, 431

For more information regarding the MSCID, see Behavioral Sciences Graduate Program section.

BA: Sociology (30)

30 credits (not including general education courses) are required. Of these, 24 credits must be selected from courses numbered 300 and above.

Core Courses—15

Introduction: SOCI119

Methods: SOCI432, 433, 434

Theory: SOCI474

Substantive Areas—15

Family: FMST201

Criminal Justice: SOCI315 or SOCI345

Health: SOCI420 or SOCI415

Race & Gender: SOCI425 or SOCI430

Policy: SOCI350 or SOCI455

Required General Education Courses—9

BHSC220, ANTH200, RELT340

Cognates—18

BHSC230, ECON225, PSYC180, PHIL224, PSYC450, PSYC101
Major field test is required. It is expected that all majors will attend at least one professional conference before graduation.

BS: Sociology (38–39)

(27 credits must be selected from courses numbered 300 or above)

Core Courses—29–30

SOCI119, SOCI345 or SOCI315, SOCI415 or FMST201

SOCI420, 425, 430, 432, 433, 434; 474

Electives—9

(Choose three of the following five classes)

FMST310, SOCI350, 410, 440, 460

Required General Education Courses—9

BHSC220, PSYC101, RELT340

Cognates—15

(The following courses are required choices in your general education or elective program)

ANTH200, BHSC230, ECON225, PHIL224, PSYC450

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

Major Field Test: Majors are required to take the Major Field Test in Sociology

* It is expected that all majors will attend at least one professional conference before graduation

Community & International Development—45

(27 credits must be selected from courses numbered 300 or above)

Community development workers perform a wide array of tasks that enable communities at the local or international level to change and improve various aspects in the lives of their residents. They work in different settings such as inner city agencies, service-learning organizations, community service organizations, community advocacy groups, etc. Additionally community development workers could work overseas in international relief and development agencies as well as for church-based mission programs.

Students qualify for entry into the BS CID when they:

- Earn a minimum GPA of 2.00
- Receive grades of C or better in all required program prerequisite and cognate courses

Behavioral Sciences Core Courses—15

SOCI119, SOCI474, PSYC101, 450, SOCI432

Emphasis Courses—30

SOCI160, 350, 408, 421, 431, 433, 434, 480 (2); PSYC315 or BSAD355; ACCT121, ECON225

Cognate—3

BHSC230

Field Experience: Students are required to complete a 200-hour internship: 2 credits of SOCI480 or, for double majors with the BSW, SOWK435 plus 1 credit of SOCI480 (to the BSW internship add 100 hours of CID activities). Internships are normally completed during the senior year.

Recommended: A reading knowledge of a foreign language is strongly recommended for those planning on graduate work. It is expected that all majors will attend at least one professional conference before graduation.

Completion of this emphasis prepares a student for Advanced Standing in the Master of Science in Community & International Development (MSCID) program, which allows students to finish the degree in one year instead of the usual two.

Emergency Preparedness—49**Foundation Courses—39**

BHSC450 or SOCI420, SOCI425 or SOWK315, BHSC230, FDNT469, PLSC260, PSYC315, 319, SOCI160, 350, 432, 433, 434, 470, SOWK460

Emphasis Courses—10

SOCI408, 478, 490, BSAD355

Required General Education Courses—15

BHSC235, BIOL208, 260, CHEM100

Cognates—6

ACCT121, ECON225

Completion of this emphasis prepares a student for Advanced Standing in the Master of Science in Community and International Development (MSCID) Program.

Electives

SOCI445, 449, *BSAD426/526, COMM435/535, SOWK477, IDSC680, ANTH417

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Deviant Behavior—38–39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—29–30

SOCI119, 345, SOCI415 or FMST201, SOCI420, 425, 430, 432, 433, 434, 474

Emphasis Courses—9

FMST454, PSYC460, SOCI315

Required General Education Courses—9

BHSC220, PSYC101, RELT340

Cognates—15

(The following courses are required choices in your general education or elective program)

ANTH200, BHSC230, ECON225, PHIL224, PSYC450

Required Cognates for Emphasis—6

PSYC420, 460

Recommended: A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Sociology of the Family—39

(27 credits must be selected from courses numbered 300 or above)

Core Courses—24

SOCI119, SOCI345 or SOCI315, SOCI420, 425, 432, 433, 434, 474

Emphasis Courses—12

BHSC440, FMST201, 350, SOCI430

Required General Education Courses—9

BHSC220, PSYC101, RELT340

Cognates—27

(The following courses are required choices in your general education or elective program)

ANTH200, BHSC230, ECON225, FMST310, 454, 460, PHIL224, PSYC420, 450

Electives—3

Recommended: A reading knowledge of a foreign language for those planning on graduate work in Sociology.

Major Field Test: Majors are required to take the Major Field Test in Sociology.

*It is expected that all majors will attend at least one professional conference before graduation.

Minors

All minors require that students earn at least 14 credits in courses numbered 300 and above.

Minor in Anthropology**(20)**

ANTH124, 200, 455 or 496. Students interested in emphasizing archaeology should also select ANTH205 and 435. Recommended cognates for students interested in archaeology include BHSC235, SOCI160 and 432.

Minor in Behavioral Sciences**(20)**

Selected from at least three of the following five areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.

Minor in Family Studies (20)

FDNT230, FMST115, 201, 310, 460. Additional credits chosen in consultation with program advisor.

Minor in Community and International Development (20)

ACCT121, BHSC230, PSYC315 or BSAD355, SOCI160, 408, 421, 432

General Education requirement: ANTH200

Other recommended course: SOCI480 (2)

(Students will complete a minimum 200-hr internship.)

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: SOCI350, 433, 434, 455.

Minor in Psychology (20)

PSYC101, at least one of PSYC364, 445, 449, 465, 471; and at least one of PSYC269, 450, 454, 460. Remaining 11 credits to be chosen from the other PSYC courses.

Minor in Sociology Teacher Certification (20) (20–21)

SOCI119, one of BHSC220, FMST201, SOCI425 or 430, one of SOCI315, 345 or 415, one of SOCI160, 420 or 470, SOCI474

Electives—to equal 5 credits

Students wishing to use a sociology minor for Secondary Teaching Certification must take the requirements above, plus SOCI433 Research Methods III—Survey and Experimental Research. (This course requires SOCI434 as a corequisite). The research courses may be used to fulfill the electives.

Graduate Programs

Community & International Development Program (on-campus)

Buller Hall, Room 203

Phone: 269-471-6538

269-471-6675

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Administration

Joel Raveloharimisy, *Director*

Academic Program	Credits
MSCID (Master of Science in Community and International Development)	
Two-year Regular Program	39–43
One-year Advanced-Standing Program	30–35

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.

Admission Requirements

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

- Qualify for general admission into graduate studies at Andrews University (see p. 52)
- Have completed an undergraduate course in statistics. Provisional acceptance is granted, with the undergraduate statistics course to be completed during the first semester in the program. Students who enter the program in the spring semester must have completed a statistics course not more than three years prior to enrollment. They must also meet the requirements outlined below.

MSCID—Regular Standing, Two-Year Program

The regular standing two-year program requires 39–43 credits of coursework and internship.

Applicants to the regular two-year program must meet the following criteria, in addition to other general admission requirements of the Andrews University School of Graduate Studies & Research:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or 3.50 in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;

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- 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.

MSCID—Advanced Standing, One-Year Program

The advanced standing one-year program requires 30–35 credits of coursework and at least 300 hours of internship.

This alternative will allow students to finish their MSCID in one year, provided they have taken certain courses or courses of similar content during their undergraduate years in college. Students will be admitted into the advanced standing program if they have taken at least 7 of the following courses or their equivalents: ACCT121 Accounting, Research Methods I, II, III, IV (BHSC230, SOCI432, 433, 434), SOCI408 Emergency Preparedness, BSAD355 Management & Organization or PSYC315 Human Resources or Management of NPO, SOCI421 Development Theory & Practice, SOCI431 Project Design & Management, and Social Policy.

Advanced Standing curriculum is based on Regular Standing requirements, with course requirements taken prior to admission as prerequisites waived and credits reduced to no fewer than 30. Students who have taken at least 5 of these prerequisites may be accepted provisionally into the advanced standing program. Provisional status will remain in effect until the prerequisites are completed.

Students majoring in Anthropology, Psychology or Sociology with an emphasis in Emergency Preparedness or Public Health may refer to those sections of the bulletin for specific information on how these prerequisites can be integrated into their major.

In addition to having completed the prerequisites listed above and meeting the general admission requirements of the Andrews University School of Graduate Studies & Research, applicants to the one-year Advanced Standing program should also have the following:

- A bachelor's degree from an accredited college or university;
- An overall undergraduate GPA of 3.00 or higher, 3.50 or higher in 8 or more credits of previously taken graduate courses graded A–F. Students may be admitted provisionally with a GPA of 2.6 or higher. Such students must maintain a GPA of 3.0 or higher during their first 12 graduate credits to continue in the program;
- Completed Graduate Application packet.

The director of the program may request a personal interview or a third reference and/or other information.

Students who apply for admission to the MSCID program have two options related to the Graduate Record Exam (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. Scholarship amounts are based on the score achieved on the exam. For students who do not seek a graduate scholarship based on the GRE score, the GRE is not required.

Incoming graduate students who have finished their

undergraduate degree in a relevant field or at a different university, but lack some courses with similar content required for advanced standing in the MSCID program, may take the CLEP test (College-Level Examination Program) so that they may qualify for advanced standing. Decisions regarding what classes could be accepted through CLEP will be taken on an individual basis.

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

Degree Requirements

Satisfactory completion of the curriculum listed below:

Regular Standing—39–43

CIDP Core Courses—11

CIDS520 (3), CIDS555 (3), SOCI508 (2), CIDS631 (1), ANTH517 (2)

Development Management—12

CIDS530 (3), CIDS536 (3), CIDS560 (3), CIDS515 (3) or BSAD530 (3)

Research Tools & Skills—8–9

SOCI533 (2), SOCI534 (2), CIDS632 (1), CIDS670 (0), CIDS677 (1), CIDS698 (2) or CIDS699 (3)

Practicum—2

CIDS680 (2)

Concentration Electives—6–9

(At least 3 courses, as discussed below)

TOTAL credits required—39–43

Advanced Standing—30–35

Students must complete at least 7 of the following classes to be eligible for Advanced Standing. Those with at least 5 classes may be accepted provisionally into Advanced Standing, and the missing prerequisites will be taken in addition to the regular requirements for the MSCID.

ACCT121/ACCT500	Survey of Accounting
BHSC230	Research Methods I
SOCI432/532	Research Methods II
SOCI/433533	Research Methods III
SOCI434/534	Research Methods IV
SOCI421/CIDS520	Development Theory & Practice
SOCI408/508	Emergency Preparedness
SOCI455/CIDS555	Development Policy & Analysis
SOCI315/CIDS515/BSAD515	Organization & Human Resources or BSAD530 Management of NPO
SOCI431/CIDS530	Needs Assessment, Capacity Mapping & Program Planning

Concentration Areas

The concentration area is selected by individual choice and will draw on Behavioral Sciences faculty strengths and utilize courses offered throughout the university. The program director/advisor, in consultation with the student, will select a minimum of three courses for 6–9 credits of elective courses (7–9 for advanced standing) related to the chosen concentration to meet the student's career goals. Students interested in international exposure but who cannot afford an overseas internship may elect to take a Study Tour and use applicable credits toward those required for the concentration. The number of tour credits applied to the degree must not exceed what is allowed by university policy (see Graduate Academic Information section for details). The tour should be relevant to the student's area of concentration. The student will submit a plan and rationale for the concentration requirements to the program director/advisor for approval.

Students, in consultation with the program director, may choose area of concentration that aligns with their research and career interests. Concentration areas are listed below, along with courses a student may take in each area. Students may, in consultation with their advisor, substitute courses within a concentration area. Additionally, students may choose a different area of concentration, provided they provide documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

Advocacy

- PLSC585 Seminar in International Relations—3
- PREL510 Advancement and Communication (Public Relations)—3
- SOCI515 Racial and Ethnic Relations—3
- CIDS580 Organizational & Community Leadership—1–2
- CIDS575 Topics—3

Development Education

- EDCI650 Curriculum Design and Development—3
- EDCI696 Project Implementation—1–2
- CIDS550 Education for Sustainable Development—3
- SOCI565 Demography—3
- EDCI684 International Perspectives on Curriculum—3
- CIDS575 Topics—3

Emergency Preparedness & Management

- SOCI555 Emergency Planning—2
- COMM535 Crisis Communications—2
- SOCI549 Disaster Response & Emergency Operations—2
- SOCI578 Principles & Practice of Hazards Mitigation—3
- CIDS575 Topics—3

Gender and Development

- SOCI510 Gender Roles in Contemporary Society—3
- CIDS585 Gender, Economic Development, and Poverty Reduction—3
- SOCI560 Family Resource Management—3
- CIDS590 Issues in Gender and Development—3
- CIDS575 Topics—3

Global Health

- NRS517 Health Care Systems—3
- SOCI554 Community Health & Human Disease—3
- FDNT545 Nutrition and Wellness Program—2–4
- FDNT570 Maternal & Child Health—3
- CIDS575 Topics—3

Governance and Leadership

- CIDS580 Organizational & Community Leadership—1–2
- CIDS525 Ethics in Development—2
- CIDS565 Institutions in Development—3
- CIDS570 Governance in Developing Countries—3
- CIDS575 Topics—3

International Relations and Development

- PLSC585 Seminar in International Relations—3
- CIDS565 Institutions in Development—3
- SOCI515 Racial & Ethnic Relations—3
- SOCI565 Demography—3
- COMM536 Issues in Intercultural Communication—3
- CIDS575 Topics—3

Microenterprise & Social Entrepreneurship

- BSAD545 International Management—3
- BSAD556 Topics in Entrepreneurship
- BSAD560 Intercultural Business Relations—3
- BSAD670 Human Resources Seminar—3
- SOCI510 Gender Roles in Contemporary Society—3
- CIDS575 Topics—3

NGO Development and Operations

- ACCT455 Accounting for Not-for-Profit Organizations—3
- BSAD560 Intercultural Business Relations—3
- BSAD556 Topics in Entrepreneurship
- BSAD670 Human Resources Seminar—3
- MKTG540 Marketing for Non-Profit Organizations—3
- COMM536 Issues in Intercultural Communication—3
- One of: BSAD515 Organizational Behavior—3, CIDS515 Organization & Human Resources—3, or BSAD530 Management of NPO—3 (Concentration area selection must not also apply toward core)
- CIDS575 Topics—3

Peace and Conflict Resolution

- SOCI565 Demography—3
- COMM536 Issues in Intercultural Communication—3
- CIDS575 Topics—3

Policy Analysis

- SOWK550 Social Policy—3
- SOWK630 Policy for Social Change—3
- CIDS575 Topics—3

The schools and departments regulate policies that govern the elective courses offered as part of the concentration package and some may not be available. Some elective courses may require prerequisites and should be discussed in advance with the program director/advisor for guidance in completing the concentration.

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

Assistantships

Students have the opportunity to apply for graduate assistantships—administrative, teaching or research.

MSCID/MSW Dual Degree

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.

Collaborative Program Objectives

1. To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
2. To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Requirements for Admission

Applicants to the MSCID/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from an accredited four-year college or university in the U.S., or hold an equivalent educational credential from another country. Application must be made separately to both the MSDIC and MSW programs. Acceptance into one program does not guarantee acceptance into the other.

Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

1. Students must maintain a minimum cumulative GPA of 3.0;
2. No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39 credit hours for the two-year regular program, which includes 6–9 elective credits (minimum of 3 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 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.

Administration & Development Emphasis

- SOWK630 Policy for Social Change (3)
Satisfies CIDS555 Development Policy & Analysis (3)
- CIDS530 Needs Assessment, Capacity Mapping & Program Planning (3)
- CIDS536 Development Design & Evaluation (3)
Satisfies SOWK675 Topics: Grantwriting (1)
- CIDS520 Development Theory & Practice (3)

- *Choose one:*
CIDS515 Organization & Human Resources (3)
BSAD515 Organizational Behavior (3)
BSAD530 Management of Not-for-Profit Organizations (3)

- SOWK635 Advanced Field Experience* (5)
Satisfies CIDS680 Field Practicum (2)
- 6–9 Social Work core credits (3 classes) to count as CIDP electives, including SOWK660 Advanced Practice Evaluation

* Must be planned in consultation with both programs in order to satisfy all requirements.

Shared credits:

Core Social Work/Core CIDP	5
Social Work emphasis/Core CIDP	10
CIDP emphasis/Core Social Work	<u>6–9</u>
TOTAL shared	21–24

International Social Work Emphasis†

- SOWK630 Policy for Social Change (3)
Satisfies CIDS555 Development Policy & Analysis (3)
- CIDS530 Needs Assessment, Capacity Mapping & Program Planning (3)
- CIDS536 Development Design & Evaluation (3)
Satisfies SOWK675 Topics: Grantwriting (1)
- CIDS560 Political Economy of Development (3)
- SOWK635 Advanced Field Experience* (5)
Satisfies CIDS680 Field Practicum (2)

- 6–9 Social Work core credits (3 classes) to count as CIDP electives, including Advanced Practice Evaluation

* Field experience must be planned in consultation with both programs in order to satisfy all requirements.

† Students in this emphasis must also take SOWK537 International Social Work (2)

Shared credits:

Core Social Work/Core CIDP	5
Social Work emphasis/Core CIDP	8
Social Work electives/Core CIDP	2
CIDP emphasis/Core Social Work	<u>6–9</u>
TOTAL shared	21–24

Subsequent to publication of the 2011–2012 Andrews University Bulletin, the International Development Program was moved into the Department of Behavioral Sciences for the 2011–2012 school year.

International Development Program (off-campus)

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 Patricia Mutch, Concentration Advisor
 Joel Raveloharimisy, Concentration Advisor
 Charles Tidwell, Concentration Advisor

Academic Programs	Credits
MIDA (Master of International Development Administration)	
International Development Emphasis	39–40
Organizational Leadership Emphasis	39–40
Graduate Certificate	
International Development	15
Organizational Leadership	15

Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life for people everywhere. Through its Off-Campus Programs, Andrews University has made it possible for students to earn degrees at off-campus locations around the world. The International Development Program is one such option. The principal purpose of this program is to provide a venue for leadership training of professionals whose work responsibilities and life situation do not permit a return to full-time study at a university campus. The interdisciplinary program takes three to five years to complete and it draws on the strength of all six schools of the university. Students attend 3–4 week intensive sessions at extension sites in various locations around the world. The goal of the Program is to strengthen organizations in project management skills and administration. The ultimate goal is to enable graduates to acquire whatever capacities they need to be effective agents in assisting communities to attain well-being for its present members and their future generations.

Administration of the Program

The off-campus International Development Program (IDP) is administered by the IDP Coordinating Committee which includes administrators and faculty from the the College of Arts & Sciences, the School of Business Administration, the School of Education and the Seventh-day Adventist Theological Seminary. The committee also works with governmental and non-governmental organizations in planning and implementing new courses and curricula and in scheduling venues for delivery of intensives. It also develops and monitors compliance with policies governing admission of students to the program, student academic progress, and admission to candidacy status. Further, this committee receives council from the IDP Advisory Board which means annually and consists of academics, NGO practitioners, and church administrators.

The day-to-day administration of the program is the responsibility of the International Development Program office headed by the director of the International Development Program.

Teaching Sites

The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but currently include Canada (English), Chile (Spanish), Ghana (French and English), Italy (English), Japan (English), Kenya (English), Rwanda (French and English), and South Africa (English). A university campus is the preferred venue in each region for the teaching sessions.

Admission Requirements

To be admitted to regular standing into the International Development Program, students must

- Qualify for general admission into graduate studies at Andrews University (see p. 52)
- Have a four-year baccalaureate degree or its equivalent
- Demonstrate computer literacy skills such as word processing and Internet usage

Note:

- Access to e-mail communication is very important for participation in this program.
- The Graduate Record Examination (GRE) transcript requirement is waived for students in the overseas program.
- TOEFL is waived for students in this program.

Notice for Students and Public

The Master of International Development Administration: International Development degree is offered in Alberta, Canada, pursuant to the written approval of the Minister of Advanced Education and Technology effective 01 September 2011 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

MIDA: International Development (39–40)

The International Development emphasis is to meet the evolving needs of professionals to advance their field of interest, whether it is humanitarian work, economic development, international business, health, or other professions involved with social, cultural, and political challenges within communities. It is a program to build capacity in leadership based on principles of excellence, justice, and advocacy to embrace sustainable partnerships.

Core Courses—29

Social Science Foundations—8

CIDS520, GDPC622, ANTH517

Planning/Evaluation—6

CIDS530, 536

Management—8

BSAD525, 530, COMM590

Individual and Organizational Accountability—7

ACCT625, IDSC610, PLSC525

Concentration—10–11

Concentration topics include, but are not limited to: Advocacy, Agro Forestry, Civil Society, Cross Cultural Relations, Development Policies of Government and Religion, Disaster Preparedness, Education, Environmental Studies, Food Security, Gender and Development, International Agriculture, Microenterprise, NPO Policies and Operations, Peace and Conflict Resolution, Poverty Mitigation, and Public Health.

Research and Practicum Requirements—5–6

IDSC680, IDSC697 or IDSC699

Development Concentration—5

IDSC597, 640, 690

TOTAL—39–40

Concentrations in International Development

Students in the International Development Program are required to complete a concentration involving a minimum of ten semester credits

in a selected specialization area. The majority of the Concentration courses are completed in an independent format. This allows the student's specialization area to be uniquely tailored to suit his/her needs and professional goals. A concentration area is selected in consultation with the Concentration Advisor during the first two years of study. Once a topic has been decided, a Concentration Mentor is assigned who, together with the Concentration Advisor, guides the student through the concentration requirements.

MIDA: Organizational Leadership (39–40)

The mission of the Organizational Leadership emphasis is to develop trained leadership to meet the needs of a growing church membership, a growth which will place significant demands on support organizations and other church institutions. Such leaders will develop skills based on the concepts of servant leadership, will understand and practice leadership as a collaborative process, and will demonstrate appropriate administrative skills in research, strategic approaches to program planning and evaluation, finance, communication, and ethics along with skills in a specific area of leadership. Concentrations may include church administration, community and international development, or other concentrations as requested and approved.

Core Courses—34

Social Science Foundations—8

ANTH517, GDPC622, CIDS520

Planning/Evaluation—9

CHMN526, IDSC620, 630

Management—9

BSAD525, 530, COMM590

Individual and Organizational Accountability—8

ACCT625, PLSC525, THST634

Concentration—5–6

Concentration topics include but are not limited to Church Administration; Community and International Development. IDSC597, IDSC690, IDSC697 or 699

TOTAL—39–40

Graduate Certificates

To qualify for a graduate level certificate, prospective students must already hold a terminal undergraduate degree (a bachelor's degree). The purpose of a graduate certificate is to provide specialized knowledge within a certain emphasis. The certificate involves less cost and requirements than a master's degree. The certificate program represents a focused collection of courses (15 credits) and when completed affords the student a record of academic accomplishment at the graduate level in organizational leadership or international development.

Graduate Certificate: International Development (15)

Required courses—6

BSAD530, CIDS520

Elective courses—9

ACCT625, ANTH517, BSAD525, CIDS530, 536, COMM590, GDPC622, IDSC610, PLSC525

TOTAL—15

Graduate Certificate: Organizational Leadership (15)

Required courses—6

CIDS520, IDSC620

Elective courses—9

ACCT625, ANTH517, BSAD525, 530, CHMN526, COMM590, GDPC622, IDSC630, PLSC525, THST634

TOTAL—15

Courses

(Credits)

See inside front cover for symbol code.

Anthropology

ANTH124

Alt (3)

Introduction to Anthropology

An introduction to the anthropological perspective. Topics include cognitive and social aspects of language, biology and the study of culture, origins of culture, archaeology and cultural beginnings, introduction to the study of cultural variation, and models of culture. Offered even years.

ANTH200

(3)

Cultural Anthropology

Comparative study of human diversity and of ways of being human. The concept of culture and ethnography as the primary tool of cultural anthropological research. Salient features of tribal communities, state level policies and modern network society. Globalization and its social, economic and environmental consequences. Understanding "ourselves" and those we call "others."

ANTH205

Alt (3)

Introduction to Archaeology

An introduction to some of the discoveries made by archaeologists and to some of the methods whereby their discoveries are made. Advances in archaeological method and theory over the past 100 years are explained and illustrated. Normally offered odd years.

ANTH415

◆ (3)

Urban Anthropology

An introduction to ethnographic approaches to understanding urban populations and problems. Special emphasis placed on examining the uses of quantitative methods in the design of urban community initiatives.

ANTH417

(3)

Cultural and Development Anthropology

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.

ANTH420

◆ (3)

Food and Culture

An analysis of the role of food in human affairs with special emphasis on understanding who is well fed and who is hungry among the world's peoples and why such huge differences exist in the level of food security among the world's people.

ANTH435

◆ (3)

Museum and Lab Methods

Methods for preparation and preservation of archaeological finds. Conservation, cleaning, cataloguing, and classification. Analysis of lithics, ceramics, faunal and floral remains, metals, and glass.

ANTH440

◆ (1–3)

Topics in Anthropology

Topics in cross-cultural anthropology. Repeatable as topics vary.

ANTH455 ♦ (3)
Ethnography
 An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of various ways of doing ethnographic fieldwork within and beyond the discipline of anthropology. Examples of ethnography in international development, business, industry and government will also be discussed. *Every other year.*

ANTH478 ♦ (3)
Archaeological and Ethnographical Perspectives on the Middle East
 History of exploration. Beginnings of sedentary food production and pastoralism. Rise of Egyptian and Mesopotamian civilization. Israel, Ammon, Moab, and Edom. Rome and Christianity. History of the Arabs and Islamic civilization. Ethnographical perspectives on women, families, tribes, and states. Islam and the modern world. Offered as credit on summer tours.

ANTH495 (1-3)
Independent Studies/Readings in Anthropology

ANTH496 ♦ (1-8)
Supervised Fieldwork in Anthropology or Archaeology
 Students may apply to participate as trainees on research projects sponsored either by the Department of Behavioral Sciences or the Institute of Archaeology.

ANTH517 (2)
Cultural and Development Anthropology
 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.

ANTH600 (2-3)
Seminar in Cultural Anthropology
 The study of culture and cultural variation. The contemporary beliefs, values, institutions and material way of life of people in North America are contrasted with those of people living in other regions of the world today and in the past.

Behavioral Sciences

BHSC100 \$ (2)
Philosophy of Service
 Provides a theoretical and practical basis for understanding and meeting needs of communities and individuals. Course materials include works from Christian and secular sources. Students develop an individualized practical plan to understand and meet needs. Does not apply to a major or minor.

BHSC220 (3)
An Interdisciplinary Approach to Contemporary Social Issues
 Issues may include drug abuse, the family, crime/violence and punishment, AIDS, poverty, and health care. Integrates foundational social science with a Christian perspective to help students understand the origins of current societal issues and strategies for addressing those issues.

BHSC220V C (3)
An Interdisciplinary Approach to Contemporary Social Issues
 Paper correspondence course—see content above.

BHSC230 \$ (3)
Research Methods I: Statistics for the Behavioral Sciences
 Probability concepts, frequency distributions, measures of central tendency, measures of variation, using frequency distributions, point-estimation and confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square and ANOVA.

BHSC235 (3)
Culture, Place and Interdependence
 Uses and integrates concepts from anthropology, geography and other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.

BHSC235V C (3)
Culture, Place and Interdependence
 Paper correspondence course—see content above.

BHSC300 \$ (1-2)
Philosophy of Service Fieldwork
 Provides an opportunity for the practical application of the theories, principles and concepts learned in BHSC100. Prerequisite: BHSC100 or permission of Service Learning Coordinator. 20 hours of service is required for each credit registered for. Does not apply to a major or minor.

BHSC378 \$ (0)
Study Tour
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

BHSC405 (3)
Introduction to Public Health
 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.

BHSC438 (1-3)
Workshop
 Provides an opportunity to study in a focused area within the behavioral sciences. A paper is required for more than one credit and may be required for one credit.

BHSC440 (1-4)
Topics in _____
 Examines emerging issues in the behavioral sciences. Repeatable in different specialized areas.

BHSC450 ♦ (3)
Community Health and Human Disease
 Examines in-depth emerging issues in the behavioral sciences. May be repeated in different specialized areas.

BHSC495 (1-3)
Independent Study/Readings in Behavioral Sciences
 Individual assignments and/or reports and/or individualized

research in behavioral sciences are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.

BHSC498 (1-3)
Research Project in Behavioral Sciences

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.

BHSC575 (1-5)
Topics in Behavioral Sciences

Repeatable with different topics. This topic course could be used to register for a Study Tour.

BHSC578 \$ (0)
Study Tour

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

BHSC590 (1-3)
Internship

To be arranged in cooperation with the student's advisor.

BHSC648 (1-2)
Workshop

Provides an opportunity to study in a focused area within the behavioral sciences.

BHSC690 (1-3)
Independent Study/Readings/Research Project in Behavioral Sciences

Community & International Development

CIDS515 (3)
Organization and Human Resources

This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.

CIDS520 (3)
Development Theory and Practice

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.

CIDS525 (2)
Ethics in Development

An ethical framework for the understanding of social

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

CIDS530 (3)
Needs Assessment, Capacity Mapping & Program Planning

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.

CIDS536 (3)
Development Design & Evaluation

Exploration of various perspectives and approaches to project design, implementation, and evaluation. Understand the context and interdependence of each element of the project management cycle. Building on assessment results, the theory and application of program planning techniques and processes, and the objectives of monitoring and evaluation are introduced. Hands-on experience provides opportunities to exercise skills needed for project design, grant writing, and evaluation techniques.

CIDS540 (3)
International Development: Strategy Design & Implementation

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.

CIDS550 (3)
Education for Sustainable Development

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.

CIDS555 (3)
Development Policy and Analysis

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.

CIDS560 (3)
Political Economy of Development

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.

- CIDS565** (3) and an appraisal of prospects for gender-aware planning and empowerment.
- Institutions in Development**
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).
- CIDS570** (3)
Governance in Developing Countries
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.
- CIDS575** (1–5)
Topics in Community & International Development
Repeatable with different topics. This topic course could be used to register for a study tour.
- CIDS578** \$ (0)
Study Tour
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
- CIDS580** (1–2)
Organizational & Community Leadership
Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change.
- CIDS585** (3)
Gender, Economic Development, and Poverty Reduction
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.
- CIDS590** (3)
Issues in Gender and Development
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,
- CIDS631** (.5–1)
Professional Development Seminar
An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first fall semester a student is in the program. Repeatable.
- CIDS632** (1)
Portfolio Development Seminar
Facilitates MS closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment. Exploration of issues related to career development and life-long learning. To be taken during a student's final year in the program. Spring
- CIDS650** \$ (0)
Project Continuation
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full-time status.
- CIDS655** \$ (0)
Program Continuation
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.
- CIDS660** \$ (0)
Thesis Continuation
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approvals only. Registration for this title indicates full-time status.
- CIDS665** \$ (0)
Preparation for Comprehensive Exams
Advisor approval required. Registration for this title indicates full-time status.
- CIDS670** (0)
Comprehensive Exam
- CIDS677** (1)
Colloquium
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. Repeatable. S/U grade.
- CIDS680** (1–2)
Field Practicum
Students integrate course content and theory into practice during a 300-hour field practicum coordinated with each student's research project and/or concentration that is the concluding requirement for the concentration. 260 hours may be done

with the student's primary employer, but all students must complete one week (40 hours) in an external organization. Students must submit a practicum proposal indicating approval from a sponsoring organization and learning objectives. Upon completion, the student submits a practicum portfolio. Prerequisites: CIDS520, 530, and 2 courses in concentration.

CIDS689 (1-3)
Seminar

CIDS690 (1-3)
Independent Study

CIDS697 (2)
Portfolio Project
Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment, and explores issues related to career development and life-long learning. Students will include at least one significant research project. Registration for this title indicates full-time status.

CIDS698 (2-3)
Research Project
A research project is carried out by a master's degree candidate in which the student's mastery of the research process is demonstrated. A typical end product might be a community assessment study, a program evaluation study, a best practice benchmarking study, or a problem-solving study. Registration for this title indicates full-time status.

CIDS699 (3-4)
Master's Thesis

Family Studies

FMST115 Alt (3)
Introduction to Family Studies
Study of the conceptual framework for the discipline and exploration of contemporary issues and trends in society as related to families. Normally offered odd years.

FMST201 (3)
Personal Relationships
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.

FMST310 Alt (3)
Parent-Child Relationships
Study of the concepts, challenges, and changes in the parent/child relationship including contemporary strategies, parenting in diverse family types, and changing parenting roles throughout the life cycle. Offered odd years.

FMST350 Alt (3)
Family Cultural Perspectives
Study of the family as a social institution, its biological and cultural foundations, and its historic development and changing structure and function. Cross-cultural uniqueness is examined. Offered even years.

FMST454 ♦ Alt (3)
Family Violence Across the Lifespan
Study of factors contributing to abuse in the family with emphasis on prevention of domestic violence. Offered odd years.

FMST460 ♦ Alt (3)
Family Resource Management
Principles of sound management of resources including time, money, and energy as they relate to individuals and groups throughout the life span, with emphasis on the family. Offered odd years.

FMST470 (1-8)
Field Experience
Supervised experience in observing, planning, directing, and/or assisting families in various home or organizational environments. Repeatable to 8 credits.

Geography

GEOG110 (3)
Survey of Geography
A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.

GEOG240 \$ (3)
Physical Geography
The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features. Normally offered even years.

GEOG245 (3)
Introduction to Meteorology and Climatology
Emphasis on atmospheric processes and regional distribution and classification of the world's climate.

GEOG260 (3)
Cultural Geography
The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.

GEOG260V C (3)
Cultural Geography
Paper correspondence course—see content above.

GEOG335 (3)
Introduction to Geographic Information Systems
The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.

GEOG430 ♦ (3)
Urban Geography
Examination of spatial patterns and processes associated with urbanization within the framework of economy, culture and politics.

GEOG455 ♦ (3)
Environmental Disasters
An integrated study of the causes and geography of natural and man-made disasters. Understanding of extreme event prediction,

early warning, and disaster mitigation. Organizations involved in disaster response.

GEOG460 ♦ (1-3)
Topics in _____

Study of selected topics in geography. Topic and credit to be announced in advance. Repeatable with different topics to 9 credits (to 3 credits for graduate students).

GEOG475 ♦ (3)
Regional Geography: _____

Regional study of physical, economic, and cultural characteristics of major regions of the world. Areas selected for analysis vary from semester to semester. Direct inquires to the department chair. Repeatable for different regions.

GEOG485 (1-6)
Geography Field Experience

Observation and evaluation of geographical phenomena in the U.S. or foreign countries. May be based upon individual research, organized tours, or expeditions. A formal report is expected.

GEOG495 (1-3)
Independent Study

Independent work on a specified topic under the guidance of department advisor. Repeatable to 9 credits with the consent of the department chair.

Interdisciplinary Studies (Off-Campus)

IDSC597 (1)
Portfolio

An organized collection of educational and professional accomplishments to date is produced. This will include basic personal and background information, a profile of the student's organization, outstanding academic work, and other products acquired during his/her time in the program.

IDSC610 (2)
Ethics in Development

Examination of theoretical foundations of ethics in community and international development. Ethical dimensions of policies and practices of major development players are investigated. Focus on contemporary approaches to development ethics in terms of purposes, roles, participants and audiences. Introduction of frameworks for ethical decision-making.

IDSC620 (3)
Strategic Planning in Global Leadership

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.

IDSC630 (3)
Program Design and Evaluation

Introduction to concepts and methods of conducting community needs assessment and capacity mapping. Development of skills in selecting, analyzing, interpreting and presenting data affecting program planning and implementation. Considers complex interactions affecting program accountability and outcomes.

Provides practical opportunity to exercise skills needed for project design and grantmanship.

IDSC640 (1-3)
Topics: _____

IDSC640 (3)
Topics: Professional Training in: Area of Concentration

Students are required to participate in a minimum of 45 contact hours of Professional Training related to their area of Concentration. In addition, the student in the final year of the program will design and implement a Colloquium to present best practices in his/her area of Concentration.

IDSC650 (0)
Project Continuation

IDSC655 (0)
Program Continuation
Registration for this title indicates part-time status.

IDSC660 (0)
Thesis Continuation

IDSC665 (0)
Preparation for Comprehensive Examinations

IDSC670 (0)
Comprehensive Examinations

IDSC680 (2)
Field Practicum

The Field Practicum integrates International Development theory into practice. Students will complete (a) a baseline study that describes the current level of the agency where the practicum is pursued; (b) a benchmarking of best practices in the field [area of concentration]; and (c) an oral presentation of their findings to their peers.

IDSC689 (1-3)
Seminar

Projects, reports and discussions on various subjects corresponding to faculty specialization. Repeatable with different subject matter. Needed to accommodate new topics under different concentrations.

IDSC690 (1-3)
Independent Study

Individualized reading or research in a specified area under the guidance of an instructor, Repeatable to 6 credits.

IDSC690 (1)
Independent Study: Area of Concentration

Students are required to broaden their knowledge in their area of Concentration through independent study of books, scholarly journal articles, professional association publications and newsletters, local government publications, publications of multi-government organizations such as the United Nations or the World Bank, publications by various international non-government organizations, or Internet resources. The outcome of this research should be a "Specialist Paper."

IDSC697 (3)
Research Project

A research project typically carried out by a master's-degree candidate in which the student's mastery of the research process is demonstrated.

IDSC699 (4) <i>Master's Thesis</i>	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. Prerequisite or corequisite: PSYC101 or written permission of the teacher.
Psychology	
PSYC101 (3) <i>Introduction to Psychology</i> Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.	PSYC315V C (3) <i>Organization and Work</i>
PSYC101V C (3) <i>Introduction to Psychology</i> Online correspondence course—see content above.	Paper correspondence course. A discussion of human beings at work and how work interfaces with the community. The meaning of work, formal organization, informal group activity, occupational status and mobility, the structure and function of labor unions, and industry-community relationships are examined.
PSYC180 \$ (3) <i>Dealing with Your Mind</i> 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.	PSYC315 (3) <i>Organization and Human Resources</i> 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.
PSYC204 (3) <i>Personal, Social and Career Development</i> 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.	PSYC319 (3) <i>Stress Management</i> 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.
PSYC210 \$ (3) <i>Introduction to Health Psychology</i> Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health. Prerequisite: PSYC101.	PSYC364 (3) <i>Learning and Behavior</i> A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required. Prerequisite: PSYC101.
PSYC252 (3) <i>The Psychology of Adolescence, Youth, and Aging</i> Current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age, and retirement years. Prerequisite: PSYC101.	PSYC364V C (3) <i>Learning and Behavior</i> Paper correspondence course—see content above.
PSYC252V C (3) <i>The Psychology of Adolescence, Youth, and Aging</i> Online correspondence course—see content above.	PSYC410 ♦ (3) <i>Introduction to Theories in Counseling & Psychotherapy</i> An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Prerequisites: PSYC101, and one of the following: PSYC454, 269 or 460.
PSYC269 (3) <i>History and Systems of Psychology</i> A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior. Prerequisite: PSYC101.	PSYC420 ♦ (3) <i>Human Sexuality</i> A study of the multiple aspects of sexuality within a framework of Christian values.
PSYC269V C (3) <i>History and Systems of Psychology</i> Paper correspondence course—see content above.	PSYC425 ♦ \$ (3) <i>Psycholinguistics</i> A survey of the psychological processes involved in human language use, including comprehension, acquisition, or language. The relationship of language to other thought processes and its neural correlates will also be discussed. Integrated lab activities and projects will introduce common experimental methodologies in psycholinguistics. Prerequisite: PSYC101 or 180.
PSYC301 (3) <i>Human Development—Lifespan</i> Lifespan is an integrative approach to psychological development	

- PSYC432** \$ (3)
Research Methods II: Introduction
 Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or corequisite: BHSC230 or STAT285.
- PSYC433** \$ (3)
Research Methods III: Advanced Research Design—Experimental and Survey
 The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: PSYC/SOCI434. Prerequisite: BHSC230 or STAT285 and PSYC432.
- PSYC434** \$ (3)
Research Methods IV: Advanced Statistical Analysis and SPSS
 A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: PSYC/SOCI433. Prerequisite: BHSC230 or STAT285 and PSYC/SOCI432.
- PSYC438** (1-3)
Workshop
 Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.
- PSYC445** ◆ \$ (3)
Cognitive Psychology
 A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing. Prerequisite: PSYC101 or 180.
- PSYC449** ◆ \$ (3)
Neuropsychopharmacology
 A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and one 3-hour lab. Prerequisites: PSYC101 or 180; BIOL221, 222 or BIOL165, 166.
- PSYC450** ◆ \$ (3)
Social Psychology
 A study of human behavior within a group context. Included are attitudes, social roles, collective behavior, and the dynamic aspects of human interaction. Prerequisites: PSYC101 and two other behavioral science courses.
- PSYC454** ◆ (3)
Theories of Personality
 Integrates subfields of psychology to enhance understanding of the individual personality. Prerequisite: PSYC101.
- PSYC455** ◆ (2)
Treatment of Substance Abuse
 An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration. Prerequisite: PSYC101; Prerequisite or corequisite: SOCI415.
- PSYC458** ◆ Alt (3)
Advanced Theories of Addiction and Treatment
 Surveys, critiques and integrates the primary theories currently used to explain the process, outcome and treatment of addictions. Covers biological, psychological, social and anthropological addiction theories. Primary substance-abuse prevention theories are surveyed. Implications for at-risk, vulnerable populations considered. Prerequisite: PSYC101; Prerequisite or corequisite: SOCI415.
- PSYC460** ◆ (3)
Psychology of Abnormal Behavior
 A study of deviant human behavior and theories of causation and remediation. Prerequisite: PSYC101.
- PSYC465** ◆ \$ (3)
Physiological Psychology
 Introduces the biological bases of behavior. Examination of the neuroanatomical and physiological foundations of such topics as the mind/body problem, the development of language and learning, sexual behavior, recovery from brain damage, and psychopathology. Prerequisite: PSYC101. Normally offered odd years.
- PSYC466** ◆ (3)
Psychology of the Exceptional Child
 A survey of assessment, remediation, and adjustment for exceptional children and youth who require special education and related services. Various types of exceptionality are explored such as mental retardation, learning disabilities, emotional or behavioral disorders, giftedness, disorders of communication, and impairment of hearing or sight. Prerequisite: PSYC101. Normally offered odd years.
- PSYC471** ◆ Alt (3)
Behavior Modification
 The theory and techniques of behavior change utilizing principles of conditioning. Applications relevant to health-centered and educational settings are emphasized. Prerequisite: PSYC101. Normally offered even years.
- PSYC480** (1-8)
Field Experience
 Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork activity is required for each credit. Consult staff before registering. Open only to departmental majors. Repeatable to 8 credits.
- PSYC486** ◆ \$ (3)
Psychological Assessment
 Theory and practice in individual and group testing in the areas of intelligence, aptitude, achievement, personality, and interest. Evaluation of tests and other instruments for measurement with a focus on their worth and limitations. Prerequisite: PSYC101, BHSC230 or STAT285.

- PSYC495** (1–3)
Independent Study/Readings in Psychology
Individual assignments and/or reports and/or individualized research in psychology on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses up to 6 credits. Consult staff before registering.
- PSYC495V** C (1–3)
Independent Study/Readings/Research/Project in Psychology
Paper correspondence course. Provides an opportunity to work with an instructor on a research project and/or studies in psychology.
- PSYC498** (1–3)
Research Project in Psychology
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.
- PSYC515** (2)
Organization and Human Resources
This course teaches students to apply psychological theories and principles to the inner workings of organizations. The following topics are discussed in detail: employee selection and training, small group behavior, leadership, attitudes and motivation, power and politics, and strategies for fostering organizational change. Students will learn to interpret research findings accurately and responsibly, and there will be a special emphasis on learning to conduct empirical research in organizational settings.
- PSYC575** (1–4)
Topics in Psychology
Repeatable with different topics. This topic course could be used to register for a Study Tour.
- PSYC648** (1–3)
Workshop
Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit.
- Sociology**
- SOCI119** (3)
Principles of Sociology
A study of the development of sociology as a social science, some concepts and ideas associated with the study of human behavior, and an overview of the principles, terms, and concepts in the discipline.
- SOCI119V** C (3)
Principles of Sociology
Online correspondence course—see content above.
- SOCI160** Alt (3)
Introduction to International Development
Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges.
- SOCI314** (2–3)
Migrant & Refugee Issues
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.
- SOCI315** Alt \$ (3)
Criminology
Theories and techniques associated with apprehension, conviction, and detention of individuals who infringe criminal law in this society. Normally offered even years.
- SOCI345** Alt \$ (3)
Juvenile Delinquency
Topics related to modern youth in trouble, sociological analysis of the problems of youth, legal and societal factors involved in delinquency, and some of the remedial measures now being used. Offered odd years.
- SOCI350** (2)
Social Policy
Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and practice in human services.
- SOCI408** ♦ \$ (2)
Emergency Preparedness
Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA—provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for a Satisfactory grade and receipt of a Professional Development Series Certificate of Completion.
- SOCI410** ♦ Alt (3)
Social Gerontology
A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. Normally offered even years.
- SOCI415** ♦ Alt (2)
Substance Abuse in American Society
An overview of substance-use terminology, historical issues, definitions, epidemiology, consequences and drugs of abuse within an American cultural and historical framework. Normally offered odd years.
- SOCI420** ♦ Alt \$ (3)
Medical Sociology
Analysis of the relationship between social characteristics and the incidence and prevalence of disease, as well as geographical determinants of health and medical systems. Normally offered even years.

- SOCI421** (3)
Development Theory & Practice
 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.
- SOCI425** ♦ (3)
Racial and Ethnic Relations
 A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.
- SOCI425V** C (3)
Racial and Ethnic Relations
 Paper correspondence course—see content above.
- SOCI430** ♦ (3)
Gender Roles in Contemporary Society
 Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.
- SOCI431** (3)
Needs Assessment, Capacity Mapping & Program Planning
 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.
- SOCI432** § (3)
Research Methods II: Introduction
 Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection, and data collection procedures. Andrews' human subject research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or corequisite: BHSC230 or STAT285.
- SOCI433** § (3)
Research Methods III: Advanced Research Design-Experimental and Survey
 The principles of designing, administrating, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: PSYC434. Prerequisites: BHSC230 or STAT285 and PSYC432.
- SOCI434** § (3)
Research Methods IV: Advanced Statistical Analysis & SPSS
 A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: PSYC/SOCI433. Prerequisites: BHSC230 or STAT285 and PSYC/SOCI432.
- SOCI440** ♦ (3)
Sociology of the Family
 This course focuses on theoretical understandings of family relationships in diverse settings and the various contexts that shape and sustain such relationships.
- SOCI445** ♦ (2)
Emergency Planning
 Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOCI408 or 508; SOWK408.
- SOCI449** ♦ (2)
Disaster Response and Emergency Operations
 Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of victims and communities and the implications of disaster recovery efforts. Prerequisites: BSAD426/526; Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System.
- SOCI455** (3)
Development Policy and Analysis
 Develops basic knowledge and skills for policy process, development, and analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting development policy related to development across countries. Provides framework for analysis of social problems and policies, as they impact development and practice in human services. Open to seniors only.
- SOCI460** ♦ (2)
Death and Grief in Contemporary Society
 The study of cultural and societal perspectives on death and personal and interpersonal dynamics of death and dying.
- SOCI470** ♦ (3)
Demography
 Overview of the world's population; spatial dimensions of human populations; fertility concepts, measurements, trends, levels, and explanations; mortality and migration; population structures, life chances; population growth, economic development, and the environment.
- SOCI474** ♦ Alt (3)
Social Thought and Theory
 The roots of self-conscious social thought and the rise of sociology and anthropology as scientific disciplines in the 19th century. Major theoretical orientations in their fields, proponents, and impact on present-day sociology and anthropology are reviewed. Normally offered odd years.

- SOCI478** ♦ (3)
Principles and Practice of Hazards Mitigation
 Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. Prerequisites: BIOL208 and evidence of satisfactory completion of SOCI/SOWK408.
- SOCI480** (1–8)
Field Experience
 Supervised field placement in a human services setting is approved in advance by the department chair. A minimum of 45 hours of fieldwork is required for each credit. Open only to departmental majors. Repeatable to 8 credits.
- SOCI488V** C (3)
The City in the Industrialized World
 Paper correspondence course. The structure and development of the modern urban community with emphasis on ecological and demographic features of urban life. Normally offered even years.
- SOCI490** S ♦ (1–3)
Capstone in Emergency Preparedness (Practicum)
 Experience in Disaster Preparedness exercises. Individually planned with the student by the instructor in consultation with local campus and community Emergency Coordinators. Briefing and reflections with the instructor will be expected of students enrolled in this course. Permission of instructor required. May be repeated to 3 cr. Prerequisites: SOCI/SOWK408 or equivalent and one other core course in Emergency Preparedness.
- SOCI495** (1–3)
Independent Study/Readings in Sociology
 Individual assignments and/or reports and/or individualized research in sociology are set up on a contract basis with no more than 3 credits per semester. Students may repeat or take any combination of departmental independent study courses for up to 6 credits. Consult staff before registering.
- SOCI498** (1–3)
Research Project in Sociology
 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.
- SOCI508** \$ (2)
Emergency Preparedness
 Provides an introduction to basic philosophy and concepts of Emergency Preparedness as required by FEMA (Federal Emergency Management Agency) and most states which certify staff. Includes use of FEMA-provided modules in the Professional Development Series which are accepted prerequisites for advanced classroom courses. A passing grade is required on each module for satisfactory grade and receipt of a Professional Development Series Certificate of Completion.
- SOCI510** (3)
Gender Roles in Contemporary Society
 Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.
- SOCI514** (2–3)
Migrant & Refugee Issues
 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.
- SOCI515** (3)
Racial and Ethnic Relations
 A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.
- SOCI532** \$ (2)
Research Methods II: Introduction
 Asking researchable questions. Reviewing the literature. Hypothesis formulation. Research methodology emphasizes qualitative approaches but includes discussion of instrumentation, subject selection and data collection procedures. Andrews' human-subject-research review process. Informed consent. Writing assignments include theoretical essay, pilot study, second pilot study, research journal. Lab schedule will be arranged. Prerequisite or Corequisite: BHSC230 or STAT285.
- SOCI533** \$ (2)
Research Methods III: Advanced Research Design-Experimental and Survey
 The principles of designing, administering, interpreting, and writing experimental research, questionnaires and interview schedules. Survey also focuses on coding procedures and scale construction. Structured around a research project, and the interpretation of scientific reports and professional journals. Lab schedule will be arranged. Corequisite: SOCI534. Prerequisites: BHSC230 or STAT285 and SOCI532.
- SOCI534** \$ (2)
Research Methods IV: Advanced Statistical Analysis & SPSS
 A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: SOCI533. Prerequisites: BHSC230 or STAT285 and SOCI532.
- SOCI545** (2)
Program Implementation and Evaluation
 Strategies for implementation. Review of various methods of evaluation with emphasis on measuring outcomes and assessing quality in community program development.
- SOCI549** (2)
Disaster Response and Emergency Operations
 Study of the phases of disaster response and recovery with attention to local, state and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery of

victims and communities and the implications of disaster recovery efforts. Prerequisites: BSAD426/526; Evidence of Satisfactory completion of PDS modules, IS244 Developing and Managing Volunteers, and IS700 National Incident Management System.

SOCI550 (2)

Social Policy

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

SOCI554 (2)

Community Health & Human Disease

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

SOCI555 (2)

Emergency Planning

Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOCI408 or 508; SOWK408.

SOCI560 Alt (3)

Family Resource Management

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. Offered odd years.

SOCI565 (3)

Demography

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

SOCI575 (1-5)

Topics in Sociology

Repeatable with different topics. This topic course could be used to register for a study tour.

SOCI578 (3)

Principles and Practice of Hazards Mitigation

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS 271 Anticipating Hazardous Weather & Community Risk and IS 240 Hazardous Materials Prevention. Prerequisites: BIOL208 and evidence of satisfactory completion of SOCI/SOWK408.

BIOLOGY

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David N. Mbungu

Marlene N. Murray-Nseula

Robert E. Zdor

Emeriti

Bill Chobotar

David A. Steen

John F. Stout

Dennis W. Woodland

Academic Programs	Credits
BS: Biology	
Emphasis Areas	
Behavior/Mathematics	67
Biomedical	38-39
Botany	43
Molecular Biology	37-38
Neurobiology	39
Neuroscience	67-69
Secondary Education	42
Special	43
Zoology	43
Minor in Biology	22
Minor in Environmental Sciences	28
MS: Biology	30
MAT: Biology	

Mission

The Department of Biology provides transformational education in the biological sciences for a diverse student population, set in the context of a Seventh-day Adventist Christian worldview. To achieve this mission we:

- Seek knowledge and develop skills for lifelong learning through rigorous research, teaching and learning in the biological sciences;
- Affirm faith, engender integrity and honor the Creator through personal mentoring, intentional study of life as God's creation, and the ethical practice of science; and
- Change the world by active service, promoting responsible living as stewards of creation, and preparing students for meaningful careers in church and society.

Each degree offered by the Department of Biology includes a common core curriculum and additional courses tailored to students' special needs.

Highly motivated students may compete for the Biology Undergraduate Research Traineeship (BURT) program. For full details, consult your academic advisor.

Undergraduate Programs

BS: Biology

All biology majors must complete the following core and cognate courses:

Biology Core—25

BIOL165, 166, 251, 252, 348, 371, 372, 449, 453

Cognate Core—24 or 26

CHEM131, 132, 231, 232, 241, 242; PHYS141 & 142 or 241/271 & 242/272

General Education Cognates

RELT340, PSYC101 or PSYC180. Students taking the Honors Core do not need RELT340.

Students must complete the biology core, the cognate core, and the requirements for one of the emphases listed below.

Behavior/Mathematics Emphasis—28

See p. 115.

Biomedical Emphasis—13–14

Four of the following: ZOOL315, 464, 465, BIOL475; or PHTH417, 427. Include BCHM421 in the cognate core.

Botany Emphasis—18

A botany course (BOT prefix) drawn from each of the environmental, morphological and functional groups of courses listed below. In addition, include one zoological course (ZOOL prefix).

Molecular Biology Emphasis—12–13

BIOL418, 419, 445, 447, and one of the following four courses: BIOL475; BIOL444, 446; ZOOL315; BOT470 or ZOOL464. Include BCHM421 in the cognate core.

Neurobiology Emphasis—14

A zoology course (ZOOL prefix) drawn from each of the environmental, morphological, and functional groups of courses listed below. In addition, ZOOL475 and either PSYC364 or 449 must be taken. Include BCHM421 and 422 in the cognate core.

Neuroscience Emphasis—26

See p. 115.

Secondary Education Emphasis—17

BIOL208, BOT475, BIOL428, ZOOL454, 484

Available only to those students obtaining secondary teacher certification. For teaching certification requirements, see Teaching, Learning & Curriculum section under School of Education.

Special Emphasis—18

In situations where students are preparing for a specific job opportunity or a graduate or professional program, the special emphasis may be considered if other degree programs are not adequate. The credits must include one biology course each from the functional, morphological, and environmental courses listed below. Additional credits to reach a minimum of 18 are

to be selected from courses in biology or other disciplines in consultation with a Department of Biology advisor. Departmental approval must be received before the beginning of the spring semester of the student's junior year.

Zoology Emphasis—18

Include a zoology course (ZOOL prefix) drawn from each of the environmental, morphological, and functional groups of courses listed below. In addition, include one botany course (BOT prefix).

Minor in Biology

(22)

BIOL165, 166, 449 and one course each from environmental, morphological, and functional biology electives.

Minor in Environmental Sciences

(28)

Suggested electives chosen in consultation with the advisor include: BHSC450, BIOL479, 487, BOT468, 475, CHEM340, GEOG240, PLSC435, ZOOL454, 458, 459, 484

Senior Thesis

A minimum of 3 credits of BIOL495 or HONS497. Biology majors may elect to complete a minimum of 3 credits of original research in a topic of mutual interest with a 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.

Graduate Programs

The Department of Biology offers courses leading to the Master of Science degree and also cooperates with the School of Education in offering courses leading to the Master of Arts in Teaching degree. Students are strongly urged to incorporate into their programs a summer of study at the Rosario Beach Marine Station at Anacortes, Washington. During the 8-week summer session, students may earn 6 to 8 credits.

The Department of Biology collaborates in offering the MS: Mathematics and Science with the departments of Mathematics, Chemistry, and Physics. See the program description under Mathematics and Science, p. 174.

MS: Biology

In addition to the general requirements for admission to and enrollment in graduate degree programs outlined in this bulletin on pp. 44–54, students must meet the following departmental requirements.

Admission Requirements

- A bachelor's degree with major in biology or an approved, related discipline, including courses in cell/molecular biology, organismal physiology, developmental biology, genetics, and ecology.
- A minimum GPA of 3.00 (B) in the undergraduate major for admission to regular student status.
- Cognate sciences, including full-year courses in general chemistry, organic chemistry, and physics. Mathematics through calculus level is encouraged.

Degree Requirements

- The inclusion of BIOL550, 681, 682.
- A written comprehensive examination (BIOL670) completed before the end of the third semester in residence.
- A thesis earning 6 credits (two registrations for BIOL699).
- A final oral examination in defense of the thesis.
- A minimum of 30 credits of approved course work and thesis.

MAT: Biology

Designed to prepare students for teaching biology in secondary schools, this degree is offered through the School of Education. A minor or its equivalent in biology on the undergraduate level is a prerequisite. In consultation with the department chair or the graduate program director, a minimum of 12 (6 credits must be 500-level or above) credits from courses listed below may be applied toward this program.

Required courses are BIOL550 or MSCI526. For further information, see the School of Education section of this bulletin on p. 286.

Courses

See inside front cover for symbol code.

(Credits)**General****BIOL100** \$ (4)**Human Biology**

This course is designed to provide students with a basic understanding of the structure and function of the human body. Emphasis is placed on the practical application of principles learned in the areas of nutrition, anatomy and physiology. Meets the life science general education requirement. Weekly: 3 lectures and 1 lab. *Spring*

BIOL221, 222 \$ (4, 4)**Anatomy and Physiology I, II**

BIOL221 and 222 include cell biology, structure, function and control of each organ system of the human. Weekly: 3 lectures and 1 lab. BIOL221 is a prerequisite for BIOL222. Does not apply to a major or minor. BIOL221: *Fall*; BIOL222: *Spring*

BIOL208 \$ (4)**Environmental Science**

Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets the life science general education requirement, applies toward the environmental science minor and certain state educational certification requirements. Weekly: 3 lectures and 1 lab. *Fall, Spring*

BIOL 251 (1)**Research Methods I**

An introduction to scientific research with a focus on data analysis. Topics include scientific epistemology, hypothesis formation, probability, normal distributions, sampling, descriptive statistics, graphing, statistical inference, t-tests, analysis of variance, correlation, linear regression, and chi-square. Weekly: 1 lecture/discussion. Prerequisites: BIOL165, 166, MATH145 or higher. *Fall*

BIOL252 (1)**Research Methods II**

Background and experience in understanding and reporting scientific information. Topics include scientific writing, the nature of scientific literature, literature searches, critique of scientific papers, oral and poster presentations, ethics in scientific reporting, preparing manuscripts for journal submission, and writing grant proposals. Weekly: 1 lecture/discussion. Prerequisites: BIOL251, COMM104, ENGL 215. *Spring*

BIOL260 \$ (4)**General Microbiology**

Includes history, morphology, classification, control, growth, transmission, and pathogenicity of selected bacteria, viruses, rickettsia, fungi, and parasites. Covers the nature of host defenses against pathogens, including the acquisition of specific immunity and immune disorders. Weekly: 3 lectures and two 1½ hour labs. Does not apply on major or minor. *Fall*

BIOL330 \$ (4)**History of Earth and Life**

Survey of fundamental concepts of geology and paleontology with application to a study of the history of the earth and of life. Consideration is given to interactions of religious, philosophical, and geological ideas, within a biblical world view. Meets the life science general education requirement. Weekly: 2 lectures and 1 lab. Does not apply to a major or minor. *Fall* (odd years)

Required Core**BIOL165, 166** \$ (5, 5 or 4, 4)**Foundations of Biology**

Provides a firm foundation for students majoring or minoring in the biological sciences. Weekly: 5 lectures and one 3-hour lab. Ten credits when offered during the academic year; 8 credits when offered at the Marine Biological Station during the summer. BIOL165: *Fall*; BIOL166: *Spring*

BIOL348 \$ (3)**General Ecology**

Ecological principles as applied to individual, population, community, and ecosystem levels of organization. Labs feature the characterization of ecological systems using standard field and lab techniques. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL165, 166 or 208. *Fall*

BIOL371 \$ (3)**Genetics, Cellular and Molecular Biology I**

Mechanisms of heredity are considered in light of classical population and molecular genetics. Labs feature experience in *Drosophila* genetics, chromosome analysis, statistical techniques, and recombinant DNA technology. Weekly: 2 lectures, 1 recitation and 1 lab. Prerequisite: BIOL166, and completion of or simultaneous enrollment in CHEM131. *Fall*

BIOL372 \$ (3)**Genetics, Cellular and Molecular Biology II**

Information from molecular biology, biochemistry, biophysics, physical chemistry, and electron microscopy are integrated to present the cell as a functional unit. Labs provide experience in the collection and analysis of quantitative data about cells. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166, and completion of or simultaneous enrollment in CHEM132. *Spring*

- BIOL449** \$ (3)
Historical and Philosophical Biology
 Examination of biological, paleontological, and geological concepts central to the study of historical events in biological systems. Considers the interactions of data, theories, and extra scientific concepts in historical biology, within the particular context of a biblical world view. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring*
- BIOL453** (1)
Biology Seminar
 This course provides a capstone experience for senior biology majors. Guest speakers and readings focus on ethical dilemmas in science, medicine, dentistry, and science-related public policy issues. The course also serves as a venue for senior biology majors to report results of research projects completed under BIOL495. Weekly: 1 lecture/discussion. Prerequisites: BIOL252, senior status. *Spring*
- BIOL478** ◆ \$ (0)
Study Tour:
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
- Electives**
 (Elective courses offered at the Marine Biological Station may be included under these electives.)
- Group A: Environmental Biology**
- BIOL208** \$ (4)
Environmental Science
 Study of basic ecological principles as applied to human activities. Discussions deal with contemporary environmental issues. Lab includes field trips, guest speakers, and experiments. Meets General Education science requirements for non-science majors and applies toward the environmental science major and certain state educational certification requirements. Weekly: 3 lectures and 1 lab. *Fall, Spring*
- BIOL479** ◆ (3.5)
Marine Ecology (offered only at Marine Station)
 A study of interspecific, intraspecific, and community relationships demonstrated by marine organisms. *Summer*
- BIOL487** ◆ \$ (3)
Biogeography
 The distribution of plants and animals in relation to their environment, including consideration of major biogeographic regions of the world and the role of distribution in adaptive change and diversification of life in the past and present. Weekly: 2 lectures and 1 conference period. *Spring* (odd years)
- BOT450** ◆ \$ (3)
Medical Botany
 Designed as an interface between botany, medicine, anthropology and pharmacology to define the impact plants have with the remedial, harmful or psychoactive health of humans. Weekly: 3 lectures & 1 lab. Prerequisites: BIOL222. *Spring*
- BOT468** ◆ (3.5)
Marine Botany (offered only at Marine Station)
 A systematic study of marine plants found in Puget Sound, with a survey of marine plants from other areas. *Summer*
- BOT475** ◆ \$ (4)
Biodiversity of Vascular Plants
 A taxonomic and morphological study of vascular plants emphasizing the plants found in the Great Lakes area. Field trips. Weekly: 3 lectures and 1 lab. Open to non-science majors. *Fall*
- ZOOL454** S ◆ \$ (3-4)
Vertebrate Zoology
 Covers the various specialties of vertebrate biology, including herpetology, ornithology, and mammalogy. Repeatable in the different specialized areas. Open to non-science majors. Weekly: 2 lectures and 1 or 2 labs. *Vertebrate Zoology: Mammalogy (Fall, even years)* and *Vertebrate Zoology: Ornithology (Spring, even years)* both qualify as "S" courses for General Education Service Learning.
- ZOOL458** ◆ (3.5)
Marine Invertebrates (offered only at Marine Station)
 Biology of invertebrates studied in the marine environment of Puget Sound. A survey of the various phyla is conducted by studying the living animals in the field, and by tide pool observation, dredging, and scuba diving. A project on a specific group or species is required. *Summer*
- ZOOL459** ◆ \$ (3-4)
Entomology
 Study of the fundamental aspects of insect biology. Weekly: 2 lectures and 1-2 labs. *As scheduled*
- Group B: Morphological Biology**
- BIOL428** ◆ \$ (3)
Paleobiology
 Covers various specialties including general and vertebrate paleontology, origins, history, adaptations, diversity and paleoecology of ancient organisms as documented by the fossil record. Repeatable in different areas. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166. *Fall* (even years)
- BOT430** ◆ \$ (3)
Plant Anatomy
 A study of cell and tissue structure and organ development in vascular plants. Weekly: 2 lectures and 1 lab. *As scheduled*
- ZOOL315** \$ (3)
Animal Development
 A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate development is emphasized in the lab using frog and chick models. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring*
- ZOOL316** (1)
Human Embryology
 Acquaints students with the process of human development and embryology. Prerequisite: BIOL166. Prior or concurrent registration with ZOOL315 recommended. Weekly: 1 lecture. *Spring*
- ZOOL465** ◆ \$ (3)
Histology
 Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates. Weekly: 2 lectures and 1 lab. *Spring*

Group C: Functional Biology**BIOL418** ♦ (2)**Immunology**

Topics include organs and cells of the immune system, antigens, immunoglobulins, the MHC, antibody diversity, tolerance and memory, complement, cell mediated immunity, regulation, hypersensitivity, autoimmune diseases, transplantation, and tumor immunology. Weekly: 2 lectures. Prerequisites: BIOL166. *Spring*

BIOL419 ♦ \$ (1)**Immunology Lab**

A theoretical and practical study of techniques used in modern immunology. Includes immunoserological methods; isolation and detection of immunoglobulin molecules in immune serum by SDS-PAGE, western blotting, and immunofluorescence antibody (IFA) methods; enzyme-linked immunosorbant assay (ELISA), in vitro phagocytosis. Weekly: 1 lab. Pre- or corequisite: BIOL418. *Spring*

BIOL445 ♦ \$ (3)**Molecular Genetics**

An advanced consideration of the structure, function, and manipulation of nucleic acids and application of molecular information in other disciplines. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL371. *Spring*

BOT470 ♦ \$ (3)**Plant Physiology**

Study of plant functions including water relations, metabolic pathways, growth regulators, and photomorphogenesis. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166; CHEM131. *As scheduled*

ZOOL464 ♦ \$ (4)**Systems Physiology**

Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems. Weekly: 3 lectures and 1 lab. Prerequisite: BIOL166, CHEM131. *Fall*

ZOOL468 \$ (3)**Systems Physiology: Organismal Maintenance**

Functional processes that control an animal's internal environment. This course is the same as ZOOL464 but excludes the material on the nervous system. Students who have taken Neurobiology begin the course later in the semester. Weekly: 3 lectures and 1 lab. Prerequisite: ZOOL475. *Fall*

ZOOL475 ♦ \$ (3)**Neurobiology**

The neural basis of behavior, with some emphasis on the human nervous system, including cellular and molecular approaches to neuron function, development of neurons and circuits, and neuro-endocrine mechanisms. Labs develop skills in electrophysiology and neuroanatomy. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Fall*

ZOOL484 ♦ \$ (3)**Animal Behavior**

Behavior of animals including considerations of social interactions, learning processes, instinct, motivation, experimental methods, and the analysis of behavior patterns characteristic of various species. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring* (odd years)

Group D: Other Electives**BIOL444** ♦ (1)**Electron Microscopy in Biological Investigations**

The theory, functions, and use of the transmission and scanning electron microscopes. Weekly: 1 lecture. *Spring* (odd years)

BIOL446 ♦ \$ (2)**Electron Microscopy Laboratory**

Lab preparation of tissues for transmission and scanning electron microscopy with hands-on experience with the ultramicrotome and both T.E.M. and S.E.M. instruments. Acceptable photographs with interpretations required with lab reports on appropriate research projects. Weekly: 2 labs. Prerequisite: Prior or concurrent registration in BIOL444. *Spring* (odd years)

BIOL447 ♦ \$ (3)**Tissue Culture**

Study of theory, application, and techniques useful for propagating tissues in the research laboratory. Topics include sterile techniques, nutrition, media preparation, establishment and maintenance of primary and secondary cultures, enumeration, and analysis. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. Pre- or corequisite: CHEM231. *Spring* (even years)

BIOL450 ♦ \$ (3)**Neuropsychopharmacology**

A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and one 3-hour lab. Prerequisites: PSYC101 or 180; BIOL221, 222 or BIOL165, 166. *Spring*

BIOL475 ♦ \$ (3)**Biology of Bacteria**

Study of the properties of bacteria that illustrate their function and relationship to other living systems. Topics include structure and function, classification, and interaction with the environment. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166. Organic Chemistry background recommended. *Fall*

ZOOL425 ♦ \$ (3)**Parasitology**

Emphasis on better known parasites of humans and animals. Attention given to ecological factors concerned with host-parasite contact, pathogenicity and pathology, and treatment and effect on parasitized populations. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166. *Fall*

Research and Specialized Studies**BIOL405** (1-4)**Topics in _____**

Investigates various specialties of biology. Repeatable in different areas. *Fall, Spring, Summer*

BIOL495 (1-4)**Independent Readings/Research**

Independent readings or research in biology under the direction of the instructor. Consent of instructor required. *Fall, Spring, Summer*

Graduate

BIOL516 (4)	Behavior of Marine Organisms (offered only at Marine Station) Study of inter- and intra-specific behavior of marine animals and their behavioral response to the physical environment. Involves lab experience, field observation, and a research project. Instructor's permission required. <i>Summer</i>	BIOL590 (1-4) Topics in _____ Investigates various specialties of biology. Repeatable in different areas. <i>As scheduled</i>
BIOL550 (3)	Issues in Origins and Speciation A comparative survey of the assumptions, attitudes, methods, and conclusions of science and religion in the handling of data. Attention is given to current scientific data and their relationship to an understanding of earth history and the present diversity of life. Weekly: 2 lectures. <i>Spring</i>	BIOL648 (1-4) Workshop
BOT515 \$ (3)	Plant Cell Biology Functional activities of plant tissues provide the basis for this study of the ultrastructure of a variety of plant cell types. Attention is given to the cytoskeleton and other organelles involved in plant cell morphogenesis. Weekly: 2 lectures and 1 lab. Prerequisite: BOT470. <i>As scheduled</i>	BIOL655 \$ (0) Program Continuation 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.
BOT525 \$ (3)	Molecular Laboratory Techniques Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems involving plant-microbe interactions. Weekly: 2 labs. <i>Fall</i> (even years)	BIOL660 \$ (0) Thesis Continuation Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.
BOT530 \$ (3)	Advanced Systematic Botany Literature and philosophy of plant classification, processes of speciation in higher plants, sources and interpretation of data, biosystematic methods, and plant nomenclature. Weekly: 2 lectures and 1 lab. Prerequisite: BOT475. <i>As scheduled</i>	BIOL670 (0) Comprehensive Exam
ZOOL500 \$ (3)	Protozoology Protozoa, including morphology, physiology, systematics, ecology, reproduction, and host-parasite relationships; emphasis on the parasitic protozoa, but free-living forms also considered; current problems encountered in protozoan research and methods of studying protozoa. Weekly: 2 lectures and 1 lab. Prerequisite: ZOOL425. <i>As scheduled</i>	BIOL681, 682 (1, 1) Research Methods and Biology Seminar An introduction to graduate studies in biology, the nature and methods of science, and principles of research ethics. During second semester reports are made by each student to the group on topics from current literature and on specific problems in biology. Participation once per week for 2 semesters is required. BIOL681: <i>Fall</i> ; BIOL682: <i>Spring</i>
ZOOL520 (2)	Molecular and Developmental Neurobiology A seminar course that deals in depth with current and relevant issues in the areas of molecular and developmental neurobiology. Offered alternate years. Weekly: 2 lectures. <i>As scheduled</i>	BIOL690 (1-4) Independent Study Independent study in biology under the direction of the instructor. Consent of instructor required. <i>Fall, Spring, Summer</i>
ZOOL565 \$ (3)	Environmental Physiology Study of the physiological responses of animals to their environments. Topics include environmental periodicities and biological clocks, thermal budgets, water balances, and adaptations to extreme environments. Weekly: 2 lectures and 1 lab/problem session. <i>As scheduled</i>	BIOL697 (1-4) Research in Biology Repeatable to 4 credits. <i>Arranged</i>
		BIOL699 (3) Master's Thesis Repeatable to 6 credits. <i>Arranged</i>

CHEMISTRY & BIOCHEMISTRY

Halenz Hall, Room 225
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chemistry@andrews.edu
www.andrews.edu/chem/

Faculty

D. David Nowack, *Chair*
Lisa Ahlberg
Ryan Hayes
Getahun Merga
Desmond H. Murray
David W. Randall

Academic Programs	Credits
BS: Chemistry	38
BS: Chemistry (Approved by the American Chemical Society (ACS) Committee on Professional Training)	44
BS: Biochemistry (Approved by the American Chemical Society (ACS) Committee on Professional Training)	45
BS: Biochemistry	34
Minor in Chemistry	20

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
- Pass, for chemistry, at least one advanced course selected from the following: CHEM470, 474 or 475.

A complete statement of certification requirements is available from the department chair.

Undergraduate Programs

Core Courses–30

CHEM131, 132, 200, 211*, 231, 232, 241, 242, 311, 312, 411, 412, 431, 441, BCHM421

*CHEM211 is required every semester for students of freshman and sophomore class standing.

General Education Requirements—Chemistry with Secondary Certification

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: 12*—REL100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication: ENGL115, 215, COMM450

Foreign Language (BA only)—Intermediate Language (4)

History: HIST117, 118

Fine Arts/Humanities: Choose one course from:

ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences: professional degree requirements

Mathematics: professional degree requirements

Computer Literacy: INFS120

Service: EDTE165

Social Sciences: GDPC302 & EDTE228

Fitness Education: HLED120 plus two Fitness Education courses

BS: Chemistry (38)

Major Requirements: Core courses plus CHEM415, 440.

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497, 498 or IDSC380.

Cognate Courses: CPTR125 or CPTR151; MATH191(or 195), 192; PHYS241, 242, 271, 272.

BS: Chemistry (44) (American Chemical Society approved)

Major Requirements: Core courses plus CHEM440, 415, 432, 442; and one course selected from the following: CHEM470, 474, or 475.

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497 or 498.

Cognate Courses: MATH191(or 195), 192, 286; CPTR125 or CPTR151; PHYS241, 242, 271, 272.

Courses in economics and marketing are strongly recommended. A reading knowledge of German or French, although not required for professional undergraduate education in chemistry, is strongly recommended for students planning advanced study.

BS: Biochemistry (45)

(American Chemical Society approved)

Major Requirements: Core courses plus BCHM422, 430, CHEM415, 432, 440

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497 or 498.

Cognate Courses: BIOL165, 166; MATH191(or 195), 192, 286; CPTR125 or CPTR151; PHYS241, 242, 271, 272 and one course selected from BIOL371, 418.

Courses in economics and marketing are strongly recommended.

BS: Biochemistry (34)

Major Requirements: Core courses plus BCHM422, 430.

Cognate Courses: BIOL165, 166; MATH191(or 195), 192; PHYS141, 142 (or PHYS241, 242, 271, 272); and two courses selected from BIOL371, 372; FDNT485; ZOOL315, 464, 465.

Students desiring a career in biochemistry might be better served by pursuing the ACS Bachelor of Science degree in biochemistry, but the Bachelor of Science degree in biochemistry can be strengthened by the addition of CHEM415, 440, and 495.

Minor in Chemistry (20)

CHEM131, 132, 231, 232, 241, 242, plus 4 credits of CHEM/BCHM courses that apply to a major in chemistry or biochemistry.

Graduate Program

The Department of Chemistry & Biochemistry collaborates in offering the MS: Mathematics and Science with the departments of Mathematics, Biology, and Physics. See the program description under Mathematics and Science, p. 174.

Courses (Credits)

See inside front cover for symbol code.

BCHM120 \$ (4)

Introduction to Biological Chemistry

A survey of major concepts in biochemistry such as structures of biological molecules, their functions, energy metabolism, regulation of biochemical pathways; for nursing, dietetics, and allied health students. Weekly: 3 lectures, 1 recitation, and a 3-hour lab. Not applicable towards a major or minor in chemistry or biochemistry. Prerequisite: CHEM110. *Spring*

BCHM421 ♦ (4)

Biochemistry I

Study of the fundamental principles of enzyme kinetics and mechanisms based on the structure and chemistry of biomolecules including amino acids, carbohydrates, lipids, proteins, nucleotides, nucleic acids, and biological membranes. Weekly: 4 lectures. Prerequisite: CHEM232. *Fall*

BCHM422 ♦ (3)

Biochemistry II

Continuation of BCHM421 including selected topics of hormone and regulatory biochemistry, the study of the four primary neurotransmitter systems and an overview of selected human pathologies emphasizing cancer biochemistry and biology. Weekly: 3 lectures. Prerequisite: BCHM421. *Spring*

BCHM430 ♦ \$ (1)

Biochemistry Lab

Introduction to quantitative and qualitative methods for the isolation, purification and identification of biological materials and applications of enzyme kinetics. Weekly: 4 hours of lab. Prerequisite: BCHM421 and registration in BCHM422. *Spring*

CHEM100 \$ (4)

Consumer Chemistry

A one-semester course primarily for non-science majors presenting an introduction to fundamental concepts of chemistry to convey an appreciative understanding of the nature of chemistry and how it is applied to our daily lives. Topics of consumer chemistry to be studied will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals, and air and water pollution. Meets the physical science general education requirement. Three lectures per week and one 3-hour laboratory. Not applicable toward a major or minor in chemistry or biochemistry. *Spring*

CHEM110 \$ (4)

Introduction to Inorganic and Organic Chemistry

An introduction to the principles and applications of inorganic and organic chemistry; for nursing, dietetics, and allied health students. Meets the natural/physical science general education restricted choice requirement. Weekly: 3 lectures, 1 recitation, and a 3-hour lab. *Fall*

CHEM131 \$ (4)

General Chemistry I

This first course in chemistry is for students planning to major in science and engineering. Topics include stoichiometry, atomic and molecular structure, bonding, states of matter, solutions, chemical kinetics, and chemical equilibrium. Weekly: 3 lectures, 2 recitations, and a 3-hour lab. Prerequisite: MPE>P3 **or** passing grade in MATH166/168 or above or MATH191/195; High school chemistry or physics strongly recommended. *Fall*

CHEM132 \$ (4)

General Chemistry II

A continuation of CHEM131 with topics including thermodynamics, acid and base chemistry, descriptive and nuclear chemistry. Weekly: 3 lectures, 2 recitations, and a 3-hour lab. Prerequisite: a grade of C- or better in CHEM131. *Spring*

CHEM195 \$ (1-3)

Independent Research I

An opportunity for students to gain research experience by joining with a faculty member in study of an area of special interest. This course is for students who are beginning to establish their knowledge of chemistry and biochemistry. May be repeated for credit. Required: permission of faculty member. Arranged. *Fall, Spring, Summer*

- CHEM200** \$ (4)
Quantitative Analysis
 Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, electrochemistry, and an introduction to instrumental methods. Weekly: 2 lectures and two 4-hour labs. Prerequisite: CHEM132. *Fall*
- CHEM211** (0)
Current Chemistry Topics
 Attendance at departmental seminar series devoted to topics in current chemical research as presented by students, faculty, and guest speakers. Repeatable and required each semester of all freshman and sophomore chemistry and biochemistry majors. Grading is on an S/U basis. Weekly: 1 seminar. *Fall, Spring*
- CHEM231** (3)
Organic Chemistry I
 The chemistry of carbon-containing compounds with emphasis on nomenclature, molecular structure, spectra-structure relationships, and a mechanistic approach to organic reactions. Weekly: 3 lectures and 2 recitations. Prerequisite: CHEM132. *Fall*
- CHEM232** (3)
Organic Chemistry II
 This course is a continuation of CHEM231. Weekly: 3 lectures and 2 recitations. Prerequisite: a grade of C- or better in CHEM231. *Spring*
- CHEM241** \$ (1)
Organic Chemistry Laboratory I
 Experiments related to the course content of CHEM231. Weekly: one 4-hour laboratory. Prerequisite: CHEM231 or concurrent enrollment in CHEM231. *Fall*
- CHEM242** \$ (1)
Organic Chemistry Laboratory II
 Experiments related to the course content of CHEM232. Weekly: one 4-hour laboratory. Prerequisite: CHEM232 or concurrent enrollment in CHEM232. *Spring*
- CHEM295** \$ (1-3)
Independent Research II
 An opportunity for students to gain research experience by joining with a faculty member in study of an area of special interest. This course is for students who are establishing their knowledge of chemistry and biochemistry at the college level. May be repeated for credit. Required: permission of faculty member and a passing grade in CHEM132. Arranged. *Fall, Spring, Summer*
- CHEM300** Alt \$ (2)
Laboratory Glassblowing
 Practice of fundamental glassblowing skills common to both scientific and creative glass blowing. Two projects are required. The student may choose between scientific and creative projects. Weekly: 1 lecture demonstration and 4 hours of lab. Not applicable towards a major or minor in chemistry or toward the General Education requirement in natural science. Offered *Fall* (even years or as needed)
- CHEM311** (.5)
Seminar in Chemistry
 Departmental seminar series devoted to topics in current chemical research by students, faculty, and guest speakers. This course is required of, and open only to, junior chemistry and biochemistry majors, and attendance for both semesters is required for one credit; freshmen and sophomores are encouraged to attend. Grading is on an S/U basis. A deferred grade (DG) is assigned Fall Semester and is removed upon successful completion of CHEM312. Weekly: 1 seminar. Prerequisite: CHEM232. *Fall*
- CHEM312** (.5)
Seminar in Chemistry
 Continuation of CHEM311. This course is required of, and open only to, junior chemistry and biochemistry majors; freshmen and sophomores are encouraged to attend. Grading is on S/U basis. Weekly: 1 seminar. Prerequisite: CHEM311. *Spring*
- CHEM340** \$ (4)
Environmental Chemistry
 A survey of environmental and energy-related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and toxic chemicals. Weekly: 3 lectures and one 4-hour lab. Not applicable towards a major in chemistry or biochemistry. Prerequisites: CHEM132; CHEM232 or CHEM200 strongly recommended. *Spring* (odd years or as needed)
- CHEM410** ♦ \$ (2)
Forensic Chemistry
 Principles of chemistry as applied to the methods of analysis and identification of drugs. Rules of evidence as they apply to testimony in court. Observation of drug-related court procedures. Weekly: 1 lecture and two 3-hour labs. Participation must be arranged with the instructor at least 2 months prior to beginning of course. Prerequisites: CHEM200, 232. *Spring*
- CHEM411** (.5)
Seminar in Chemistry
 First half of semester consists of two meetings per week: one is an introduction to chemical literature and computer searching of Chemical Abstracts and chemical databases, the other meeting is the regular seminar series presented by students, faculty, and invited speakers. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors, and attendance for both semesters is required for one credit. A deferred grade (DG) is assigned fall semester and is removed upon successful completion of CHEM412. Weekly: Two meetings during first half of semester, one meeting remainder of semester. Prerequisite: CHEM312. *Fall*
- CHEM412** (.5)
Seminar in Chemistry
 Continuation of CHEM411. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, seniors. Prerequisite: CHEM411. *Spring*
- CHEM415** ♦ (4)
Advanced Inorganic Chemistry
 Atomic and molecular structure, symmetry, group theory, solid state, acids and bases; structure, bonding, spectra, and reaction mechanisms of d-metal complexes, systematic chemistry of non-metals; organometallic chemistry and catalysis. Weekly: 4 lectures. Prerequisites: CHEM232, 431. *Spring*

CHEM431 ♦ (3)**Physical Chemistry I**

Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry. Weekly: 3 lectures. Prerequisites: CHEM200, MATH192, PHYS142 (or 242, 272). *Fall*

CHEM432 ♦ (3)**Physical Chemistry II**

Wave mechanics, atomic and molecular structure, chemical bonding, atomic and molecular spectroscopies, and applications to chemical dynamics and statistical thermodynamics. Weekly: 3 lectures. Prerequisites: CHEM431, MATH286; MATH240 strongly recommended. *Spring*

CHEM440 ♦ \$ (4)**Instrumental Analysis**

Theory and practice of analytical separations and chemical analyses by chromatographic, optical, and electrochemical methods. Introduction to interface of instruments with microcomputers. Instruments used include emission and absorption spectrometers, lasers, mass spectrometer, chromatographs, microcomputers, analog and digital devices. Weekly: 2 lectures and two 4-hour labs. Prerequisites: CHEM200, MATH192. *Fall*

CHEM441 ♦ \$ (1)**Physical Chemistry Laboratory I**

Experiments related to the course content of CHEM431. Weekly: one 4-hour laboratory. Prerequisite: concurrent enrollment in CHEM431. *Fall*

CHEM442 ♦ \$ (1)**Physical Chemistry Laboratory II**

Experiments related to the course content of CHEM432. Weekly: one 4-hour laboratory. Prerequisite: concurrent enrollment in CHEM 432. *Spring*

CHEM470 ♦ \$ (2)**Modern Synthetic Techniques**

An advanced laboratory course designed to incorporate a wide variety of modern synthetic techniques of organic, organometallic, and inorganic chemistry. Weekly: two 4-hour labs. Prerequisites: CHEM474, 415 or concurrent enrollment in CHEM415. *Spring*

CHEM474 (2)**Advanced Topics in Organic Chemistry**

Study of the principles of modern synthetic organic chemistry with applications from one or more of the following areas: natural product, medicinal, or polymer chemistry. Weekly: 2 lectures. Prerequisite: CHEM232. *Fall*

CHEM475 ♦ (2)**Advanced Topics in Physical Chemistry**

Advanced study of molecular spectroscopy, statistical thermodynamics, chemical dynamics, or the application of quantum mechanics. Prerequisites: CHEM432 or CHEM431 and permission of the instructor.

CHEM495 ♦ (1-4)**Advanced Independent Research**

An opportunity for students to gain research experience by joining with a faculty member in study of an area of special interest. This course is for students who have a reasonably

established knowledge of chemistry and biochemistry at the college level. May be repeated for credit. Required: permission of faculty member and a passing grade in CHEM232/242 **or** (CHEM200 and CHEM231/241). Arranged. *Fall, Spring, Summer*

Graduate**CHEM530** (2-4)**Topics in Teaching Chemistry**

Each time the course is offered, it treats one of the following areas:

- Concepts in Chemistry
Fundamental ideas of chemistry
- Demonstrations
Simple experiments which illustrate chemical principles
- Problem-Solving Strategies
Exploration into the mental processes and logic behind problem-solving.

None of the above areas are to occur twice in one student's program. Prerequisite: CHEM232. Repeatable to 6 credits.

CHEM540 (2-4)**Topics in Chemistry**

Independent readings to be chosen in consultation with the instructor. A written report and an oral presentation covering the materials read are required. A minimum of 60 hours of work is required for each credit. Prerequisite: CHEM431. Repeatable to 6 credits.

COMMUNICATION

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Faculty

Delyse E. Steyn, *Chair*
Patrice Jones
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Desrene L. Vernon

Emerita

Luanne J. Bauer

Academic Programs	Credits
BA: Communication	38
International Communication	60
Communication Management	60
Media Technology	59
BA: Journalism	38
Media Studies	60
BA: Public Relations	38
International Public Relations	59
BFA: Electronic Journalism	75–77
BS: Communication Arts	
Secondary Education	36–38
Minor in Communication Arts: Secondary Cert.	20
Minor in Communication Studies	20
Minor in Journalism	20
Minor in Media Studies	20
Minor in Public Relations	20
Minor in Advocacy of Public Policy	21
Minor in Communication and Community Devel.	21
Minor in Communication and The Family	21
Minor in Electronic Journalism	21
Minor in Event Management	21
Minor in Health Communication	21
Minor in Image, Identity & Public Culture	21
Minor in International Relations & Peace Studies	21
Minor in Photojournalism	21
Minor in Public Production	21
Minor in Strategic Communication	21
MA: Communication	
Interdisciplinary Program	40–43
Emphasis Programs	40
Graduate Certificate Program	12

Mission

The Department of Communication creates and fosters a diverse, Christian learning community dedicated to producing professionals of distinction committed to global service.

“Communicating for community” reflects the vision of the programs offered by the Department of Communication.

Communication is all about connection—successfully sharing messages and meaning. Communication competence is critical to being an effective leader. Lee Iacocca, chairman and CEO of Chrysler Corporation, said, “the most important thing I learned

in school was how to communicate...you can have brilliant ideas, but if you can't get them across, your brains won't get you anywhere.”

The Department of Communication offers a variety of undergraduate programs as well as a master's program and graduate certificate program.

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association (NCA) affiliated honor society.

Public Relations Student Society of America (PRSSA) Chapter

The Andrews University PRSSA chapter is affiliated with the Western Michigan Public Relations Society of America. At the national level students are eligible for PRSA's publications, scholarships, award programs, leadership training and a national conference.

Computer Policy

The Department of Communication regards the computer as a tool integral to the success of students in their professional development. It is required that all students purchase a laptop computer and software to meet the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester. A list of software is available in the department. Specific requirements change so it is important to make sure the software listed is compatible with the laptop you choose to purchase. Use of the computer in the curriculum varies by course.

Internships

Journalism and PR majors must submit applications for required internships during the sophomore and/or junior year. Students must fulfill the required number of clock hours to meet the requirements for their degree.

Communication majors are encouraged to participate in the internship program and must then submit applications for internships during the junior or senior year. Department approval must be obtained prior to the start of an internship. It is strongly recommended that students complete COMM480 prior to submitting applications.

Practicum

Practicum refers to the out-of-class opportunities on campus and in the immediate area for developing skills valuable to the communication professional. Students are encouraged to apply to the department for such opportunities. These experiences will be documented in a Portfolio as evidence of the student's involvement in the practical application of theory.

Communication Core—11

Required for each of the five majors and interdisciplinary emphases offered: COMM215, 230, 480, JOUR230.

BA: Communication (38)

Major requirements: *Communication core* plus JOUR140; COMM280 or 465; COMM320, 405, 432, 436, 456, 475; and 3 credits of electives chosen in consultation with the advisor. *A minor or a second major is required for this major.*

International Communication—60

Major requirements: *Communication core* plus JOUR140, COMM280 or 465; COMM320, 389 (1), 405, 432, 436, 456, 475; 3 credits of communication electives chosen in consultation with the advisor; plus ANTH200, PLSC230, 420; and 12 credits of multi-disciplinary course electives chosen in consultation with the advisor.

The Adventist Colleges Abroad Program (full year or summer) or participation in the Student Missionary program or a comparable international experience is required.

A second major or minor is not required.

Communication Management—60

Major requirements: *Communication core* plus JOUR140, COMM280 or 465, COMM389 (1), COMM454 Topics in Communication: Organizational communication, COMM425, COMM320, 405, 432, 436, 456, 475; 3 credits of communication electives chosen in consultation with the advisor; plus PREL460; required BSAD355, 384 or 436; and rest of multi-disciplinary (8 cr) electives chosen in consultation with the advisor.

Electives should reflect the emphasis in management and communication.

A second major or minor is not required.

Media Technology—59

Major requirements: *Communication core* plus JOUR140, 455, 465, COMM425; COMM280 or 465; COMM320/436, 405, 432, 456 or 405/450/460 (27 credits) and multi-disciplinary electives (2–3 credits). Required interdisciplinary courses for video production emphasis: VDE0130, 210, 320, 340, 465, COMM389 (1). Electives to be chosen in consultation with advisor.

Cognate: PHTO115 or PHTO116 Introduction to Photography (fulfills GE requirement)

An internship in the area of Video Production is required.

A second major or minor is not required.

BA: Journalism (38)

Major requirements: *Communication core* plus JOUR140, 330, 375, 389(1), 445, 455; *Choose 1 from* COMM425, JOUR405, 445, 441, 442, 450, 460; COMM320 or 436, 432, 456

Cognate: PHTO115 or PHTO116 Introduction to Photography (fulfills GE requirement)

A minor or second major is required for this major.

Media Studies—60

Major requirements: *Communication core* plus COMM280 or 465; COMM320 or 436, 405, 432, 456; COMM425; JOUR140, 330, 375 or 445, 389 (1); 3 credits of communication electives chosen in consultation with the advisor; plus ENGL430, JOUR465 or 405/450/460; and 13 credits of multi-disciplinary courses chosen in consultation with the advisor. There must be at least one course in each of the three areas of art, design and the technical courses. An internship in an area of media is required.

Cognate: PHTO115 or PHTO116 Introduction to Photography (fulfills GE requirement)

A second major or minor is not required.

BA: Public Relations (38)

Major requirements: *Communication core*; PREL255, 320, 389(1), 454, 460, 465; COMM405 or COMM456, 432; JOUR140, 445.

A minor or second major is required for this major.

International Public Relations—59

Major Requirements: *Communication core*; PREL255, 320, 389(1), 454, 460, 465; COMM405 or COMM456, 432, 436, JOUR140, 445; plus 6 credits of communication electives chosen in consultation with the advisor; plus PLSC230, 420, ANTH200; plus 9 credits of multi-disciplinary course electives chosen in consultation with the advisor.

The Adventist Colleges Abroad Program (full year or summer) or participation in the Student Missionary program or a comparable international experience is required.

A second major or minor is not required.

BFA: Electronic Journalism (75–77)**General Education Requirements**

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: professional degree requirements

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: professional degree requirements

Mathematics: professional degree requirements

Computer Literacy: DGME130 or INFS120

Service: S-designated course

Social Sciences: professional degree requirements

Fitness Education: professional degree requirements

Communication Core—11**Communication & Media Studies—21**

JOUR140 Intro to Mass Comm, COMM425 Media Literacy, COMM432 Research Methods in Comm, COMM456 Group Dynamics & Leadership, COMM436 Intercultural Comm, COMM405 Persuasion, JOUR455 Media Law & Ethics

Electronic Journalism—33

PHTO116 Intro to Digital Photography, JOUR405 Technology for Journalism, JOUR460 News Editing for Electronic Media, JOUR330 Advanced Media Writing, JOUR441 Introduction to News Production, JOUR389 Internship (1), JOUR450 Multimedia Journalism, JOUR375 Photojournalism, JOUR442 Advanced News Production, JOUR436 Electronic News Magazine Production, COMM290 Practicum (1), JOUR496 Portfolio (1)

Electives—10–12

VDE0320 Video Compositing, VDE0340 Video Shooting, DGME215 Digital Sound, JOUR440 Magazine and Feature Writing, ART214 Visual Communication, VDE0465 Video Documentary. Any other Journalism, PR or Communication course that suits the student's academic goals.

BS: Communication Arts (36–38) (Secondary Education)

This degree, granted by the College of Arts & Sciences in cooperation with the Department of Teaching, Learning & Curriculum, prepares students to teach communication arts at the secondary level. *Secondary certification is required.* The student should consult the Teaching, Learning & Curriculum section in the School of Education (SED), p. 295, for General Education requirements and secondary professional education courses, as well as the number of credits required for student teaching.

Core—10

COMM215, 480, JOUR230

Foundational courses—26–28

COMM280, 320, 425, 450, 475, JOUR330, 445, 455, 465

Students seeking Michigan State certification for elementary- or secondary-school teaching must take COMM450.

General Education Requirements—Communication Arts with Secondary CertificationSee professional program requirements, p. 51, and note the following **specific** requirements:**Religion:** 12*—RELT100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor**Language/Communication:** ENGL115, 215, COMM450**Foreign Language (BA only)**—Intermediate Language (4)**History:** HIST117, 118**Fine Arts/Humanities:** Choose one course from:

ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224,

MUHL214, Ensemble Music (3)

Life/Physical Sciences: professional degree requirements**Mathematics:** professional degree requirements**Computer Literacy:** INFS120**Service:** EDTE165**Social Sciences:** GDPC302 & EDTE228**Fitness Education:** HLED120 plus two Fitness Education courses**Minor in Communication Arts (Secondary Education) (20)**

COMM215, 480, JOUR230 and 10 credits of electives selected from foundational courses of the major.

*Available only to those students obtaining secondary teacher certification. For teaching certification requirements, see Teaching, Learning & Curriculum section under School of Education.***Minor in Communication Studies (20)***At least 10 credits must be upper division.* Students apply to the department for this minor. When accepted, each student designs minor in consultation with departmental minor advisor to ensure that the plan of study is appropriate for the student's goals. Communication-core classes are recommended.**Minor in Journalism (20)**

JOUR140, 230, 330, 375; and electives chosen from other courses allowed in the major in Journalism.

Minor in Media Studies (20)

JOUR140, 230, COMM425 Media Literacy, and electives chosen in consultation with advisor to meet career goals.

Minor in Public Relations (20)

JOUR140, 230; PREL255, 454, 460; COMM405; and electives chosen from other courses allowed for the major in Public Relations.

Minor in Advocacy of Public Policy (21)

COMM405, 425, JOUR230, 455, PLSC420, 435

Electives—3

COMM454 Org comm., BHSC440 Peace and Conflict Resolution, JOUR465 Media Activism and Social Change

Recommended General Education

PLSC237, PHIL244

Minor in Communication and Community Development (21)

COMM436, JOUR465 Media Activism and Social Change, SOCI160, PREL460, PLSC420

Electives—6

PLSC435, COMM454 Org Comm, FDNT469, SOCI408, 445

Recommended General Education

FNCE206, ECON225

Minor in Communication and the Family (21)

FMST115, COMM 320, 436,445, 446

Electives—6

FMST310, 460

Recommended General Education

FDNT230

Minor in Electronic Journalism (21)

JOUR230, 460, 441, 442, 436, 450, 375 or 405.

Recommended General Education

PHTO116

Minor in Event Management (21)

JOUR 230, PREL255, 320 or 465 Special Events Planning, 460, COMM454 Org comm, 475, BSAD210

Recommended General Education

FNCE206, COMM 320

Minor in Health Communication (21)

JOUR230, PREL255, 465 Health care comm., COMM405

Electives—9

Choose a specific area of interest (e.g. Nutrition and Wellness) FDNT448, 460, FTES305, 410, HLED 445, COMM454 Org comm., JOUR440, 450, PREL320

Recommended General Education

COMM320

Minor in Image, Identity and Popular Culture (21)

COMM425, 405, JOUR140, 230, 450

Electives—6

COMM450, BHSC220. Chosen in consultation with advisor.

Recommended General Education

COMM320, PSYC180

Minor in International Relations and Peace Studies (21)

COMM435, 436, 454 Mediation, conflict resolution; JOUR465 Media Activism and Social Change, PLSC230, 420

Electives—3

PLSC225, 435

Recommended General Education

ANTH200, PLSC237

Minor in Photojournalism (21)

JOUR230, 375, 450, 445, PHTO200, PHTO326 or BSAD210

Electives—6

PHTO425 or 420. Chosen in consultation with advisor.

For Journalism majors, JOUR230 and JOUR375 are required.

Recommended General Education

PHTO116

Minor in Publication Production (21)

JOUR230, 440, 445, 450, DGME130, 175

Electives—3

Chosen in consultation with advisor.

Recommended General Education

PHTO116

Minor in Strategic Communication (21)

JOUR230, PREL255, 460, COMM454 Org Comm, 435, PLSC420

Electives—3

JOUR465 Adv Topics: Media Activism and Social Change
From emergency response/management courses chosen in consultation with advisor.

Graduate Program**MA: Communication**

Master of Arts: Communication is designed for students who wish to develop advanced-level communication skills in combination with knowledge or skills in another area or areas.

Students may select either the interdisciplinary program or one of the emphasis areas. The procedures are explained in the department's *Graduate Student Manual*. The *Graduate Student Manual* is available online at: www.andrews.edu/comm/ under Graduate Students.

General Admission Requirements

Graduate Program admission requirements, academic information and graduation procedures are detailed on pp. 44–54.

Departmental Admission Requirements

This is a summary of the procedures that a student planning to enroll in the MA should note:

- 1) At the time of application for admission, students must:
 - a) have a bachelor's degree or its equivalent.
 - b) present a portfolio of current evidence of communication experience/background.
 - c) submit a *Statement of Purpose* which explains how the relevant disciplines will be integrated to meet his/her career and academic goals.
- 2) Upon acceptance and registration, the student in conjunction with the graduate advisor will develop a *Plan of Study* which is based on the student's *Statement of Purpose*.
- 3) In addition to the admission requirements of the School of Graduate Studies & Research, the student applying to the Department of Communication must:
 - a) have a minimum of 12 semester credits in communication and/or related areas.
 - b) have an overall GPA of 2.75
 - c) complete all deficiencies at the beginning of the program. These courses are in addition to the regular graduate-degree course work.
 - d) evidence a sufficient command of the English language to succeed in the proposed program. This requires a minimum TOEFL score of 600 average with no section score lower than 60 and a minimum 5.5 score on the TWE (Test of Written English) or a minimum MELAB average score of 90 with no section lower than 88. No test score may be older than one year.

- e) evidence a sufficient command of the English language to succeed in the proposed program. This requires a minimum paper-based TOEFL score of 600 with no section score lower than 60 and a minimum 5.5 score on the TWE (Test of Written English), 93 on the Internet-based TOEFL, or a minimum MELAB average score of 90 with no section lower than 88. No test score may be older than one year with the exception of the ibt which is good for two years.

Progression

All graduate students need to understand that

- The GRE must be completed in order to register for the second semester courses.
- A student on regular status must, in consultation with the graduate advisor, identify members to serve on a supervisory committee. This committee is appointed before students register for their second semester in the program. It determines individual requirements for completion with reference to a student's *Plan of Study*.
- A 3.00 GPA per semester must be maintained.
- Application for Graduation must be completed before completing the Advancement to Candidacy.
- Upon completion of 50% of course work, Advancement to Candidacy is initiated by the student, who completes all the required forms.

Forms are submitted to the chair of the Department Graduate Program Subcommittee. On approval, recommendations are made to the Records Office and to the Dean of Graduate Studies.

See pp. 38–40 for further details on graduation procedures and degree conferral.

MA Degree Requirements

- 1) Comply with the standards outlined in the Graduate Degree Academic Information section of the bulletin.
- 2) Select either the interdisciplinary program or one of the emphases and complete a curriculum consisting of a minimum of 40 credits of course work approved by the supervising committee.
- 3) Pass COMM670 Comprehensive Examination over the areas selected for the degree.
- 4) Submit and successfully defend a portfolio.

Interdisciplinary Program (40–43)**Communication core—12**

COMM515, 520 or an approved graduate level research class, 590, 651, 652, 670

Two projects—4

Selected from COMM589, 599, 695. Students consult with their advisor and with their supervising committee to determine what combination of the above is most suited to their degree goals.

Additional communication courses—12

Selected with the approval of the supervising committee.

Additional courses in other area(s)—12–15

Selected with the approval of the other department(s) and the student's supervising committee.

Total MA degree credits required—40–43**Emphasis Programs****Communication core—12**

COMM515, 520 or an approved graduate level research class, 648, 651, 652, 670

Two Projects—4

Students must complete two of COMM589, 599 or 695.

Communication Electives—12

Selected with the approval of the supervising committee.

Emphasis—12*Advancement and Fundraising Emphasis*

Core: PREL510, BSAD500 plus 8 credits of electives selected with approval of the supervising committee.

International Community & Communication Emphasis

Core: COMM590 Grad Seminar: Development and Communication, COMM590 Grad Seminar: International Communication plus 8 credits of electives selected with approval of the supervising committee.

Communication Management and Strategy Emphasis

Core: COMM590 Grad Seminar: Leadership Communication, COMM590 Grad Seminar: Organizational Communication plus 8 credits of electives selected with approval of the supervising committee.

Media Studies Emphasis

Electives in Public Relations, Journalism New Media selected with approval of the supervising committee.

Total MA degree credits required—40**Graduate Certificate Program**

The Graduate Certificate Program in Communication is a focused group of Andrews University courses in the field of communication. After completing the program, a student will have general communication skills for work in business, communication industries and the Church setting, both nationally and internationally. These skills include planning and preparing promotional materials, web content, speeches, presentations and visual media products.

A portfolio of current evidence related to experience within related areas of communication must be submitted before completion of the Graduate Certificate Program. A student who successfully completes the 12 credits will have met the requirements of the Graduate Certificate Program which is noted on the student's transcript.

Courses taken in the Graduate Certificate Program may be applied by petition to a master's program in Communication.

Admission and Time Limit

Graduate admission processes and standards of the Graduate School apply. The Graduate Record Exam (GRE) is not required. The time limit for completion of the certificate program should not exceed five years from the first enrollment.

Prerequisite

Bachelor's degree

Delivery System

Courses may be delivered as summer courses, as intensives on a three-year rotation basis and pre-campus and post-campus work may be required. The courses may be offered on a regular on-campus basis during the semester.

Curriculum**Total Credits for Graduate Certificate—12****Core—5**

COMM648 Communication Workshop: Competencies in speaking (1), writing (1), visual communication (1); COMM554 Topics in: Communicating Mission (2)

Electives—7

Choose from: PREL510 Advancement and Communication (2); COMM554 Topics in: International Communication (1-2); COMM590

Grad Seminar: Organizational Communication (2); COMM554 Topics in: Media and Communication (1-2); other courses selected in consultation with the advisor to meet career goals.

Courses**(Credits)**

See inside front cover for symbol code.

Communication**COMM104****\$ (3)****Communication Skills**

Study of the human communication process—including a multi-cultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM320, 436, or 456. Communication majors who transfer in take COMM320, 436 or 456.

COMM104V**C (3)****Communication Skills**

Online correspondence course—see content above.

COMM215**\$ (4)****Introduction to Communication Theory**

A study of classical and modern theories of rhetoric, interpersonal communication, language, and the role of communication in establishing social reality and a sample research project.

COMM230**\$ (1)****Communication Practices**

A foundational course which introduces students to the study of the human communication process and career opportunities in the field of communication. Majors and minors are advised to complete this course.

COMM280**\$ (3)****Voice and Diction**

Through vocal analysis and studying the production and differentiation of sound units in the English language, students identify and develop vocal strengths and identify and remedy vocal problems. Students learn to use their voices to achieve maximum understanding and pleasure. Includes theory, practice exercises, public performances, and an introduction to the International Phonetic Alphabet.

COMM290**(1-3)****Practicum**

Supervised work experience in journalism, public relations, or another aspect of communication. A minimum of 75 clock hours of work experience is required. Obtain procedures and guidelines from the department. S/U grade

COMM320**\$ (3)****Interpersonal Communication**

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

COMM389**\$ (1-3)****Internship in Communication**

Students work full time at communication enterprises. At least

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90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

COMM405 \$ (3)
Persuasion

The analysis of persuasive appeals from the point of view of a critical consumer plus practical experience, oral and written, in ethically persuading others. Prerequisite: COMM104 or COMM230 or permission of instructor.

COMM425 Alt \$ (3)
Media Literacy

A critical and experiential approach to information conveyed through the mass media. It includes an introduction to myth and meaning and the importance of understanding prevailing ideologies in the context of a Christian world view and a sense of identity.

COMM432 Alt \$ (3)
Research Methods in Communication

An introduction to methods including textual analysis, qualitative, quantitative, ethnomethodology. Specific emphasis on methods in Public Relations, Journalism and Media Studies.

COMM435 Alt \$ (3)
Crisis Communications

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

COMM436 \$ (3)
Intercultural Communication

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

COMM445 Alt \$ (3)
Family Communication

A study of the family from a communication perspective (odd years).

COMM446 Alt \$ (3)
Gender Communication

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

COMM450 ♦ \$ (3)
Communication in the Classroom

The study and development of effective communication skills within the context of the classroom. Focus is on interactive learning where the student rather than the instructor is central. Open only to upper division and graduate students.

COMM454 ♦ \$ (1-3)
Topics in Communication: _____

Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance.

COMM456 S \$ (3)
Group Dynamics and Leadership

An experiential study of groups in process within organizations for the purpose of problem-solving and team building. Students work in teams to plan and complete a service project during the semester.

COMM465 ♦ (3)
Topics in Communication Arts: _____

Study of selected topics in Communication Arts. Topic to be announced in advance. Repeatable to 9 credits with different topics. Prerequisites: Varies according to topic.

- **Drama**
- **Interpretive Reading**
- **British Dramatic Arts**

COMM475 Alt ♦ \$ (3)
Professional Presentations

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. Prerequisite: COMM104.

COMM478 ♦ \$ (0)
Study Tour:

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

COMM480 \$ (3)
Communicating for Community

A practical capstone class which helps students integrate and synthesize material acquired in their major. Practical applications are made to specific communities of practice. Students are required to complete their portfolios including mission statements and samples of performance in their major, and give evidence of an organized job search. Preparation for internship.

COMM495 (1-4)
Independent Study/Readings/Research

Topics chosen in consultation with an instructor. Repeatable to 6 credits. Requires prior approval from instructor.

COMM515 \$ (3)
A Christian Perspective of Communication Theories

The study of communication theories from a biblical worldview approach. Various perspectives to be evaluated in this context are covering laws, human action, and systems perspectives. Students engage in seminar presentations and classroom discussions of how the theories can be applied in practical ways with an emphasis on faith and spirituality.

COMM535	\$ (2)	COMM655	\$ (0)
<i>Crisis Communications</i>		<i>Program Continuation</i>	
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.		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.	
COMM536	\$ (2-3)	COMM660	\$ (0)
<i>Issues in Intercultural Communication</i>		<i>Thesis Continuation</i>	
Examination of intercultural communication issues with specific applications to student's chosen fields of enquiry or employment. Students explore critical issues influencing the effectiveness of their interaction with individuals from varied cultures in specific organizational and societal contexts.		Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.	
COMM554	(1-3)	COMM 670	(0)
<i>Topics in _____</i>		<i>Comprehensive Examination</i>	
Study of selected communication topics of current significance. Repeatable with different topics. Topics to be announced in advance.		COMM699	(2)
COMM589	\$ (2-3)	<i>Master's Thesis</i>	
<i>Internship/Practicum in Communication</i>		PLSC420	◆ (3)
Students apply their academic preparation at a full-time professional communication-related job. At least 400 clock hours of work experience are required. Obtain procedures and guidelines from the department. Registration for this course indicates full-time status. S/U grade.		<i>Human Rights, Violations and Reconciliations</i>	
COMM590	\$ (2-3)	An interdisciplinary approach to concepts of human rights within western and non-western traditions. The course will evaluate legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, and genocide and refugees.	
<i>Graduate Seminar in _____</i>		Research and Specialized Courses	
Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Repeatable with different subject matter. Topic announced in advance.		COMM520	(3)
COMM640	\$ (0)	<i>Communication Research Methodology</i>	
<i>Project Continuation</i>		Consideration of basic research principles and methodologies with emphasis on constructing appropriate research designs and choosing appropriate methods. Students usually conduct a class research project. Prerequisite: COMM515	
Students may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only. Registration for this title indicates full-time status.		COMM599	(2-3)
COMM651	(1)	<i>Production Project in Communication</i>	
<i>Communication Research Seminar I</i>		Students produce some major communication effort, such as creating and offering a training workshop, designing a public-relations campaign, editing a department magazine, directing a play, or offering a one-person show. Prerequisite: Completed production project proposal. S/U grade.	
A seminar, based on the skills acquired/learned in COMM520, assists students to explore studies relevant to student's research/production project. Emphasis is given to understanding and critiquing research studies and writing the literature review chapter for student's research/production project(s).		COMM648	\$ (1-6)
COMM652	(2)	<i>Communication Workshop</i>	
<i>Communication Research Seminar II</i>		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. Repeatable with different topics.	
This research seminar provides an opportunity to identify and develop the appropriate research method(s) including the theoretical framework for student's research/production projects. This seminar requires students to refine and present their research proposal for their research/production project. Prerequisites: COMM515, 520, 651.		COMM690	\$ (1-3)
		<i>Independent Study in Communication</i>	
		Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator.	
		COMM695	(2-3)
		<i>Research Project in Communication</i>	
		Independent work on final research project(s). Repeatable to 6 credits with Graduate Committee permission. Prerequisites: COMM520 and approved project proposal.	

Journalism

JOUR140 Alt \$ (3)**Media, Culture and Society**

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.

JOUR230 \$ (3)**Beginning Media Writing**

Aimed at all communication majors, media writing introduces students to writing targeted communication in a journalistic style. They learn the basics of journalistic writing for various media (i.e., newspapers, radio and television), public relations press releases, basic features and editorials, the importance of audience for any written communication as well as the values of timeliness, objectivity, and fairness critical to any communication career. Prerequisite: Ability in word-processing.

JOUR330 \$ (3)**Advanced Media Writing**

Continues on the foundation of Beginning Media Writing, helping students to develop a deeper understanding of journalism and its place in society. Students learn how to cover a journalistic "beat", develop sources, and how to research in-depth stories. Students also practice the art of the interview and learn the rights and obligations of reporters and communicators in any media. Prerequisite: JOUR230.

JOUR375 Alt \$ (3)**Photojournalism**

Practice in the composition of good news pictures and in producing the picture story. Prerequisites: JOUR230, PHTO115.

JOUR389 \$ (1-3)**Internship in Journalism**

Students work full time at journalistic enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

JOUR405 Alt ♦ \$ (3)**Technology for Journalism**

An introduction to changing technology by identifying, learning and applying skills relevant to journalism. Students will be introduced to established and emerging technology applicable to gather and disseminate news on various platforms.

JOUR436 Alt ♦ \$ (3)**Electronic News Magazine Production**

Students will receive individual coaching, as they complete a 20-30 minute work of video storytelling designed to be the capstone of their studies in electronic news. Emphasis will be placed on production techniques, reporting and storytelling. The expectation is that work produced by students in this course will be of broadcast quality for media such as television, the Internet, or at a film festival.

JOUR440 Alt ♦ \$ (3)**Magazine and Feature Writing**

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.

JOUR441 Alt ♦ \$ (3)**Intro to News Production**

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.

JOUR442 Alt ♦ \$ (3)**Advanced News Production**

Students will write, shoot, report, produce and anchor news stories. Students will rotate through different jobs, which will expose them to newsroom and studio operations. Editorial decision-making and production management is emphasized. Students will concentrate on producing hard news and feature reports.

JOUR445 Alt ♦ \$ (3)**Publication Production**

The theory and practice of planning and producing of any publication, be it newspaper, magazine or newsletter. Students will learn the value of careful editing and basic layout from an editor's perspective. Practice in editing copy, writing headlines, composing picture captions, planning layout and designing pages, as well as tips and tricks on project production, will be covered. Prerequisite: JOUR230.

JOUR450 Alt ♦ \$ (3)**Multimedia Journalism**

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).

JOUR455 Alt ♦ \$ (3)**Media Law and Ethics**

Case studies of court decisions affecting the mass media in the United States and the place of the ethical journalist in society. Consideration of the development of freedom, censorship, libel, privacy, obscenity laws, and the relationship between the press and the courts and freedom of information, and broadcast regulation.

JOUR460 Alt ♦ \$ (3)**News Editing for Electronic Media**

Using news industry's editing standards, this course will assist student to develop techniques to edit news for the electronic media consistent with broadcast quality. This course will emphasize the roles and responsibilities of an editor including deadlines and ethics.

JOUR465 ♦ \$ (3)**Advanced Topics in Journalism: _____**

Study of selected topics in Journalism. Topic to be announced in advance. Repeatable to 15 credits with different topics.

JOUR496 \$ (1-3)**Portfolio**

This course focuses on the student's portfolios, relevant professional standards and expectations of the job market. Existing projects are refined and new projects are identified to complete the requirements. Portfolios are presented and defended.

Public Relations

PREL255 \$ (3)

Introduction to Public Relations

Basic concepts in public relations, publics, public opinions, attitudes, two-way communications, and evaluation of public relations effectiveness. Basic literature of the field is examined. Basic principles for production of news releases, public service announcements, and other materials are covered.

PREL320 \$ (3)

Managing PR Campaigns and Special Events

Focuses on preparation for Public Relations careers, media relations, ethics, and industry issues and trends, including literature in the field and professional organizations. Students focus on writing projects, including press kits, proposals, newsletters, brochures, fundraising, speeches, public service announcements, copywriting and create documents for portfolios. Prerequisite: PREL255 and JOUR230 or permission of instructor.

PREL389 \$ (1-3)

Internship in Public Relations

Students intern at public relations or a related field. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

PREL454 ♦ \$ (3)

Advanced Public Relations

Examines the characteristics of successful public relations campaigns. Emphasis given to public relations planning and evaluating, as well as to advanced techniques in news publicity, controlled media publicity, and media relations. Professional practitioners are frequent guest lecturers. Prerequisite: PREL255.

PREL460 Alt \$ (3)

Development

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

PREL465 ♦ \$ (3)

Advanced Topics in Public Relations:

Study of selected topics in Public Relations. Topic to be announced in advance. Repeatable to 9 credits with different topics. Prerequisite: PREL255.

- *Crisis/Issues Management*
- *Critical Issues in Public Relations*
- *Case Studies in Public Relations*
- *Health Care Communication*
- *Special Events Planning*
- *Public Relations Research Techniques*

PREL510 (2)

Advancement and Communication

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

ENGINEERING & COMPUTER SCIENCE

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Subsequent to publication of the 2011–2012 Andrews University Bulletin, the Department of Engineering & Computer Science was moved into the College of Arts & Sciences for the 2011–2012 school year.

Academic Programs	Credits
BS: Computing Emphasis Areas Computer Science Software Systems	40
Minor in Computing	20
BS in Engineering Emphasis Areas Electrical and Computer Engineering Mechanical Engineering	66
Minor in Engineering	20

Undergraduate Programs

Computing

Two emphases are available in Computing—**Computer Science** and **Software Systems**.

Computer Science focuses on a study of computing as well as on its role in an application area. Areas of interest include artificial intelligence, compilers, computer architectures, computer graphics, computer networks, operating systems, program development, and analytical theory. A degree in computing with the Computer Science emphasis prepares students for graduate study, employment in computer systems/networks, administration/development, software development/maintenance, and for careers in education.

Software Systems is an applied study of computing, focusing on the development and maintenance of software in an application area. A minor in an application area is included as part of the degree. Typical minors might include one of the sciences, behavioral science, or business. Supervised “real-world” projects are a requirement for this degree. A degree in Computing with the Software Systems emphasis prepares students for employment in developing and maintaining commercial

applications and for graduate studies in applied computing such as software engineering.

BS: Computing

Degree Requirements

Admission Requirements: Computing foundation courses—MATH191, CPTR151, 152

Progression Requirements: No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail **two** Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of **six** weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

The major field examination in Computing is part of the senior exit test. All Computing majors are required to have access to their own computers.

Major requirements—40

Common core—22

CPTR151, 152, 276, 440, 460, 491, 492

Computer Science Emphasis

Required courses—9

CPTR425, 437, 467

Major electives—9

Chosen from CPTR courses in consultation with an advisor.

A minimum of 9 upper division credits required.

Cognate requirements—26–28

MATH191, 192, 355; STAT340 (14)

ENGR385 (4)

BIOL165; 166 (10)*

or CHEM131, 132 (8)*

or PHYS141, 142 (8)*

or PHYS241, 242, 271, 272 (10)*

* These courses may apply toward the general education life/physical science requirement.

Software Systems Emphasis

Required courses—9

CPTR310, 427, 450

Major electives—9

Chosen from CPTR courses in consultation with an advisor.

A minimum of 9 upper division credits required.

Cognate requirements—30–32

MATH191, 355; STAT285 (10)

Minor in an advisor-approved application area (20–22)

Minor in Computing

(20)

Required courses—10

CPTR151, 152, 276

Minor electives—10

Chosen from CPTR courses in consultation with an advisor.

Notes: No course grade below a C- may apply to a major or minor in Computing.

Engineering

The Engineering program at Andrews University leads to a Bachelor of Science in Engineering degree with emphases in Electrical and Computer Engineering and in Mechanical Engineering. These two emphases build on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the areas of digital systems, communication systems, and computer controlled instrumentation and computer simulation. The Mechanical Engineering emphasis focuses on mechanical design and the electromechanical elements of smart machines.

The mathematics courses listed as cognates for the Engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

BS in Engineering

Admission Requirements: Engineering foundation courses—MATH191, ENGR120, 125, 180, 185; CHEM131. Transfer students will be considered on an individual basis.

Progression Requirements: No grade lower than C- may be counted toward any degree requirement. An Engineering or Computing course may be repeated only once. Students may repeat only two Engineering or Computing courses. Students will be asked to withdraw from the program if they fail **two** Engineering or Computing courses in the same semester. Readmission will be considered on an individual basis. Transfer credits need to be submitted a minimum of **six** weeks prior to beginning of classes. Transfer students will be considered on an individual basis. Courses 200-level and above are restricted to admitted majors/minors only.

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: RELT100, RELT340 and **two more courses** from RELB, RELG, RELT

Language/Communication: ENGL115, 220, COMM104
History: HIST118

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: CHEM131

Mathematics: MATH191

Computer Literacy: see major

Service: BHSC100 or ENGR485

Social Sciences: take **one course** from the following:
ANTH200, ECON225, GEOG110, PLSC104, PSYC101 or SOCI119

Fitness Education: HLED120 and one additional course from personal fitness, outdoor skills or team activity

Major requirements—66

Common core—30

ENGR120, 125, 180, 185, 225, 275, 285, 310, 450, 491, 492

Cognates—35

MATH191, 192, 215, 240, 286; STAT340

CHEM131

PHYS241, 242, 271, 272

Electrical and Computer Engineering Emphasis**Required courses—31**

CPTR151, 152, 465, ENGR325, 335, 385, 415, 435, and 455.

Major electives—5

Chosen from upper division ENGR and CPTR courses in consultation with an advisor.

Mechanical Engineering Emphasis**Required courses—30**

CPTR125; ENGR320, 330, 340, 350, 360, 390, 410, 420 and 440.

Major electives—6

Chosen from upper division ENGR courses in consultation with an advisor.

Minor in Engineering (20)**Required courses—11**

ENGR120, 125, 185, 225

Minor Electives—9

Chosen from ENGR courses in consultation with an engineering advisor.

Cognates: MATH191, 192

Courses (Credits)

See inside front cover for symbol code.

Computing and Software Engineering**CPTR125 (3)****Introduction to Computer Programming**

Programming in a selected language. May be repeated for a total of three unique languages. Satisfies general education requirements for computing majors. Only 3 credits of CPTR125 may apply toward a computing major or minor. *Spring*

CPTR151 (4)**Computer Science I**

An introduction to programming methodology, problem-solving, algorithm development, control structures, arrays, program style, design correctness and documentation techniques, as well as a brief overview of computer systems and computer history. *Fall*

CPTR152 (3)**Computer Science II**

A continuation of CPTR151 examines program specifications, design, coding, correctness, and style with additional coverage of pointers and arrays, and an in-depth study of recursion and data structures. Includes files, lists, stacks, queues, trees, graphs, and an overview of computer ethics. Prerequisite: CPTR151. *Spring*

CPTR276 (3)**Data Structures and Algorithms**

A study of techniques for the design and analysis of algorithms using appropriate data structures covered in CPTR152. Topics include: asymptotic complexity bounds, graph and tree algorithms, fundamental algorithmic strategies (such as greedy, divide-and-conquer, backtracking, branch-and-bound, heuristics, pattern matching and string/text algorithms), numerical approximation and dynamic programming. Prerequisite: CPTR152. *Fall*

CPTR295 (1-3)**Directed Computer Language Study**

Directed study of computer language in consultation with the instructor. Normally, the language is not included in other courses taught by the department. A programming project may be required. Prerequisites: CPTR151 or equivalent.

CPTR310 (3)**Database Application Programming**

A study of basic database principles and web applications using technologies such as PHP, MySQL, Three Tier Architectures, scripting languages and data manipulation. Manipulating databases using SQL. Sessions, authentication and security. Prerequisite: CPTR151. *Fall*

CPTR416 ♦ Alt (3)**Internet Technologies**

A study of current technologies and their effects, including web server software, e-commerce, various scripting languages, human-computer interaction, perception, and related issues. Prerequisite: CPTR152. *Fall* (even years)

CPTR425 ♦ (3)**Programming Languages**

Survey of current programming languages, including structure, runtime systems, the specification of syntax, and semantics. Definition of syntax for formal languages with emphasis on context-free languages. Techniques for scanning and parsing programming languages. Automated grammar analysis parsers. Prerequisite: CPTR276. *Spring*

CPTR427 ♦ (3)**Object-Oriented Design and Programming**

Emphasizes the study of object-oriented analysis and design methodologies and the application of these to the development of advanced software. Includes survey of object-oriented programming languages and environments. Prerequisite: CPTR152. *Spring*

CPTR436 ♦ Alt (3)**Numerical Methods and Analysis**

A study of common numerical techniques applicable on a computer. Includes interpolation, extrapolation, approximation techniques, numerical methods for linear problems, root finding, function fitting, numerical integration, location of extremes, efficiency of numerical algorithms, and minimization of computational error. Prerequisites: CPTR276 and MATH215. *Spring* (odd years)

CPTR437 ♦ (3)**Formal Theory of Computation**

Includes post productions, Turing machines, and recursive functions. Recursive and recursively enumerable sets. Undecidability results of computation. Prerequisites: CPTR152 and MATH355. *Fall*

CPTR440 ♦ Alt (3)**Operating Systems**

Process management, including asynchronous concurrent processes and deadlock, virtual storage management and job and process scheduling, multiprocessing, disk scheduling and file and database systems, performance and security. Prerequisite: CPTR276. *Fall*

- CPTR450** ♦ (3)
Network Computing and Architecture
 Concepts applicable to constructing a computer network and the application of computing algorithms and solutions using networked computers and devices. Study topics such as physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, clustering and security. Prerequisite: CPTR152. *Spring*
- CPTR460** ♦ (3)
Software Engineering
 Surveys basic software engineering topics associated with the processes, documents, and products of the entire software life cycle. Topics include software evolution, project organization, and management, feasibility studies, product definition, design, implementation, and testing issues, and the role of the software engineer within the life cycle. Prerequisite: CPTR152. *Fall*
- CPTR465** ♦ (3)
Computer Architecture
 Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems. Prerequisite: CPTR152. *Spring*
- CPTR467** ♦ (3)
Database Concepts and Theory
 Study of issues relevant to abstract and concrete aspects in both the creation of database management system software and its use. Indexing, buffering and other internal and physical database design issues. Relational model algebra, calculus and query languages. Functional dependencies and normalization. Study of and modeling using Entity-Relationship and other relevant paradigms. Common application databases. Introduction to the use of transactions, query optimization and non-relational database models. Design and programming assignments using databases. Prerequisite: CPTR152. *Spring*
- CPTR475** (1-4)
Topics in _____
 Selected topics of current interest in computing such as Robotics, advanced languages, or others. Repeatable with different subjects.
- CPTR485** ♦ (3)
Computer Graphics
 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. Prerequisites: CPTR 152. *Fall*
- CPTR487** ♦ Alt (3)
Artificial Intelligence
 Provides the conceptual basis for understanding current trends in Artificial Intelligence. Topics include both symbolic and numeric processing, intelligent search methods, problem representation, machine learning, expert systems, and a survey of some social implications of AI. Prerequisite: CPTR152. *Fall* (odd years)
- CPTR491** (3)
Computing Capstone I
 The first of a capstone project sequence required for all senior computing majors. Software engineering and its methodologies are applied. Various software life cycle models are incorporated. Students are placed into teams and assigned to a client and/or project. The teams create a project plan, analyze and specify requirements for their project and develop a design. Prototype demonstrations and periodic oral and written progress reports are required to help assure steady progress. Individuals and teams produce a variety of documents throughout the course. Documents include a management plan, project abstracts, a requirements specification, a user interface prototype document, and a design document consisting of architectural and detailed design elements. This course is a writing-intensive course. Prerequisite: CPTR460
- CPTR492** ♦ (3)
Computing Capstone II
 The second of a capstone project sequence required for all computing majors. Students are placed into teams and assigned to complete an existing project for a client. The teams implement and debug code according to a design produced earlier. They produce a testing plan, carry out testing, record test results and summarize them. Prototype demonstrations and periodic progress reports are required to help assure steady progress. Individuals and teams produce a variety of documents throughout the course. These documents include a testing plan, a testing log, and a summary of testing, a maintenance manual and a user manual. Teams also deliver a public demonstration at the end of the course, as well as a final presentation. Prerequisite: CPTR491.
- CPTR495** (1-3)
Independent Study
 Directed study of material of special interest chosen in consultation with the instructor. No more than 6 credits may be earned in CPTR495. Graded S/U.
- CPTR496** (1-3)
Special Projects
 Project chosen in consultation with instructor. No more than 6 credits may be earned in CPTR495. Graded S/U.
- CPTR548** Alt (3)
Advanced Database Systems
 Database design and theory. Concurrency, distributed databases, integrity, security, query optimization, transaction processing, object-oriented databases. A survey of the design and implementation tradeoffs considered for these topics in the creation of available database packages. Includes a term project and reading from the literature. Prerequisite: CPTR467 or equivalent. *Spring*
- CPTR557** Alt (3)
Advanced Network Computing and Architecture
 A study of the concepts, conceptual design and implementation of the client/server, multi-tier and distributed models of computing. Consider topics such as physical media, protocols and layers, application programming interfaces, clustering, distributed computing and security from the perspective of a programmer using these tools as well as a system programmer and architect that creates and implements such tools, algorithms and models. Prerequisite: CPTR450 or equivalent. *Fall*

<p>CPTR568 Alt (3) Advanced Computer Architecture Functional analysis of computer hardware and supporting software systems. Includes a comparative study of past, present and proposed architectures as well as computer performance analysis and optimization. Additional topics may include parallel architectures and detailed CPU design issues. Prerequisite: CPTR465 or equivalent. <i>Fall</i></p>	<p>application and relevant properties associated with engineering material. A weekly hands-on laboratory helps demonstrate the relationship of properties of materials studied in lecture. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: CHEM131. <i>Spring</i></p>
<p>CPTR637 Alt (3) Formal Methods A survey of the different paradigms associated with formal methods. Applies formal methods to the specification, verification, and validation of software systems. Case studies are examined and a programming project is included. Prerequisites: CPTR460, MATH215, STAT285. <i>Fall</i></p>	<p>ENGR185 (3) Engineering Statics Principles of statics and their application to engineering problems; forces, moments, couples, friction, centroids and moments of inertia. Prerequisite or Corequisite: MATH191. <i>Spring</i></p>
<p>CPTR660 (0) Thesis/Project Extension</p>	<p>ENGR225 \$(3) Circuit Analysis Resistive circuit analysis, network theorems, dependent sources, energy storage elements, 1st and 2nd order circuit transient responses, ac circuit analysis using phasors and impedances, and ac complex power. Weekly: 2 hours lecture and a 3-hour lab. Prerequisite MATH191. Corequisite or prerequisite MATH192. <i>Fall</i></p>
<p>CPTR689 (1-4) Topics in _____ Topics in computing such as graphics, parallel processors, compiler design and optimization, communications and signal processing, distributed systems, graph theory, artificial intelligence, and formal theory. Repeatable with different topics to 6 credits. Prerequisite: Depends upon topic.</p>	<p>ENGR248 (1-4) Workshop Provides flexibility for the occasional workshop where it is appropriate to offer engineering credit. Workshop requirements must be approved by the department.</p>
<p>CPTR690 (1-4) Independent Study Directed study of material of special interest chosen in consultation with the instructor. May be repeated to 6 credits. Grade S/U.</p>	<p>ENGR275 \$(3) Electronics I Introduction to diodes and transistors and their applications in switching and amplification circuits. Introduction to the basic op-amp circuits and their characteristics. Binary numbers and codes, Boolean algebra, logic circuits, flip-flops and registers. Digital circuit applications. Weekly: 2 hours lecture and a 3-hour lab. Prerequisite: ENGR225. <i>Spring</i></p>
<p>CPTR698 (1-4) Master's Research Project Special project chosen in consultation with student's advisor and instructor. To be repeated to 6 credits. Grade S/U.</p>	<p>ENGR285 (3) Engineering Dynamics Vectorial kinematics of moving bodies in fixed and moving reference frames. Kinetics of particles, assemblies of particles, and rigid bodies, with emphasis on the concept of momentum. Keplerian motion, elementary vibrations, and conservative dynamic systems. Prerequisites: ENGR185 and MATH192. <i>Spring</i></p>
<p>CPTR699 (1-6) Master's Thesis To be repeated to 6 credits. Graded S/U.</p>	<p>ENGR310 (3) Linear Systems Analysis Convolution, analysis and spectra of continuous time domain signals, Fourier and Laplace transforms, discrete time domain signals, and the z-transform. Prerequisites: MATH215, 286. Corequisite: CPTR125. <i>Spring</i></p>
Engineering	
<p>ENGR120 \$(2) Introduction to Engineering & Design 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. <i>Fall</i></p>	<p>ENGR320 (3) Manufacturing Processes 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. Prerequisite: ENGR180. <i>Fall</i></p>
<p>ENGR125 \$(3) Engineering Graphics Fundamentals of drawing as applied to mechanical engineering problems. Orthographic projections, auxiliary and sectional views, dimensioning and tolerancing, oblique and isometric views, detail and assembly drawing. Sketching and computer-aided drafting. Weekly: Two 1-hour lectures and two 1.5-hour labs. <i>Fall</i></p>	<p>ENGR325 \$(4) Electronics II Modeling of transistors, biasing of transistors in amplifier circuits, and amplitude and frequency limitations of transistors. Linear and switching electronic circuits with an emphasis on op-amps. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: ENGR275. <i>Fall</i></p>
<p>ENGR180 \$(4) Materials Science Introduction to the study of materials. Covers physical properties,</p>	

<p>ENGR330 (3) Thermodynamics Introduction to the nature of energy and study of energy transport conservation in closed and flowing systems; properties and states of solids, liquids, vapors, and gases; enthalpy; meaning and production of entropy and introduction to cyclic systems. Prerequisite: PHYS242. <i>Fall</i></p>	<p>ENGR415 (3) Virtual Instrumentation For engineering majors. Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications. Prerequisite: ENGR275 and CPTR125 or 151. <i>Fall</i></p>
<p>ENGR335 (3) Logic Circuit Design Modern digital logic families, state machines, design of digital logic circuits in FPGAs, and VHDL specification of logic circuits. <u>Prerequisite:</u> ENGR275. <i>Fall</i></p>	<p>ENGR415-02 (1) Virtual Instrumentation Introduction to virtual instrumentation with emphasis on the sampling requirements and the signal conditioning requirements. Data logging and control applications. <i>Fall</i></p>
<p>ENGR340 (3) Mechanics of Materials Study of stresses and strain, deformations and deflections of posts, shafts, beams, columns; combined stresses; elasticity. Prerequisite: ENGR185. <i>Fall</i></p>	<p>ENGR420 (3) Machine Design 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. Prerequisites: ENGR320, 390. <i>Fall</i></p>
<p>ENGR350 \$ (3) Sensors and Actuators Study of temperature, mechanical, and optical sensors; sensor signal conditioning; ac, dc, and stepping motors; and the motor control requirements. Weekly: 2 lectures and a 3-hour lab. Prerequisite: ENGR275. <i>Spring</i></p>	<p>ENGR425 (3) Project Management Methodology used successfully to carry out a technical project including proposals, planning, work breakdown, scheduling, creativity, monitoring progress, and documentation. Prerequisite: STAT285 or 340. <i>Fall</i></p>
<p>ENGR360 (3) Fluid Dynamics Fluid statics and dynamics of fluid motion. Conservation of mass, momentum, and energy in laminar and turbulent flow. Boundary layer flow, lift and drag forces, viscous flow in conduits, open channel flow, flow measurements. Prerequisites: ENGR285, 330, MATH286. <i>Spring</i></p>	<p>ENGR430 (3) Quality Control Analysis of the factors affecting product quality during manufacturing. Topics include use of basic statistics and probability for measurements, observations, sampling, control charts and reliability. Prerequisite: STAT285 or 340. <i>Spring</i></p>
<p>ENGR380 \$ (2) Programmable Controllers Introduction to typical programmable logic controllers and their applications. Emphasis on programming and interfacing to electromechanical systems. Weekly: 1-hour lecture and a 3-hour lab. Prerequisite: ENGR275. <i>Spring</i></p>	<p>ENGR435 (3) Electromagnetic Fields Study of static and dynamic electric and magnetic fields. Unbounded and bounded fields, fields in materials, force and torque, energy and potential functions, and Faraday induction. Propagation of electromagnetic energy; plane waves, transmission lines, and waveguides; radiation from dipole antennas; introduction to arrays. Prerequisites: MATH240, 286, PHYS242. <i>Fall</i></p>
<p>ENGR385 \$ (4) Microprocessor Systems Introduction to computer organization, microprocessors, assembly language programming, memory devices, I/O devices, interfacing with emphasis on control applications. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: ENGR335 or CPTR276. <i>Spring</i></p>	<p>ENGR440 (3) Heat and Mass Transfer Study of steady-state and transient heat conduction, forced and non-forced convection through ducts and over surfaces, black-body thermal radiation, solar radiation, heat exchangers, and mass transfer. Prerequisites: ENGR360, MATH286. <i>Spring</i></p>
<p>ENGR390 \$ (2) Engineering Measurements Lab Introduction to various measurement techniques available for mechanical and general engineering application. National Instrument LabView Data Acquisition System is used to collect data for analysis. Weekly: Two 3-hour labs. Prerequisites: ENGR330, 340. <i>Spring</i></p>	<p>ENGR450 (2) Engineering Economy Study of engineering decision methodology and criteria used to include economic factors in determining the best alternative in the design and selection of equipment, structures, methods, and processes. Prerequisites: MATH145 or MATH191. <i>Fall</i></p>
<p>ENGR410 \$ (4) Feedback Control Systems Study of both analog and digital feedback control systems. Performance criteria and design and analysis methods. Weekly: 3 hours lecture and a 3-hour lab. Prerequisites: ENGR275, 285, and 310. <i>Fall</i></p>	<p>ENGR455 \$ (4) Communication Systems Introduction to analog and digital communication systems; including topics in modulation; baseband and bandpass signals;</p>

power spectral density and bandwidth; random processes; noise, signal-to-noise ratio, and error probability; and system performance. Prerequisites: ENGR310, 325, STAT340. *Spring*

ENGR465 (3)
Operations Analysis and Modeling

The methodology of mathematical modeling and its relation to solving problems in industrial and public systems. Linear programming, scheduling, queuing, simulation, optimization, and decision analysis. Prerequisites: MATH192, STAT340. May not be offered each year. *Spring*

ENGR470 (3)
Finite Element Methods

Introduction of finite element methods for the solution of problems in solid mechanics and heat transfer. Techniques for obtaining approximate numerical solutions to governing differential equations in the problem areas are covered. Industrial software is applied to the analysis and design of a broad range of engineering problems. Prerequisites: ENGR330, 340, MATH286. *Fall*

ENGR475 (1-4)
Topics in __

Repeatable in different subjects (prerequisites depend on topic).

ENGR485 (2-6)
Community Project in Engineering

“Hands-on” involvement in humanitarian and/or service-oriented projects. Work initiated by students requires prior approval of faculty. Letter grade or graded on S/U basis. May be repeated for up to 6 credits.

ENGR491 (1)
Review of Engineering Design

Selection, proposal and planning of capstone project. *Fall*

ENGR492 \$ (3)
Senior Design Project

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. Prerequisite: ENGR385 or 390. *Spring*

ENGR495 (1-3)
Independent Study

Individual study, research, or project in some field of engineering under the direction of a member of the engineering faculty. Prerequisite: permission of the person who will direct the study.

ENGR496 (1-4)
Cooperative Work Experience

Work experience in industry directed by an engineering faculty member. 120 hours of work is required per credit. A report must be submitted that summarizes the work experience and indicates the value of the experience to the student. Grade S/U. Repeatable to 4 credits. Prerequisite: junior/senior standing and permission of the person who will direct the study.

ENGLISH

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Dianne L. Staples
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Administrators with appointment in the Dept of English

Andrea T. Luxton
Alayne D. Thorpe

Emeriti

Delmer I. Davis
F. Estella Greig
Merlene A. Ogden

Academic Programs	Credits
BA: English	42
English Education Emphasis	
Literature Emphasis	
Writing Emphasis	
Minor in English	21
Minor in Teaching English to Speakers of Other Languages	21
MA: English	33
General	
Teaching English to Speakers of Other Languages	

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 Standards

Students whose first language is not English must meet certain English-language proficiency standards before they are accepted into any program in the Department of English. To qualify for admission, students must have passed one of the language

proficiency tests listed below with composite score(s) at or above those indicated:

1. Paper-based TOEFL (ibt) score of 600 with no section score lower than 60 and a minimum TWE (Test of Written English) score of 5.5 (valid for one year) or an Internet-based TOEFL of 90 (valid for two years).
2. MELAB average score of 93 with no section lower than 90 (valid for one year).

Undergraduate Programs

BA: English (42)

Core Requirements—12

ENGL185, 267, 345, 460 and 498 (Senior Seminar). The remaining courses in the major should be selected in relationship to one of the following emphases. Major Field Exam required.

English Education Emphasis

(For students seeking secondary teaching certification.)

In addition to the core courses required in the major, students must take ENGL300, 403, 408, 437, 459; One course from ENGL273, 274; One course from ENGL371, 372, 373; One course from ENGL404, 425; Two courses from ENGL315, 430, 438, 454, 467 *(Pending State of Michigan approval)*

General Education Requirements—English Education with Secondary Certification

See professional program requirements, p. 51, and note the following **specific** requirements:

- Religion:** 12*—RELT100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor
- Language/Communication:** ENGL115, 215, COMM450
- Foreign Language (BA only)**—Intermediate Language (4)
- History:** HIST117, 118
- Fine Arts/Humanities:** Choose one course from: ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)
- Life/Physical Sciences:** professional degree requirements
- Mathematics:** professional degree requirements
- Computer Literacy:** INFS120
- Service:** EDTE165
- Social Sciences:** GDPC302 & EDTE228
- Fitness Education:** HLED120 plus two Fitness Education courses

Literature Emphasis

This emphasis is recommended for those planning to do graduate work in English or for those planning professional careers that demand a broad liberal arts background.

In addition to the core requirements of the major, students must take ENGL450; six courses from ENGL273, ENGL274, ENGL371, ENGL372, ENGL373, ENGL403, and ENGL404; one course from ENGL315, ENGL437, ENGL438, ENGL454, ENGL467, and ENGL430 (with writing content); and six additional credits from Department of English offerings (excluding ENGL110, 115, and 215).

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 ENGL438; five courses from ENGL220, ENGL315, ENGL437, ENGL454, ENGL467 Creative Writing, ENGL430 (with writing content) and ENGL497; two courses from ENGL273, ENGL274, ENGL371, ENGL372, ENGL373, ENGL403, and ENGL404; and six additional credits from Department of English offerings (excluding 110, 115, and 215) or related writing courses such as JOUR230, JOUR330, JOUR445, JOUR465, PLSC316, DGME165, and DGME185.

BS: Elementary Education, Major in Language Arts

See Department of Teaching, Learning & Curriculum section under School of Education.

Minor in English (21)

Requirements: ENGL267; three of ENGL273, ENGL274, ENGL371, ENGL372, ENGL373, ENGL403, and ENGL404; one of ENGL300, 460; and one of, 315, 345, 438, 454, 467, JOUR230, 445. Remaining credits from English courses not previously selected (excluding ENGL110, 115 and 215).

(Pending State of Michigan approval for students seeking secondary education certification)

Minor in Teaching English to Speakers of Other Languages (21)

Requirements: ENGL300 (4), ENGL407 or 408 (2–3), ENGL435 Topics: TESOL Professional (1), ENGL435 Topics: Teaching & Learning for the ESL Classroom (1), ENGL440, 460, 465, 469, 490. Does not include ENGL110, 115, 215.

Cognate: COMM280

Recommended Elective: ENGL435 Topics: TESOL Certificate (2) *Available only to students obtaining secondary teacher certification. For teaching certification requirements, see Teaching, Learning & Curriculum section under School of Education.*

Minor in Language Arts with an Elementary Education Major

See Department of Teaching, Learning & Curriculum section under School of Education.

Second Language, Intensive Courses

Jeanette Bryson, *Director*

Students needing to complete English language proficiency requirements in order to meet academic and professional requirements may enroll in courses offered in reading, grammar, composition, and oral/aural practice. Students who complete the prescribed Advanced Level classes with a grade of B or better, and who pass the Exit Exam will be granted a certificate of completion. The certificate indicates that the student has completed the Intensive English Language Program. Upon completion, students may apply for a transfer into the major of choice. Those planning to complete an undergraduate Bachelor of Arts degree may apply for a foreign language waiver.

Action America

Action America offers short-term intensive language study, combined with cultural and professional experiences and travel, for non-credit students.

Participants must be at least 16 years of age and must acquire a student visa for entry into the United States. The application for Action America includes the information needed for the I-20. After receiving the I-20 document from Andrews University, the student will need to make an appointment with the American Consulate in the country of origin to apply for the visa. One four-week intensive is offered in July. Customized sessions can be arranged for groups of twelve or more.

Graduate Programs

The Department of English offers the Master of Arts in English with a General emphasis and an emphasis in Teaching English to Speakers of Other Languages. It also cooperates with the School of Education in offering the Master of Arts in Teaching (MAT) degree. In addition, the Department of English participates in offering the Master of Arts: Communication described on p. 140.

Master of Arts

The Department of English offers two programs for its Master of Arts. In addition to the general requirements for the MA degree as stated on p. 50, the required core courses are ENGL589, 597, 520 or 525 Topics in Literary Studies of the English Bible (3), and 595 or 699 (a minimum of 1 credit). Additional requirements are described below.

General Emphasis

This program provides a balanced array of courses in literature and literary theory, composition and rhetoric, and language. Additional required courses are: ENGL450, a second seminar 589, and at least one graduate course from each of the three areas of literature, composition, and language.

Teaching English to Speakers of Other Languages (TESOL) Emphasis

This program includes extensive study of the English language and linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics. The additional required courses are ENGL461, 462, 505 (2 credits), 530, 540, 566, 569; a minimum of 2 credits in 435 or 525 an additional 589*; ENGL525 Teaching and Tutoring Writing or ENGL550.

* The second graduate seminar may be replaced by a graduate literature course, COMM536, or EDRM611.

MA Admission and Degree Requirements

1. Applicants must meet the English proficiency standards listed on p. 45.
2. Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL460 (or its equivalent).
 - These prerequisites are in addition to the General Education composition requirement.
 - It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).
 - Students taking the MA: English (TESOL) must have completed ENGL300 (or its equivalent) as a prerequisite.
 - Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by

taking additional English courses other than those required for the MA degree.

3. Applicants must demonstrate proficiency in a foreign language by having done one of the following:
 - Earned credit through the intermediate college level with a minimum average grade of C.
 - Passed an exam approved by the English Department.
 - Completed their education through secondary school in a first language other than English.
4. Students must complete a minimum of 33 English graduate credits.
5. Candidates must pass written comprehensive examinations (ENGL670).
6. Candidates must complete one of the following options:
 - A. Project paper (30-50+ pages)
 - B. Two project papers (each a minimum of 20 pages)
 - C. MA thesis (75-100+ pages)

Master of Arts in Teaching

See Department of Teaching, Learning & Curriculum section under School of Education.

Courses

(Credits)

See inside front cover for symbol code.

Note: ENGL115, 215 are prerequisite to all upper division courses in English with the exception of ENGL300. Writing courses may not be audited.

Composition

ENGL110 (3) *Beginning Composition*

An introduction to college writing for students whose test scores indicate a need for additional writing guidance and practice prior to ENGL115. Utilizes a workshop approach through smaller class size and attention to individual student production. Emphasizes short writing tasks based on personal explorations of memory, observation, and reading. Required of all students who score 15 or lower on the ACT English Assessment (or 400 or below on the SAT verbal) as a prerequisite to ENGL115. Cannot be audited. *Fall*

ENGL115 (3) *English Composition I*

Introduction to written composition focusing on composing as a recursive process for generating meaning and communicating effectively. Emphasizes short essay writing based on personal explorations of memory, observation, conversation, and reading. Prerequisite for those whose native language is English: A score of 16 or higher on the ACT English Assessment (or above 400 on the SAT verbal) or successful completion of ENGL110. Prerequisite for students whose native language is not English: An overall average of 550 on TOEFL or 80 on MELAB or a successful completion of advanced English with a B in all classes and a pass on the ELI exit exam. Cannot be audited or CLEPed.

ENGL115V (3) *English Composition I*

Paper correspondence course—see content above.

ENGL215 (3) *English Composition II*

An introduction to source-based, academic writing, including

practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically. Prerequisites: ENGL115 and completion of 24 semester credits. Cannot be audited or CLEPed.

ENGL220 (3)
Technical Writing

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. Prerequisite: ENGL115. Cannot be audited.

ENGL315 (3)
Professional Writing

Practice in adapting writing to a variety of professional audiences and tasks, including resumes, proposals, business and technical reports, web writing, and collaborative writing. Prerequisites: ENGL115 and 215. Cannot be audited.

ENGL345 (3)
Introduction to Rhetoric

An introduction to the study of rhetoric, including classical and modern theories. Emphasis is given to the practical applications of rhetorical analysis in mass media, advertising, literary and political representations. Prerequisites: ENGL115 and 215.

ENGL437 (3)
Teaching and Tutoring Writing

Theory and practice in teaching, tutoring and responding to student writing. Exercises in composition, revision and evaluation. A minimum of 20 hours tutoring required. Prerequisites: ENGL115 and 215.

ENGL438 (3)
Advanced Composition

An exploration of published essays, writing theory, and strategies. Student essays move beyond—in style, scope and subject matter—the writing done in ENGL115 and 215, which are prerequisites. Cannot be audited.

ENGL454 (3)
The Writing Life

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. Prerequisites: ENGL115 and 215. Cannot be audited.

ENGL467 (3)
Creative Writing

Practice in writing stories, essays, poetry, or drama. Course emphasis changes from semester to semester. Repeatable 3 times with different content. Prerequisites: ENGL115 and 215. Cannot be audited.

ENGL497 (1-3)
Writing Internship

Students intern 90 clock hours per hour of credit in journalism, business or other approved field. Procedures and guidelines available from department. Open only to Writing Emphasis students. Prerequisites: ENGL115, 215 and either ENGL 315 or JOUR230.

ENGL550 (3)
Study of Composition

Introduction to rhetorical and other principles involved in the

writing process and in the teaching of composition to secondary-school and college students.

Language

ENGL300 (3-4)
Modern English Grammar

Basic English syntax for students and future teachers, including grammatical terminology and a brief history of grammatical models. Prerequisite: ENGL115. Students needing study in the history of the English language should enroll for 4 credits.

ENGL435 (1-4)
Topics in Linguistics

Study of topics in linguistics such as bilingualism, the TESOL professional, teaching and learning in the ESL classroom, or the TESOL Certificate Program. Repeatable with different content. Prerequisites: ENGL115 and 215.

ENGL440 (3)
Language and Culture

The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on paralanguage (e.g., kinesics and proxemics). Prerequisites: ENGL115, 215, and 460 or permission of instructor.

ENGL460 (3)
Linguistics

An introduction to linguistics for those planning to teach or work in the area of language, communication, or English on any level. Prerequisites: ENGL115 and 215.

ENGL461 (4)
TESOL Theories and Methods

Critical survey of traditional and current theories and methods of teaching English to speakers of other languages. Includes supervised observation of ESL classes.

ENGL462 (4)
TESOL Pedagogy and Practice

Study of current methods and techniques for teaching reading, writing, speaking, and listening to speakers of other languages. Includes supervised teaching of ESL classes. Prerequisite: ENGL461 TESOL Theories and Methods.

ENGL465 (2)
TESOL Methods

Specialized techniques for teaching and testing various English-language skills. Content rotates among grammar; reading and writing; speaking and listening. Corequisite: ENGL490 or 505-002 TESOL Practicum. Repeatable with different content. Prerequisites: ENGL115, 215, and 460.

ENGL469 (3)
Second Language Acquisition

Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching. Prerequisites: ENGL115, 215, and 460 or permission of instructor.

ENGL490 (1-2)
TESOL Practicum

Study of and/or supervised practice in teaching English as a second language. Repeatable to 3 credits. Permission of instructor required.

ENGL540	Alt (3)	ENGL373	Alt (3)
<i>Language and Culture</i>		<i>English Literature 1800–1914</i>	
Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralanguage (e.g., kinesics and proxemics). Prerequisite: ENGL460 or permission of instructor.		A survey of Literature of the British Isles from the 19th century to World War I. Prerequisites: ENGL115 and 215.	
ENGL566	(3)	ENGL375V	C (3)
<i>Phonetics and Phonology</i>		<i>English Literature I (to 1660)</i>	
Study of speech sounds and patterns including articulatory phonetics, phonemics, and an introduction to modern phonological theory and analysis. Prerequisites: ENGL115, 215 and 460 or permission of instructor.		Paper correspondence course. Literature of the British Isles from Beowulf through the Renaissance. Prerequisites: ENGL115 and 215.	
ENGL569	(3)	ENGL376V	C (3)
<i>Second Language Acquisition</i>		<i>English Literature II (1660–1900)</i>	
Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching. Prerequisites: ENGL115, 215 and 460 or permission of instructor.		Paper correspondence course. Literature of the British Isles from the Restoration through the Victorian period. Prerequisites: ENGL115 and 215.	
Literature		ENGL403	◆ Alt (3)
ENGL185	\$ (2)	<i>20th-century English and American Literature</i>	
<i>Much Ado about English</i>		A survey of 20th-century literature of British, American and other literature in English. Prerequisites: ENGL115, 215 and 267.	
An introductory course, organized thematically, featuring various texts and approached from several perspectives, including linguistic, rhetorical, and literary analysis.		ENGL404	◆ Alt (3)
ENGL255	(3)	<i>New Global Literature</i>	
<i>Studies in Literature</i>		A survey of recent global literary texts with a focus on issues of diversity. Prerequisites: ENGL115, 215 and 267.	
An introductory literature course with the emphasis indicated by a subtitle, such as World Literature, Biblical Literature, the Short Story, and Women's Literature. Prerequisite: ENGL115. <i>Fall, Spring</i>		ENGL407	◆ (2–3)
ENGL267	\$ (3)	<i>Literature for Children</i>	
<i>Approaches to Literature</i>		Selection, analysis, and evaluation of literary works which meet the reading and/or the listening interests of children and enhance the preparation of elementary teachers, librarians, and parents. Prerequisites: ENGL115 and 215.	
An introduction to genres, analysis, critical approaches, and writing about literature. Prerequisite: ENGL115.		ENGL408	◆ Alt (2–3)
ENGL270V	C (3)	<i>Literature for Young Adults</i>	
<i>American Literature to 1900</i>		Selection, analysis, and evaluation of literary works that meet the reading interests of young adults and enhance the preparation of middle-school and secondary English teachers, librarians, and parents. Prerequisites: ENGL115, 215.	
Paper correspondence course. A survey of American literature from its beginnings to 1900. Prerequisite: ENGL115.		ENGL425	(3)
ENGL273	Alt (3)	<i>Literary Topics</i>	
<i>American Literature to 1865</i>		Advanced study of a literary period, genre, or theme, such as Victorian Literature, Poetry, Biblical Literature, Women's Literature or the Classical Heritage. Prerequisites: ENGL115, 215, and 267.	
A survey of American literature from the 17th century through the Civil War. Prerequisite: ENGL115.		ENGL450	◆ (3)
ENGL274	Alt (3)	<i>Literary Criticism and Theory</i>	
<i>American Literature 1865–1914</i>		An introduction to literary criticism and theory. Readings start with Plato, but special emphasis is on New Criticism to the present. Prerequisites: ENGL115, 215, and 267.	
A survey of American literature from the Civil War to World War I. Prerequisite: ENGL115.		ENGL464	◆ (3)
ENGL371	Alt (3)	<i>Major Literary Author</i>	
<i>English Literature to 1600</i>		Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather. Repeatable with different content. Prerequisites: ENGL115, 215, and 267.	
A survey of literature of the British Isles from Beowulf through the 16th century. Prerequisites: ENGL115 and 215.		ENGL464V	C (3)
ENGL372	Alt (3)	<i>Major Author: Charles Dickens and Mark Twain</i>	
<i>English Literature 1600–1800</i>		Paper correspondence course. A study of two of the most important popular writers of their time who have come to represent the very essence of England and the United States in the 19th century. A paper is required.	
A survey of literature of the British Isles of the 17th and 18th centuries. Prerequisites: ENGL115 and 215.			

ENGL478 ♦ \$ (0)	ENGL590 (1-3)
Study Tour: Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.	Independent Study in English Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent.
ENGL498 (1)	ENGL595 (1-2)
Senior Seminar Discussion topics include career and placement. The development of a senior portfolio including capstone writing project. Prerequisites: 24 credits in English (not including ENGL115, 215) or by permission of the instructor.	Project Research Research and writing leading to the completion of the required project paper under the guidance of an instructor. Repeatable to 4 credits.
Research and Specialized Courses	ENGL597 (3)
ENGL430 (1-4)	Research Methods Research materials, methods of research, and documentation in English studies.
Topics in _____ Study of selected topics in composition, language, or literature. Topic and credit to be announced in advance. Repeatable with different topics to 12 credits. Prerequisites: ENGL115 and 215.	ENGL648 (1-4)
ENGL459 ♦ Alt (3)	Workshop Intensive study on selected topics. <i>As needed</i>
Methods of Teaching English An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Prerequisites: ENGL115 and 215.	ENGL650 \$ (0)
ENGL495 (1-3)	Project Continuation Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.
Independent Study/Readings Studies in various areas of language, literature, or composition under supervision of an appropriate instructor, including regular conferences, and resulting in oral and/or written reports and papers. Repeatable up to 6 credits.	ENGL655 \$ (0)
ENGL505 (1-2)	Program Continuation Students may register for this non-credit continuation course to maintain active status. For additional information on active status, see p. 56. Registration does not indicate full-time status.
Practicum Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02). Repeatable to 4 credits. Prerequisite or corequisite for those teaching English as a second language: ENGL465.	ENGL660 \$ (0)
ENGL520 Alt (3)	Thesis Continuation Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.
The Christian Tradition 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.	ENGL665 \$ (0)
ENGL525 (1-4)	Preparation for Comprehensive Exams Advisor approval required. Registration for this title indicates full-time status.
Topics in _____ Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance. Repeatable to 12 credits with different subject matter.	ENGL670 (0)
ENGL589 (3)	Comprehensive Exam
Graduate Seminar Research projects, reports, and discussions. Seminars are offered in various subjects corresponding with faculty specialization and greatest library strength. Repeatable with different subject matter. Prerequisite: ENGL597.	ENGL699 (1-4)
	Master's Thesis
	Second Language, Intensives
	ENSL130/530 (0 cr 1-16 hr)
	English for Academic Purposes: Beginning/Intermediate/Advanced Individual and small group study of English as a second language in preparation for undergraduate and graduate study. May include (but not limited to) grammar, writing, reading, listening, and speaking. Repeatable with different content. (Graduate students register for ENSL530.) All international students are required to be in class a minimum of 12 hours per week.
	ENSL135 (4)
	Intermediate Grammar Develops the grammatical skills necessary for clear written and oral communication.

- ENSL136** (4)
Intermediate Speaking and Listening
Develops fluency in conversation and accuracy in listening skills necessary for effective communication in academic and non-academic settings.
- ENSL137** (4)
Intermediate Writing
Develops writing strategies and skills necessary for well-developed, grammatical academic writing.
- ENSL138** (4)
Intermediate Reading
Develops vocabulary, reading skills, and strategies in critical thinking necessary for university course work.
- ENSL145** (4)
Advanced Grammar Review
A rapid and intensive review of English grammar. Emphasis is on accurate grammar usage in a variety of communicative and academic contexts, both oral and written. Advanced students only.
- ENSL155** (4)
Pronunciation
Pronunciation improvement, with emphasis on vowels, consonants, word stress, and intonation patterns. Advanced and intermediate students only. Repeatable with different content.
- *ENSL165** (0 cr 2 hrs)
TOEFL Preparation: Intermediate/Advanced
Intensive preparation for the TOEFL, including review and strategies for taking grammar, reading, listening, and writing sections of the test. Repeatable with different content.
- *ENSL166** (1–5)
The American Experience: Basic/Intermediate/Advanced
An introduction to American culture, appropriate to proficiency level, through readings, discussion, and activities in American literature, history, and culture. Includes field trips and participation in cultural activities. Repeatable with different content.
- ENSL167** (4)
Research Seminar: Advanced Writing
Develops research writing skills, with emphasis on summary, paraphrase, synthesis, organization, and appropriate use of sources. Advanced students only.
- ENSL168** (4)
Research Seminar: Advanced Reading and Discussion
Develops skills in the analytical reading and discussion of academic research, oral presentation of research, and note taking. Advanced students only.
- ENSL195** (1–12)
Individualized Study: Beginning/Intermediate/Advanced
Individualized study of English as a second language, appropriate to proficiency level. May include (but not limited to) grammar, writing, reading, listening, and speaking. Repeatable with different content.

*Required for ACA students, but open to others.

GENERAL & INTERDISCIPLINARY STUDIES

On-Campus Degree Programs

Nethery Hall, Room 135

269-471-3398; Fax 269-471-8407

esnorra@andrews.edu

Erling B. Snorrason, *Coordinator*

Distance Degree Programs

Griggs Hall, Room 120

269-471-6570

stuservgriggs@andrews.edu

www.andrews.edu/distance/

Glynis Bradfield, *Advisor*

Academic Programs	Credits
On-Campus Degrees	
BA: General Studies	33
BS: General Studies	39+
AA: General Studies	Varies
AS: General Studies	Varies
Minor in General Studies	20
Distance Degrees	
BA: General Studies	
BA: General Studies Humanities	30
BS: General Studies	
BS: General Studies Behavioral Sciences	45
Cross-Cultural Studies	
Human Organization and Behavior	

Mission

General & Interdisciplinary Studies serves students who need a general, individualized and interdisciplinary degree, or specific courses that do not naturally fit in with any existing departments. The goal is to cooperate with the mission of the sponsoring departments and the fundamental mission of Andrews University.

On-Campus Degrees

Baccalaureate Degrees in General Studies

Andrews University offers a Bachelor of Science and a Bachelor of Arts degree in General Studies. Designed to serve students with career and personal goals that may not accurately match existing degrees, the General Studies degree is available through a special application process.

BA: General Studies

BS: General Studies

Degree Requirements

1. Make application prior to taking the last 30 credits of a bachelor's degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general baccalaureate degree requirements.
3. Complete General Education requirements as recommended for all BS/BA degrees.

4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts & Sciences.

AA: General Studies

AS: General Studies

The Associate of Arts or the Associate of Science degrees are available through application. Within the approval procedure, determination of degree appropriateness is made with consideration to the career and personal goals of the applicant.

Degree Requirements

1. Make application prior to taking the last 30 credits of an associate degree. The approval process includes consideration of the appropriateness of the degree package for the career and personal goals of the applicant.
2. Fulfill the general associate degree requirements.
3. Complete General Education requirements as recommended for all AA/AS degrees.
4. Formulate a joint Degree Program Plan with the advisor and sponsoring departments.
5. Obtain departmental sponsorships for the focus or foci of the proposed program.
6. Receive final approval from the Dean, College of Arts & Sciences.

Minor in General Studies (20)

A minor in General Studies may be used in conjunction with regular degrees or with a General Studies major. 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.

Courses

See p. 168 for course descriptions.

Distance Degrees

Baccalaureate Degrees in General Studies

The General Studies degree offers a flexible study program which is particularly advantageous to distance-education students who already may have earned considerable credits and would like to organize these credits so they may earn a baccalaureate degree. See p. 276 for the School of Distance Education course descriptions.

BA: General Studies

BS: General Studies

Degree Requirements

The degree requirements are expressed for distance-education students only. The distance-education, general-studies program requires a minimum of 124 semester hours for a Bachelor degree and 62 semester hours for an Associate degree. This total includes all general education requirements, degree, and graduation requirements, with a minimum of 30 semester hours within a major or emphasis.

BA: General Studies Humanities (30)

At least three areas of study must be chosen from the following list. Each area selected must provide 9 semester credits. At least one upper division course is required from each of the six areas.

Areas of Study

- Art and Music
- Foreign Language or courses in non-English cultures
- History, Anthropology, Cultural Geography
- Human Belief Systems
- Literature
- Philosophy (Critical Thinking, Symbolic Logic, Debate, Persuasion, Linguistics)

Half of all credits in the major must be upper-division level.

No major courses may be counted for General Education requirements. Introduction to Philosophy is a required course.

BS: General Studies Behavioral Sciences (45)

A minimum of 30 semester credits must be selected from courses numbered 300 or above. The major includes the following core courses: ANTH124, 200; PSYC101, 251 or 252, 269, 450 or SOCI474; SOCI119, SOCI/PSYC432; FMST310. A cognate required for this major is STAT285. The remaining 18 semester credits must be selected from one of the following emphases:

Cross-Cultural Studies

GEOG260; BHSC220; SOCI425, 430; COMM436; FMST350.

Human Organization and Behavior

BHSC440 Topics: Industrial Psychology; ECON225; FMST460; PSYC315; SOCI160, 470, 488.

See the Department of Behavioral Sciences for course descriptions, p. 113.

Courses

(Credits)

See inside front cover for symbol code.

Details of departmental course offerings and course descriptions may be obtained from the department(s) involved.

General and Interdisciplinary Studies

GNST105 (1)

Transition to College

A college readiness course for students who want to be better prepared for their freshman year. Topics include academic skills reviews, library usage, campus tours, time management, study skills, and information sources.

GNST116 (1-4)

Academic Tutorial Support

A tutorial application of the principles of academic success. Includes one-to-one tutoring, and/or group-learning experiences. Could also include academic or cognitive evaluations when necessary. Repeatable to 8 credits. Consent of the instructor required. Grade S/U.

GNST298 (variable)

PLA: (Special Topic)

PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and

determines the amount of credit granted. Repeatable with different topics.

GNST416 (1)
GRE Standardized Test Preparation: Verbal
 Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam. Grade S/U

GNST417 (1)
GRE Standardized Test Preparation: Quantitative
 Review of topics covered on the standardized GRE exam. Includes at least one full-length practice exam. Grade S/U

GNST498 (variable)
PLA: (Special Topic)
 PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.

GNST499V C (2)
PLA Portfolio Development
 Paper correspondence course. The development of a portfolio of evidence to present for Prior Learning Assessment.

IDSC278 \$ (0)
Study Tour:
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

IDSC280, 380 (.5-1)
Cooperative Education in _____ (subject area)
 Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. At least 175 hours of work required per credit. Repeatable twice. Graded S/U. Prerequisites: Sophomore standing or above and permission of the department chair. Students must apply and be accepted one semester in advance of their planned cooperative education experiences.

IDSC294, 394 (3-15)
Off-Campus Study in _____
 See advisor for details.

IDSC296 \$ (0)
Student Missionary/Taskforce Experience

IDSC456 \$ (4)
Integrated Science
 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.

IDSC596 \$ (0)
Student Missionary/Taskforce Experience

HISTORY & POLITICAL SCIENCE

Buller Hall, Room 135
 269-471-3292
history@andrews.edu
www.andrews.edu/cas/history/

Faculty
 John J. Markovic, *Chair*
 Brent A. Geraty
 Marcella Myers
 Kathryn M. Silva Banks
 Brian E. Strayer
 Gary V. Wood

Academic Programs	Credits
BA: History	42
BA/BS: Political Science	42
BS: Social Studies	57
BS: Elementary Education (Social Studies)	39
Minor in History	21
Minor in Political Science	21
Elementary Education Minor in Social Studies	24
MAT: (History requirements only)	12

Mission
 The Andrews University Department of History & Political Science constitutes a vital component of this distinctive Seventh-day Adventist institution of higher learning. Serving its majors and minors and General Education, the department promotes the study of history, politics and philosophies within the framework of a Christian worldview, emphasizing both individual and corporate responsibility for service to humanity.

Undergraduate Programs

For BA majors in History or Political Science, and BS majors in Political Science or Social Studies, a statistics/mathematics course will fulfill the GE mathematics requirements.

BA: History (42)
 HIST117, 118, 204, 205, 277, 290, 404, 480, 488, **two** upper division courses in American History and **two** upper division courses in European **or** other non-U.S. history.
Electives: Six credits of the following political science courses may be applied to the history major: PLSC104, 365, 456, 457 or 458. Remaining credits chosen in consultation with the advisor.

Students seeking secondary certification (54)
 HIST117, 118, 204, 205, 277, 290, 404, 459, 480, 488; ECON225; GEOG110; PLSC104, 237, 365, 435, 456 and 460. See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

BA or BS: Political Science (42)

PLSC104, 120, 225 or 230, 277, 298, one of 326, 327, 328 or 329; 410, 456, 457 or 458. Required cognate: BHSC230

Electives: Remaining credits chosen in consultation with the advisor. A maximum of 12 credits of PLSC378 and PLSC490 may be applied to the major.

The Major Field Achievement Test in political science must be taken by all majors in their senior year.

Students seeking secondary certification (42)

Required courses: PLSC104, 120, 225 or 230, 237, 277, 298, 435, 456, 457 or 458, 480; ECON225; GEOG110, HIST204, 205 and 459. See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements

BS: Social Studies (57)

HIST117, 118, 204, 205, 277, 290, 404; **one** upper-division United States and **one** upper-division European or other non-U.S. history course; PLSC104, 225 or 230; ECON225, 226; GEOG110, 260; BHSC235.

Electives: Remaining credits chosen from history, political science, geography, and economics.

Students seeking secondary certification (56)

BHSC235; ECON225, 226; FNCE206; GEOG110, 260; HIST117, 118, 204, 205, 277, 290, 404, 459; PLSC104, 120, 225 or 230, 237 and 435, plus 3 credits of electives. See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

General Education Requirements—History, Political Science & Social Studies with Secondary Certification

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: 12*—RELT100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication: ENGL115, 215, COMM450

Foreign Language (BA only)—Intermediate Language (4)

History: Covered in major

Fine Arts/Humanities: Choose one course from:

ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences: professional degree requirements

Mathematics: professional degree requirements

Computer Literacy: INFS120

Service: EDTE165

Social Sciences: GDPC302 & EDTE228

Fitness Education: HLED120 plus two Fitness Education courses

BS: Elementary Education, Major in Social Studies (44)

This degree is only open to students taking Elementary Education Certification.

ECON225, 226; FNCE206; GEOG110, 260; HIST117, 118, 204, 205, 290; PLSC104, 120, 225 or 230, 237 and 435.

See Department of Teaching, Learning & Curriculum section under School of Education for teaching certification requirements.

Minor in History (21)

HIST117, 118, 204, 205, 404, and 6 additional credits to be selected from upper-division history courses.

Students seeking secondary certification (39)

HIST117, 118, 204, 205, 290, 404, 459, ECON225, GEOG110, PLSC104, 237, PLSC435 and PLSC456.

Minor in Political Science (21)

PLSC104, 120, 225 or 230, one of 326, 327, 328 or 329; 456, and 6 additional credits to be selected from upper-division political science courses.

Students seeking secondary certification (33)

PLSC104, 120, 225 or 230, 237, 435, 456, Econ225, GEOG110, HIST204, 205 and 459.

Pre-Professional Curricula in Public History

Public or applied history refers to careers in history-related fields other than teaching. The major areas include museum management, archival management, and historic preservation, as well as the production of historical programs for the media. A master's degree in a public or applied history program or certification upon completion of certain graduate courses is needed prior to employment.

The Department of History & Political Science recommends curricula which combine a major in history with a second major or minor and electives, providing an advantageous undergraduate basis for a public history career. Curriculum recommendations are available from the department chair.

Graduate Program

The Department of History & Political Science, in cooperation with the School of Education, offers the Master of Arts in Teaching (MAT) degree.

MAT: History

The degree prepares students for teaching history and government in secondary schools and is offered through the School of Education. Candidates must have passed basic undergraduate survey courses in World Civilizations and United States History. Graduate courses should be elected to include a variety of period, topical, and geographic-area courses. A minimum of 6 credits elected in these areas must be at the 500 level. At least 2 credits in HIST590 are required. HIST459 is required but does not count toward the minimum 12 credits of history.

Candidates select their courses in consultation with the chair of the department or an advisor designated by the chair. See the School of Education section of this bulletin for further information regarding teacher certification and the MAT degree program.

Courses (Credits)
See inside front cover for symbol code.

Church

HIST316 (3)
History of the Christian Church I
Surveys the internal and external developments and conflicts which Christianity has experienced from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. Prerequisite: HIST117 or permission of instructor. *Fall*

HIST316V C (3)
History of the Christian Church I
Online correspondence course—see content above.

HIST317 (3)
History of the Christian Church II
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. Prerequisite: HIST118 or permission of instructor. *Spring*

HIST317V C (3)
History of the Christian Church II
Online correspondence course—see content above.

HIST404 ♦ (3)
Adventist Heritage
A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact. *Spring*

HIST404V C ♦ (3)
Adventist Heritage
Online correspondence course—see content above.

Europe

HIST117 (3)
Civilizations and Ideas I
Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the pre-modern world. *Fall*

HIST117V C (3)
Civilizations and Ideas I
Paper correspondence course—see content above.

HIST118 (3)
Civilizations and Ideas II
Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world. *Spring*

HIST118V C (3)
Civilizations and Ideas II
Paper correspondence course—see content above.

HIST414 ♦ Alt (3)
Renaissance and Reformation, 1300–1648
The birth of the modern age, with emphasis on the religious, artistic, literary, and philosophic aspects of the Renaissance and the religious, political, social, and intellectual aspects of the Protestant Reformation. Special emphasis is given to church-state relations and the struggle for religious toleration from 1517–1650.

HIST415 ♦ Alt (3)
Absolutism and Enlightenment, 1648–1789
The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789.

HIST420 ♦ Alt (3)
Revolutions and Reaction, 1789–1917
The religious and social transformation of Europe during the French Revolution, the Napoleonic era, the political revolutions of the nineteenth century, the industrial revolution, the First World War, and the Russian Revolution. Special attention is given to such ideologies as nationalism, anti-Semitism, and Marxism.

HIST425 ♦ Alt (3)
Nationalism and World Wars, 1914–Present
A study of European society, including the role of the Christian church, during the two world wars and the Cold War as influenced by Nazism, Stalinism, Western democracy, and the emerging “new world order.”

HIST450 ♦ Alt (3)
The Holocaust and Society
An inquiry into anti-Semitism and Nazism with special attention to the Holocaust and the role of the Christian Church.

United States

HIST204 (3)
American Experience I
A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. *Fall*

HIST204V C (3)
American Experience I
Paper correspondence course—see content above.

HIST205 (3)
American Experience II
A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. *Spring*

HIST205V C (3)
American Experience II
Paper correspondence course—see content above.

- HIST320** Alt (3)
Economic History of the United States
A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of the U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth.
- HIST434** ♦ Alt (3)
From Discovery to Nation, 1492–1789
A study of the political, economic, and social development of America from discovery to 1789.
- HIST435** ♦ Alt (3)
Union and Disunion, 1789–1865
Examines major events and developments through the lenses of religion, race, gender, class and culture. Emphasis is given to disestablishment of the churches, concepts of democracy, slavery, westward expansion, and the Civil War.
- HIST458** ♦ Alt (3)
The Emergence of Modern America, 1865–1939
Examines major events and developments through the lenses of religion, race, gender, and class and their impact on the individual's place in American society. Topics include religious pluralism and its social implications, Reconstruction, the industrial revolution, social and political reform, expansionism, World War I, and the Great Depression.
- HIST468** ♦ Alt (3)
Multi-cultural America
An examination of immigration and the historical experience of ethnic minority groups in the United States, including their development as subcultures and interactions with the dominant society.
- HIST469** ♦ Alt (3)
America as a World Power, 1939–Present
An examination of issues of national consciousness and cultural identity within major topics of the period such as World War II, the Cold War, Vietnam, the Civil Rights movement, Watergate, and various contemporary issues.
- Research and Specialized Courses**
- HIST/PLSC277** (0)
History/Political Science Colloquium
Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies. Weekly: 1 lecture or activity. Repeatable.
- HIST290** (3)
Research Seminar
Introduction to historical research methodology, including both bibliographical searches and critical evaluation of sources. Requires the writing of a research paper using primary sources. Prerequisite: HIST235; open to seniors only or with permission of instructor. *Fall*
- HIST/PLSC378** \$ (0)
Study Tour:
Travel to destinations relevant to individual programs of study.
- Classes will be selected from department(s) offerings. Fee may be required.
- HIST437** (3)
Topics:
A study of selected topics in history as announced in the class schedule. May be repeated with different topics.
- HIST459** ♦ (3)
Special Methods in Teaching History and Social Studies
A practicum taken prior to student teaching. Emphasizes methods, materials, and techniques of teaching history, geography, and social studies in grades 7–12. Required of students seeking secondary certification in history or social studies. Does not apply to a minor in history. Prerequisite: EDTE459. *Fall*
- HIST480** (3)
Senior Seminar
A capstone course for the history major normally taken during the senior year, including the reading of classic works of history, the presentation of a portfolio of the student's writing, and a departmental comprehensive oral examination. *Spring*
- HIST488** ♦ S (3)
Faith and History
A study of the major philosophies of history and contemporary theoretical issues in the discipline with emphasis upon implications for a Christian understanding of history. *Fall*
- HIST495** (1–3)
Independent Study/Readings/Research
Individually directed study, readings, or research in selected areas of history under the guidance of the appropriate instructor. Repeatable in a different area for up to 3 credits. Limited to majors and minors in history and social studies. Registration by permission of instructor. *Fall, Spring*
- HIST/PLSC578** \$ (0)
Study Tour:
Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
- HIST590** (1–2)
Independent Readings
Individual reading in a specified area under the guidance of an instructor. Repeatable to 6 credits. *Fall, Spring*
- HIST650** (3)
Historical Method and Research
Examination of historical research methodology, including bibliographical searches, critical evaluation of sources, documentation style, and written and oral presentation of research.
- Political Science**
- PLSC104** (3)
American Government
A study of American political institutions and behavior, primarily on the national level. May be applied to the history major. *Fall, Spring*
- PLSC104V** C (3)
American Government
Paper correspondence course—see content above.

<p>PLSC120 Alt (3) Analyzing Politics An introduction to political science designed to develop critical thinking skills and apply those skills to the analysis of politics. Topics examined include concepts of power, authority, political ideology, and the structures and processes of political systems. <i>Fall</i></p>	<p>develop a philosophical and rhetorical understanding of their function as writers in relation to the law and the legal system. <i>Spring</i></p>
<p>PLSC225 Alt (3) Comparative Politics 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.</p>	<p>PLSC326 (3) American Political Institutions: Judiciary 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.</p>
<p>PLSC230 Alt (3) International Relations This course provides a general introduction to the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization, and terrorism. Special emphasis will be placed on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present.</p>	<p>PLSC327 (3) American Political Institutions: Presidency Course covers the basic approaches to the study of the presidency, the nomination and election process, the role of the president in policymaking and his/her relationship to other governmental institutions, as well as theories of presidential leadership and power.</p>
<p>PLSC237 (3) The Individual, State, and Marketplace 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.</p>	<p>PLSC328 (3) American Political Institutions: Congress 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.</p>
<p>PLSC260 Alt (3) Introduction to American Law A study of the roles that law and the legal system play in American life. Topics include: the constitution, civil rights, property, employment, consumer protections, criminal punishment and judicial activism/restraint.</p>	<p>PLSC329 (3) American Political Institutions: Bureaucracy Course covers the historical development of U.S. government bureaucracies, their function, and jurisdiction. It also covers command and control over policies and decision making processes, as well as bureaucratic behavior at the individual and agency level.</p>
<p>PLSC/HIST277 (0) History/Political Science Colloquium Current topics and issues of interest to historians and political scientists. Required each semester of all students majoring in history, political science, or social studies. Weekly: 1 lecture or activity. Repeatable.</p>	<p>PLSC350 Alt (3) State and Local Government 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.</p>
<p>PLSC298 (3) Research Seminar Introduction to political science research methodology, including bibliographical searches, critical evaluation of sources, surveys, and application of statistical data. Requires the writing of a paper based on original research. <i>Fall</i></p>	<p>PLSC365 Alt (3) American Foreign Relations A study of the formation and conduct of American diplomacy in the light of major themes, including the diplomacy of human rights, globalization, and the American relationship with Islamic states.</p>
<p>PLSC316 Alt (3) Legal Writing and Rhetoric An introduction to academic and professional writing, particularly argument and analysis, as they relate to the law, including theoretical and practical applications. Assignment will include pleadings, briefs, and memoranda. Students will also</p>	<p>PLSC/HIST378 \$(0) Study Tour: Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.</p>
	<p>PLSC410 ◆ Alt (3) Comparative Political Theory and Method 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. Prerequisite: PLSC 225 or 230.</p>

- PLSC420** ♦ Alt (3)
Human Rights, Violations, and Reconciliations
 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.
- PLSC435** ♦ Alt (3)
Public Policy
 An introduction to the theories and methods used by comparativists to study public policies. Topics include policy variations and similarities in education, health, social security, economics, taxation and environmental policy. Examines the interaction between policy development and institutions and various theoretical models of policy making.
- PLSC437** (3)
Topics:
 A study of selected topics in political science as announced in the class schedule. May be repeated with different topics.
- PLSC456** ♦ Alt (3)
Classical, Medieval and Early Modern Political Thought
 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.
- PLSC457** ♦ Alt (3)
Modern Political Thought
 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.
- PLSC458** ♦ Alt (3)
American Political Thought
 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.
- PLSC460** Alt (3)
Area Study:
 Study of the government and politics of individual nations (for example, India) or geographical regions (for example, Asia), as announced in the course schedule. Examines process, forces, and trends in the nation's/region's politics as it addresses societal needs and economic development. May be repeated with a different emphasis. May be applied to the history major.
- PLSC490** ♦ (1-6)
Internship
 Students work part- or full-time with government agencies, elected government officials, political campaigns, private interest groups, or NGOs. A minimum of 60 clock hours of work experience are required for each semester hour of credit.
- Prerequisites: at least junior standing and consent of the department. May not be applied to the political science minor.
Fall, Spring
- PLSC495** (1-3)
Independent Study/Readings/Research
 Individually directed study, readings, or research under the guidance of the instructor. Repeatable in a different area for up to 4 credits. Limited to students with majors in political science or social studies or a minor in political science. Registration by permission of instructor. *Fall, Spring*
- PLSC525** (2-3)
Public Policy, Civil Society and Development
 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.*
- PLSC/HIST578** \$ (0)
Study Tour:
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
- PLSC580** Alt (3)
Seminar in Comparative Politics
 A study of general theories and methods of comparative politics through case studies of both advanced industrialized and developing countries. Examines a variety of governmental structures and analyzes their historical emergence, natures, forms and dynamics.
- PLSC585** Alt (3)
Seminar in International Relations
 An examination of the study and practice of international relations, including the roles played by nation states, international organizations, international law, power, morality, globalization and terrorism. Special emphasis will be place on alternative theories and models that have been employed in the study and practice of international relations from classical antiquity to the present.
- Philosophy**
- PHIL224** (3)
Introduction to Philosophy
 An introduction to basic philosophical issues, including the relationship of faith and reason, epistemology, the mind-body problem, determinism and free will, and ethics. *Fall*
- PHIL320** Alt (3)
Critical Thinking
 Designed to encourage independent thinking and to teach analytical and logical skills necessary for problem solving as well as understanding and evaluating the ideas and claims of others.

INTERNATIONAL LANGUAGE STUDIES

Nethery Hall, Room 209
269-471-3180
inls@andrews.edu
www.andrews.edu/inls/

Faculty

Pedro A. Navia, *Chair*
Sonia Badenas
Elaine J. Navia
Ruben Perez-Schulz

Emeriti

Wolfgang Kunze
Eduardo Ocampo

Academic Programs	Credits
BA: French Studies	36
BA: French for K–12 Education	36
BA: French for International Trade	54
BA: Spanish Studies	36
BA: Spanish for K–12 Education	36
BA: Spanish for International Trade	54
BA: Spanish for Translation	36
BA/BBA: French/Spanish and International Business	143
Minor in French	24
Minor in French for Education	24
Minor in German	24
Minor in Portuguese	24
Minor in Spanish	24
Minor in Spanish for Education	21
MAT (Language requirements only)	12–18
Certificate in Spanish Translation/Interpretation	21

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.

Undergraduate Programs

BA: French for K–12 Education (36)

This degree is for students seeking elementary or secondary teaching certification. All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

General Education Requirements—for French K–12 Education majors completing Secondary Certification (students completing elementary certification will have to meet the GE requirements for Elementary Education)

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: 12*—REL100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication: ENGL115, 215, COMM450

Foreign Language (BA only)—Intermediate Language (4)

History: HIST117, 118

Fine Arts/Humanities: Choose one course from:

ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences: professional degree requirements

Mathematics: professional degree requirements

Computer Literacy: INFS120

Service: EDTE165

Social Sciences: GDPC302 & EDTE228

Fitness Education: HLED120 plus two Fitness Education courses

ACA Courses—21–24

FREN321, 341, 351, 361; electives the equivalent of 12–15 FREN semester credits from 300-level and above.

AU Courses—12

FREN401 or 402, 415, 420 or 430, and INLS 458

Electives: remaining FREN/INLS credits at the upper division level to complete 36 credits.

Language proficiency exit exam required.

For teaching certification requirements, see *Teaching, Learning & Curriculum* section under *School of Education*.

BA: French Studies (36)

All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at the Adventist University of France, Collonges, France. This requirement may be waived for native speakers or candidates

who have spent an extended period of time in a French-speaking country.

ACA Courses—18

FREN321, 341, 351, 361; FREN electives the equivalent of 9 semester credits from 300-level and above

AU Courses—18

FREN275 (or ACA equivalent); 366, 367, 401 or 402, 415, 420 or 430

Electives: remaining FREN/INLS credits to complete 36 [credits](#). [Language](#) proficiency exit exam required.

BA: French for International Trade (54)

This program integrates the study of international languages and cultures with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in French participate in an internship in a business/industrial work environment either in the U.S. or abroad where French is spoken. Students may take examinations leading to certification in Business French. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates.

Specialized Studies in French—30

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses—9

FREN321, 341, 351, 361

AU Courses—21

FREN275, 366, 367, 415, 420 or 430, 460; INLS490; remaining FREN/INLS credits to complete 30 credits

Language proficiency exit exam required.

Business and Economics—24

ACCT121, 122; BSAD355; 365; 450 or 467; ECON226; FNCE317; MKTG310.

Required Cognates—6

ECON225, MKTG465 or ECON454. No more than 30 credits from the School of Business Administration can apply to the degree.

BA: Spanish Studies (36)

Track 1: (On-campus program—*only available to native speakers*) SPAN275, 315, 366, 367, 405, 416 or 420, 426 or 436, 434, 438, 439, 446, 448; SPAN/INLS electives at the upper division level to complete 36 credits. Language proficiency exit exam required.

Track 2: (includes studies abroad). All majors are required to attend a full academic year, excluding summer sessions, in the Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—18

One of SPAN351, 352, 353; one of SPAN361, 362, 363; one of SPAN371, 372, 373 (or 400-level for Advanced II courses); electives the equivalent of 13 SPAN semester credits at 300-level or above

AU Courses—18

SPAN275, 366, 367, 420, 426 or 436

Electives: remaining SPAN/INLS credits at the upper division level to complete 36 credits.

Language proficiency exit exam required.

BA: Spanish for K–12 Education (36)

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

One of SPAN351, 352, 353, 451, 452, 453 (Advanced Grammar)
One of SPAN361, 362, 363, 461, 462, 463 (Advanced Composition)
One of SPAN371, 372, 373, 471, 472, 473 (Advanced Conversation)
Electives the equivalent of 15–18 SPAN semester credits at 300-level or above

AU Courses—12–15

SPAN416 or 420, 426 or 436, 447 or 449, INLS458; remaining SPAN/INLS credits at the upper division level to complete 36 credits.

Language proficiency exit exam required.

For teaching certification requirements, see Teaching, Learning & Curriculum section under School of Education.

BA: Spanish for International Trade (54)

This program integrates the study of the Spanish language and culture with preparation in international trade and business. The objective of this major is to prepare students for international careers with the necessary business and language skills. Students in Spanish participate in an internship in a business/industrial work environment either in the U.S. or abroad where Spanish is spoken. Students may take examinations leading to certification in Business Spanish. See details below. The major consists of study in the following three areas: (1) specialized studies in language, (2) business and economics, and (3) required cognates. All majors are required to attend a full academic year, excluding summer sessions, at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Specialized Studies in Spanish—30**ACA Courses—6**

One of SPAN351, 352, 353, 451, 452, 453 (Advanced Grammar)
One of SPAN361, 362, 363, 461, 462, 463 (Advanced Composition)
One of SPAN371, 372, 373, 471, 472, 473 (Advanced Conversation)

AU Courses—24

SPAN275, 366, 367, 426 or 436, 416 or 420, 470, 488, INLS490; remaining SPAN/INLS credits to complete 30 credits

Language proficiency exit exam required.

Business and Economics—24

ACCT121, 122; BSAD355; 365; 450 or 467; ECON226; FNCE317; MKTG310.

Required Cognates—6

ECON225, MKTG465 or ECON454. No more than 30 credits from the School of Business Administration can apply to the degree.

BA: Spanish for Translation (36)

Track 1: (On-campus program—*only available to native speakers*) SPAN275, 325, 366, 367, 405, 416 (*SPAN420 is for non-native Spanish speakers*), 426 or 436, 447, 449, 457, 470; INLS 400; SPAN/INLS credits to complete 36 credits

Language proficiency exit exam required.

Track 2: (includes studies abroad) All majors are required to attend a full academic year, excluding summer sessions, in the

Adventist Colleges Abroad program at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—7

One of SPAN351, 352, 353, 451, 452, 453 (Advanced Grammar)
One of SPAN361, 362, 363, 461, 462, 463 (Advanced Composition)
One of SPAN371, 372, 373, 471, 472, 473 (Advanced Conversation)

AU Courses—29

SPAN325, 420, 426 or 436; 447, 449, 457, 470, 488; INLS400;
remaining SPAN/INLS credits to complete 36 credits
Language proficiency exit exam required.

BA/BBA: French/Spanish and International Business (152)

This joint degree in French/Spanish and international business (FSIB) is a double degree for undergraduates planning to enter a career in international business. The FSIB-joint degree provides students with both practical, on-site work experience and a thorough academic background in international affairs.

Students in the French/Spanish and international business program receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in French/Spanish for International Trade. The French/Spanish for International Trade major trains students in language and culture for business and professional positions.

Students additionally may take examinations leading to certification in business French or Spanish.

All FSIB-joint-degree students participate in an internship in a business/industrial work environment. The goal is to place qualifying students abroad where they can use their language and business skills in an international professional environment. Students who do not go abroad are placed regionally and work one or two semesters for an employer in a staff support or administrative capacity.

The program is designed so that students can complete the 143-credit program in 10 semesters.

Degree Requirements for BA/BBA

Specialized Studies in French—30

All majors are required to attend a full academic year, excluding summer sessions, at the Adventist University of France, Collonges, France.

ACA Courses—9

FREN321, 341, 351, 361

AU Courses—21

FREN366, 367, 415, 420 or 430, 460; INLS490, 495; remaining FREN/INLS credits to complete 30 credits.
Language proficiency exit exam required.

Specialized Studies in Spanish—30

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

ACA Courses—6

One of SPAN351, 352, 353, 451, 452, 453 (Advanced Grammar)
One of SPAN361, 362, 363, 461, 462, 463 (Advanced Composition)
One of SPAN371, 372, 373, 471, 472, 473 (Advanced Conversation)

AU Courses—24

SPAN366, 367, 426 or 436, 416 or 420, 470, 488, INLS490, 495;
remaining SPAN/INLS credits to complete 30 credits.
Language proficiency exit exam required.

Business Core and Business Major with Cognate—69

Business Core—39

ACCT121, 122; BSAD341, 355, 365, 475, 494; ECON225, 226; FNCE317; INFS120, 215; MKTG310.

Business Major—27

BSAD345, 384, 410, 450, 467

Group A—3

One of FNCE426; ECON427, 454

Group B—9

MKTG465; INLS490, 495.

Cognate: STAT285—3

Certification in Business French

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 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.

Certification in Business Spanish

Andrews University is also an approved examination center for the Madrid Chamber of Commerce and Industry. Students may take the Examen de Español de Negocios and receive the Diploma or Certificate from the Chamber of Commerce and Industry of Madrid and the prestigious University of Alcalá de Henares. The purpose of this exam is to prove that students have an in-depth knowledge of the Spanish language and that they can work in any business-related field. The deadline for registration is February 15.

Certificate in Spanish Translation/Interpretation

The Department of International Language Studies offers a Certificate in Spanish Translation/Interpretation. Students who wish to obtain the Certificate should demonstrate fluency in both English and Spanish. Requirements for the Certificate: SPAN325, 420, 426 or 436, 447, 449, 470, plus one elective.

Language Minors

Minors are offered in French, French for Education, German, Portuguese and Spanish, and Spanish for Education (only 12 credits for this minor). Students must take 24 credits—12 credits from 300- or 400-level courses, except for education where all credits must be upper division. A language minor may complement any Bachelor of Arts or Bachelor of Science degree.

All minors (except for native speakers or candidates who have spent an extended period of time in a French/German/Portuguese/or Spanish-speaking country) are required to attend a summer or an academic-year semester at a college in the Adventist Colleges Abroad program.

Minor in French (24)

One semester, or summer session, of intermediate or advanced courses in France through ACA is required.

ACA Courses—8

FREN221, 231, 251, 261; or 321, 341, 351, 361 (fall/spring option)
FREN202, 222, 232, 252, 262; or 322, 332, 342, 352, 362 (summer option)

AU Courses—16

FREN171, 172, 275 (or ACA equivalent); 6 upper division elective credits from FREN/INLS courses

Minor in French for Education (24)

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.

ACA Courses—9

FREN321, 341, 351, 361 (fall/spring option)
FREN322, 342, 352, 362 (summer option)

AU Courses—12

FREN401 or 402, 415, 420 or 430; INLS 458; remaining FREN/
INLS upper division credits to complete 24 credits.

For teaching certification requirements, see *Teaching, Learning & Curriculum* section under *School of Education*.

Minor in German (24)

One semester of intermediate or advanced courses in Austria or Germany through ACA is required.

ACA Courses—12

GRMN248, 257, 281; or 338, 361, 381 (Germany)
GRMN211, 215, 221: 306, 311, 325 (Austria)

Remaining GRMN electives to complete 12 semester credits

AU Courses—12

GRMN181, 182, 415, 425

Minor in Portuguese (24)

One semester of intermediate or advanced courses in Brazil through ACA is required.

ACA Courses—12

PORT350, 360, 370

AU Courses—12

PORT171, 172, 420, 430

Minor in Spanish (24)

One semester, or summer session, of intermediate or advanced courses in Argentina or Spain through ACA is required.

ACA Courses—8

One of SPAN251, 252, 253; one of SPAN261, 262, 263; one of
SPAN271, 272, 273 (or 300 level for advanced courses); Electives
the equivalent of 4 SPAN credits 200-level or above (fall/spring
option);

SPAN211, 212, 213; or 311, 350, 360, 370 (summer option)

AU Courses—16

SPAN171, 172, 275 (or ACA equivalent); 6 upper division elective
credits from SPAN/INLS courses

Minor in Spanish for Education (21)

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—6

SPAN351, 352, 353, 361, 362, 363, 371, 372, 373

Electives the equivalent of 4 SPAN semester credits from 300-
level and above.

AU Courses—12

SPAN416 or 420; 426 or 436, 447 or 449; INLS 458; remaining
SPAN/INLS upper division credits to complete 24 credits

For teaching certification requirements, see *Teaching, Learning & Curriculum* section under *School of Education*.

Adventist Colleges Abroad Program

Andrews University, as a member institution, participates in the Adventist Colleges Abroad (ACA) program which gives North American students an opportunity to enhance their ability to use a foreign language and to experience a foreign culture while completing the requirements for a baccalaureate degree in the regular four-year period without losing credits or extending their courses of study.

The Adventist Colleges Abroad program offers a wide variety of courses in composition, phonetics, reading, literature, folklore, culture, business, and civilization. Other courses may be taken to fulfill General Education requirements. In addition, students participate in on-site guided field trips of geographic, historic, or economic significance.

Admission Requirements

- Admission as a student at Andrews University.
- Competence in the language at the intermediate level is recommended. However, applicants with two to three years of secondary or one year of elementary-level college language study may be admitted.
- GPA of 2.25 in the language and 2.00 overall.
- Good citizenship record
- Completion of ACA application with all required information and signatures (academic and financial arrangements).

Fulfilling Major/Minor Requirements.

Adventist Colleges Abroad students with majors or minors in a language are encouraged to take the required conversation, composition, civilization, and literature courses at the upper division level while studying abroad if their level of proficiency enables them to do so (see major requirements). Upon their return to Andrews University, students must take in residence the following minimum number of credits:

- For a language major: 12 upper division credits
- For a language minor: 6 upper division credits

These requirements apply to all students who spend a full school year abroad, including transfer students. Students should take a normal load of 16 credits each quarter or 12 credits per semester. Students also are encouraged to take as many General Education courses as possible.

Adventist Colleges Abroad Full-year Study Options

- Adventist University of France, Collonges-sous-Salève, France
- Centro Universitário Adventista de São Paulo, Brazil
- Colegio Adventista de Sagunto, Sagunto (Valencia), Spain
- Universidad Adventista del Plata, Entre Ríos, Argentina

Adventist Colleges Abroad Summer Program offers students an opportunity to take, during a six-week session, beginning-, intermediate-, or advanced-level courses in the following languages:

French

Adventist University of France
Collonges-sous-Salève, France

German

Seminar Schloss Bogenhofen, St. Peter am
Hart near Braunau Austria

Greek/Hebrew

Athens Study Center, Athens, Greece

Italian

Instituto Avventista Villa Aurora Florence, Italy

Portuguese

Centro Universitário Adventista, São Paulo, Brazil

Spanish

Colegio Adventista de Sagunto, Valencia, Spain

Universidad Adventista de Montemorelos, México

In addition to language study, students participate in on-site guided field trips of geographic, historic, or economic significance.

GRMN495	Independent Study	2-6
HMEC102	Vegetarian Cooking & Nutrition	1.5
MUPF165, 166, 167	Private Music Lessons	.5-1, .5-1, .5-1
MUPF171, 172, 173	Choir	1, 1, 1
MUPF146	Chamber Orchestra	1
FTES104, 105, 106	Physical Education	1, 1, 1
FREN101, 102, 103	Elementary French	2, 2, 2
BUAD/GRMN115, 116, 117	Elem. Business German & Internship	1, 1, 1
BUAD/GRMN215, 216, 217	Intermed. Bus. German & Internship	1, 1, 1

ACA Academic Year Courses

See the ACA bulletin for course descriptions. A minimum of C is required.

Argentina		(Quarter Credits)
SPAN251, 252, 253	Intermediate Spanish Grammar	4, 4, 4
SPAN261, 262, 263	Intermediate Spanish Composition	2, 2, 2
SPAN271, 272, 273	Intermediate Spanish Conversation	2, 2, 2
SPAN351, 352, 353	Advanced Spanish Grammar	4, 4, 4
SPAN361, 362, 363	Advanced Spanish Composition	2, 2, 2
SPAN371, 372, 373	Advanced Spanish Conversation	2, 2, 2
SPAN451, 452, 453	Advanced Spanish Grammar II	4, 4, 4
SPAN461, 462, 463	Advanced Spanish Composition II	2, 2, 2
SPAN471, 472, 473	Advanced Spanish Conversation II	2, 2, 2
RELH/SPAN211	Hist of the Church in South America	2
RELH/SPAN313	The Adventist Professional	2
RELH/SPAN310	Contemporary Religious Outlook	2
SPAN/GEOG205/306	Geography of Latin America	2/2
SPAN232	Phonetics	2
SPAN240	Orthography	1
SPAN293	Language Through Drama	1
SPAN301, 302, 303	Folklore of Argentina	2, 2, 2
SPAN326, 327	Translation & Interpretation	2, 2
SPAN332, 333	Latin American Literature	3, 3
SPAN/HIST342, 343	History of Argentina	2, 2
SPAN381, 382	Current Events in South America	1, 1
SPAN422, 423	Translation & Interpretation	2, 2
SPAN495	Independent Study	1-4
MUPF126	Private Lessons	1
MUPF136	Choir	1
MUPF146	Orchestra or Band	1
MUPF156	Ensemble	1

Austria		(Quarter Credits)
GRMN101, 102, 103	Beginning German	6, 6, 6
GRMN111, 112, 113	Elementary German	3, 3, 3
GRMN121, 122, 123	Elementary Phonetics	1, 1, 1
GRMN215, 216, 217	Intermediate Oral Expression	3, 3, 3
GRMN211, 212, 213	Intermediate Written Expression	2, 2, 2
GRMN221, 222, 223	Intermed. Reading Comprehension	3, 3, 3
GRMN235, 236, 237	Intermed. Listening Comprehension	2, 2, 2
GRMN306, 307, 308	Advanced Oral Expression	3, 3, 3
GRMN311, 312, 313	Advanced Written Expression	2, 2, 2
GRMN325, 326, 327	Advanced Reading Comprehension	3, 3, 3
GRMN335, 336, 337	Advanced Listening Comprehension	3, 3, 3
HIST204, 205, 206	European Civilization	2, 2, 2
HIST304, 305, 306	European Civilization	2, 2, 2
RELB101, 102, 103	Dogmatics	2, 2, 2
RELB301, 302, 303	Dogmatics	2, 2, 2
BUAD/GRMN105, 106	Business German	3, 3
BUAD/GRMN401, 402, 403	Advanced Business German	2, 2, 2
GRMN254, 255, 256	Survey of German Literature	3, 3, 3

Brazil

		(Semester Credits)
PORT350	Intermediate Portuguese Grammar	3
PORT360	Intermediate Portuguese Composition	3
PORT370	Intermediate Portuguese Conversation	3
PORT300	Folklore of Brazil	3
PORT330	Brazilian Literature	2
PORT310	Contemporary Religious Outlook	3
PORT381	Current Events in Brazil	2
FTES120	Beginning Soccer	1

France

		(Quarter Credits)
FREN101	Beginning French	4
FREN121	Comprehension and Written Expression	3
FREN131	Spelling and Grammar	4
FREN151	Elementary Spoken Language	4
FREN111	Phonetics	1
FREN191	Intensive Elementary French	11
FREN201	Intermediate French	3
FREN221	Intermediate Composition	3
FREN231	Spelling and Grammar	4
FREN251	Intermediate Spoken Language	4
FREN261	Reading Comprehension	2
FREN291	Intensive Intermediate French	9
FREN321	Advanced Composition	3
FREN331	Advanced Orthography	2
FREN341	Advanced Grammar	6
FREN351	Advanced Spoken Language	3
FREN361	Text Analysis	2
FREN422, 423	Literary Analysis, Summary Tech.	2, 2
FREN424, 425	Document Analysis and Synthesis	2, 2
FREN421	French Composition	3
FREN431, 432	Advanced Orthography	2, 2
FREN441	Morphology/Syntax of the Simple Sentence	4
FREN442	Morphology/Syntax of the Complex Sent.	4
FREN451, 452	Oral Communication	2, 2
FREN493	Advanced Oral Communication	4
FREN461	Advanced Literary Studies	3
FREN/HIST457, 458	France and Its History	2, 2
FREN/PLSC459, 460	French Institutions	2, 2
FREN/SOCI476, 477	Changes in French Society	2, 2
FREN/SOCI479, 480	Cultures in French-Speaking World	2, 2
FREN/RELG254, 354	Religion (Conversation Topics)	2, 2
FREN269/369	Independent Reading	1, 1
MUPF171, 271, 371	Campus Choir	1, 1, 1
FREN/GEOG272, 372	Regional France	1,1
FREN/ARTS273, 373	French Fine Arts and Monuments	1, 1
FREN/PLSC374	European Institutions	2
FREN/PLSC375	International organizations	2
FREN/SOCI376	French Civilization	2
FREN378, 478	Language Through Drama	2, 2

Germany		(Semester Credits)	ITLN/ART172, 272, 372	Italian Fine Arts and Monument	1, 1, 1
GRMN105, 106	Elementary German	6, 6	ITLN/ART/RELB399	Independent Study	1-4
GRMN115, 116	Elementary Oral Expression	4, 4	ITLN422, 423	Translation and Interpretation	2, 2
GRMN125	Phonetics	2	MUPF101, 202, 303	Piano	1, 1, 1
GRMN208, 209	Intermediate German	4, 4	MUPF171, 172, 173	Choir	1, 1, 1
GRMN225	Intermediate Phonetics	2	MUPF291	Voice	1
GRMN235, 236	Intermediate Oral Expression	4, 4	FTES101, 102, 103	General Fitness Program	1, 1, 1
GRMN141, 142	Multimedia Language Lab	2, 2	RELB101, 201, 301	Religion	1, 1, 1
GRMN195, 196	Independent Reading	2, 2	RELB301	History of the Adventist Church	2
GRMN175, 176	Cultural Studies	2, 2			
GRMN248, 249	Multimedia Language Lab	2, 2	Spain	(Quarter Credits)	
GRMN257, 258	Survey of German Literature	2, 2	SPAN201, 202, 203	Spanish Folklore	2, 2, 2
GRMN295, 296	Independent Reading	2, 2	SPAN225	Spanish in Contemporary Music	1
GRMN281, 282	Cultural Studies	2, 2	SPAN228	Spanish and European Movies	1
GRMN/HIST288	German History	1	SPAN241, 242, 243	Preparation for the Spanish Diploma	1, 1, 1
GRMN318, 319	Advanced Comprehensive German	4, 4	SPAN251, 252, 253	Intermediate Spanish Grammar	4, 4, 4
GRMN309, 310	Advanced Grammar	2, 2	SPAN261, 262, 263	Intermediate Spanish Composition	3, 3, 3
GRMN328, 329	Advanced Reading	2, 2	SPAN271, 272, 273	Intermediate Spanish Conversation	2, 2, 2
GRMN338, 339	Cultural Studies	2, 2	SPAN281, 282, 283	Current Events in Spain	1, 1, 1
GRMN361, 362	Survey of German Literature	2, 2	SPAN301, 302, 303	History of Spain	3, 3, 3
RELB351, 352	Theology	2, 2	SPAN312, 313	Spain and Its Culture	2, 2
HIST381, 382	German History	1, 1	SPAN/BUAD321, 322	Business Spanish	2, 2
SOWK301, 302	Social Work	2, 2	SPAN331, 332, 333	History of Spanish Literature	3, 3, 3
GRMN388, 389	Adv Grammar & Reading Comprehension	2, 2	SPAN341, 342, 343	Preparation for the Spanish Diploma	1, 1, 1
ART321, 322	Ceramics: Drawing/Handicraft	2, 2	SPAN351, 352, 353	Advanced Spanish Grammar	4, 4, 4
MUPF131, 132	Music Lessons	1, 1	SPAN361, 362, 363	Advanced Spanish Composition	3, 3, 3
MUPF141, 142	Choir	1, 1	SPAN371, 372, 373	Advanced Spanish Conversation	2, 2, 2
MUPF151, 152	Brass Ensemble	1, 1	SPAN375	Spanish for Health Professionals	2
HMEC107	International Cooking	1	SPAN421, 422, 423	Translation and Interpretation	2, 2, 2
FTES111, 112	Physical Education	1, 1	SPAN441, 442, 443	Preparation for the Spanish Diploma	1, 1, 1
			SPAN451, 452, 453	Advanced Spanish Grammar II	4, 4, 4
Italy		(Quarter Credits)	SPAN461, 462, 463	Advanced Spanish Composition II	3, 3, 3
ITLN111	Phonetics	1	SPAN471, 472, 473	Advanced Spanish Conversation II	2, 2, 2
ITLN151, 152, 153	Elementary Grammar	5, 5, 5	SPAN495	Independent Study	1-4
ITLN181, 182, 183	Elementary Conversation	3, 3, 3	ART321, 322, 323	History of European Art	3, 3, 3
ITLN212	Italian Culture	2	GEOG311	Geography of Spain	2
ITLN251, 252, 253	Intermediate Grammar	5, 5, 5	HIST301, 302, 303	History of Spain	3, 3, 3
ITLN281, 282, 283	Intermediate Conversation	2, 2, 2	RELB291, 292, 293	The Gospel & Contemporary Culture	2, 2, 2
ITLN262	Intermediate Composition	2	MUPF126	Private Lessons	1-3
ITLN313	Advanced Italian Culture	2	MUPF171, 172, 173	Choir	1, 1, 1
ITLN351, 352, 353	Advanced Grammar	3, 3, 3	MUPF146, 147, 148	Orchestra	1, 1, 1
ITLN361	Advanced Composition	2	FTES121, 122, 123	Physical Education	1, 1, 1
ITLN381, 382, 383	Advanced Conversation	2, 2, 2			
ITLN451	Advanced Grammar II	3			
ITLN461	Advanced Composition II	2	ACA Summer Courses		
ITLN471	Advanced Conversation II	3	See the summer ACA bulletin for course descriptions. A minimum of C is required.		
ITLN/HIST303	Italian History	2			
ITLN/LITT333	Italian Literature	2	Austria	(Quarter Credits)	
ITLN431	Advanced Italian Literature	2	GRMN101, 102, 103	Beginning German	2, 2, 2
ITLN/ART/HIST230, 330	History of Italian Art	3, 3	GRMN151, 152, 153	Elementary Oral Expression	1, 1, 1
ITLN/GEOG310	Geography of Italy	1	GRMN191, 192, 193	Intensive German Review	3, 3, 3
ITLN/MUHL/HIST375	History of Italian Music	2	GRMN201, 202, 203	Intermediate German	2, 2, 2
ART/HMEC315, 316	The Art of Tailoring	1, 1	GRMN251, 252, 253	Intermediate Oral Expression	1, 1, 1
ART311, 312, 313	Ceramics	2, 2, 2	GRMN291, 292, 293	Intensive German Review	3, 3, 3
ART322, 323	Fashion Design	2, 2	GRMN301, 302, 303	Advanced German	2, 2, 2
ART341, 342, 343	Fine Arts Drawing	2, 2, 2	GRMN351, 352, 353	Advanced Oral Expression	1, 1, 1
ITLN/LITT/ENGL360	Italy & its Culture in British & American Literature	2	BUAD115, 116, 117	Elem. Business German & Internship	1, 1, 1
			BUAD215, 216, 217	Intermed. Bus. German & Internship	1, 1, 1
ITLN370, 470	History of the Italian Cinema	2, 2			
ITLN380, 480	Current Events	1, 1	Brazil	(Semester Credits)	
FREN101, 102, 103	French I	2, 2, 2	PORT101, 102	Beginning Portuguese	3, 3
HMEC101, 102	Mediterranean Cooking	1, 1	PORT191, 192	Intensive Portuguese Review	3, 3
ITLN278, 378	Language Through Drama	2, 2	PORT211, 212	Intermediate Portuguese	3, 3

PORT291, 292	Intensive Portuguese Review II	3, 3
PORT321, 322	Advanced Portuguese I	3, 3
France	(Quarter Credits)	
FREN102	Beginning French	3
FREN122	Written Comprehension & Expression	2
FREN132	Spelling and Grammar	1
FREN152	Elementary Oral Expression	3
FREN192	Intensive Elementary French	6
FREN202	Intermediate French	2
FREN222	Intermediate Composition	2
FREN232	Spelling and Grammar	2
FREN252	Intermediate Oral Expression	2
FREN262	Reading Comprehension	1
FREN292	Intensive Intermediate French	5
FREN322	Advanced Composition	2
FREN332	Orthography	1
FREN342	Advanced Grammar	2
FREN352	Advanced Oral Expression	2
FREN362	Literary Studies	2
FREN422	Literary Analysis, Summary Techniques	2
FREN462	Advanced Literary Studies	2
Greece	(Quarter Credits)	
GREK/RELL331, 332, 333	Intermediate Greek I, II, III	3, 3, 3
HEBR331, 332, 333	Hebrew	3, 3, 3
Italy	(Quarter Credits)	
ITLN101, 102, 103	Beginning Italian	2, 2, 2
ITLN/ART131	Italian Art	3
ITLN191, 192, 293	Intensive Italian Review I	2, 2, 2
ITLN201, 202, 203	Intermediate Italian	2, 2, 2
ITLN/ART231	Italian Art	3
ITLN291, 292, 293	Intensive Italian Review II	2, 2, 2
Mexico	(Quarter Credits)	
SPAN101, 102, 103	Beginning Spanish	3, 3, 3
SPAN211, 212, 213	Intermediate Spanish	3, 3, 3
SPAN312	Mexico and its Culture	2
SPAN351	Advanced Spanish Grammar	3
SPAN361	Advanced Spanish Composition	2
SPAN371	Advanced Spanish Conversation	2
Spain	(Quarter Credits)	
SPAN101, 102, 103	Beginning Spanish	3, 3, 3
SPAN191, 192, 193	Intensive Spanish Review	3, 3, 3
SPAN211, 212, 213	Intermediate Spanish	3, 3, 3
SPAN291, 292, 293	Intensive Spanish Review II	3, 3, 3
SPAN311	Spain and Its Culture	2
SPAN350	Advanced Spanish Grammar	3
SPAN360	Advanced Spanish Composition	2
SPAN370	Advanced Spanish Conversation	2
Ukraine	(Quarter Credits)	
RUSS101, 102, 103	Beginning Russian	3, 3, 3
RUSS211, 212, 213	Intermediate Russian	3, 3, 3
RUSS351	Advanced Russian Grammar	3
RUSS361	Advanced Russian Composition	3
RUSS371	Advanced Russian Conversation	3

Language Honor Society. The local Beta Kappa chapter of Alpha Mu Gamma, the national collegiate honor society for foreign languages, gives recognition to outstanding students.

Language Clubs. The Department of International Language Studies sponsors two language clubs. The purpose is to promote cultural, academic, social and spiritual activities. “Adelante” is the Spanish club and “Oh la la” is the French club. Both clubs require membership fees.

Language Requirements for General Education. Students who wish to have the language requirement waived (with or without credit) by passing a proficiency exam should apply at the Department of International Language Studies. Exams are given in the languages taught at the department: French, German, Korean, Portuguese, and Spanish. Exceptions can be made for other languages by the chair of the Department of International Language Studies. The examination will reflect the student-performance outcomes expected at the intermediate level in the four language skills of reading, writing, listening, and speaking according to the American Council of Teaching Foreign Languages (ACTFL) guidelines. Upon written approval by the instructor, the Department of International Language Studies will grant up to 12 credits per language examined. See p. 66 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.

Graduate Program

Master of Arts in Teaching

The Department of International Language Studies cooperates with the School of Education in offering the Master of Arts in Teaching degree to prepare teachers of French or Spanish for secondary schools.

Prerequisites

Admission to the program is open to applicants who earn a minimum of 20 semester credits in French or Spanish or equivalent. Deficiencies in the applicant's undergraduate program necessitate additional course work. Since the graduate courses are usually conducted in the target language, it is imperative that students comprehend and speak the language.

Degree Requirements

In addition to the general requirements for the MAT stated in the School of Education section of this bulletin, the following departmental requirements should be noted: For those entering the program with a major (30 semester hours), a total of at least 12 credits (language, literature, culture, or business) in French or Spanish is required, including a minimum of 6 credits at the INLS500-level. For those admitted with a minimum of 20 semester credits, a total of at least 18 credits (language, literature, culture or business) in French or Spanish is required, including a minimum of 6 credits at the INLS500-level.

Courses	(Credits)		\$ (3)
See inside front cover for symbol code.			
INLS121 <i>Elementary _____ I</i>	\$ (3)	Grammar with reading and writing of simple foreign language in the context of 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.	
INLS122 <i>Elementary _____ II</i>	\$ (3)	Grammar with reading and writing continued in the context of significant aspects of culture of the foreign language—oral and listening work progressively increased. A one-hour lab per week is required. Language options can be discussed with the Department of INLS.	
INLS235 <i>Intermediate _____</i>	\$ (4)	Grammar, reading, composition, oral and aural exercises in the context of significant aspects of the culture of the foreign language. A one-hour lab per week is required. Prerequisite: INLS122 with a minimum grade of C or permission of the instructor.	
INLS295/495 <i>Directed Study/Readings/Research/Project</i>	(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. Repeatable with different material.	
INLS330 <i>French/Spanish Service Fieldwork</i>	(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.	
INLS400 <i>Topics in _____</i>	(3)	A study of selected topics in language, culture, literature, or international trade. Topic and credits to be announced. Repeatable with different topics.	
INLS458 <i>Methods of Foreign Language Instruction: K–12</i>	◆ (3)	An overview of approaches and practical techniques in foreign language instruction as well as the theoretical notions underlying current trends in classroom practice. Topics of study will include pedagogical practices and research in FL teaching, ways of using that research, and practical applications of instructional methods. This course focuses on methods for K–12. Attending the Michigan World Language Association Conference in Lansing is required. Required for teacher certification.	
INLS478 <i>Study Tour:</i>	◆ \$ (0)	Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.	
INLS490 <i>Language and International Trade Internship/Practicum</i>		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.	\$ (3)
French			
FREN171 <i>Elementary French I</i>		Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high-school French or its equivalent. A one-hour lab per week is required.	\$ (3)
FREN171V <i>Elementary French I</i>		Paper correspondence course—see content above.	C (4)
FREN172 <i>Elementary French II</i>		Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 2–3 years of high-school French. A one-hour lab per week is required. Prerequisite: FREN171 with a minimum grade of C or permission of the instructor.	\$ (3)
FREN172V <i>Elementary French II</i>		Paper correspondence course—see content above.	C (4)
FREN275 <i>Intermediate French</i>		Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture. A one-hour lab per week is required. Prerequisite: FREN172 with a minimum grade of C or permission of the instructor.	\$ (4)
FREN275V <i>Intermediate French</i>		Paper correspondence course—see content above.	C (4)
FREN366 <i>French Conversation</i>		Training in oral self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking levels that exist within the language. Special attention to important differences that exist among all Francophone countries. Prerequisite: FREN275 with a minimum grade of C or permission of the instructor. A one-hour lab per week is required.	\$ (3)
FREN367 <i>French Composition</i>		Written French with special emphasis on reading comprehension and composition which incorporates the study of grammatical structures. Prerequisite: FREN275 with a minimum grade of C or permission of the instructor. A one-hour lab per week is required.	\$ (3)
FREN401 <i>Fundamentals of Translation</i>		Techniques of translation processes in rendering into French and	◆ \$ (3)

English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French. An arranged lab is required.

FREN402 ♦ \$ (3)
French for Interpreters

Intensive study and practice in the art of consecutive and simultaneous oral translation. Conducted entirely in French. An arranged lab is required.

FREN405 (1)
French Grammar Review

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.

FREN415 ♦ (3)
Advanced French Communication

A comprehensive study of French grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in French.

FREN420 ♦ (3)
Francophone Cultures: The New World and the Third World

Explores non-European cultures where French is used as a medium of expression. Study in French literature and film from North America, the Caribbean and Africa. Conducted entirely in French.

FREN429 \$ (3)
French for International Travel and Tourism

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 Professionnel Tourisme et Hotellerie conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French. An arranged lab is required.

FREN430 ♦ (3)
Contemporary French Culture and Society

Analysis and comparison of French and American value orientations, family structures, and educational, political, economic, and cultural institutions. Course offered only during summer study tour to France. Conducted entirely in French.

FREN434 \$ (3)
French for Medical Professions

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 Professionnel Medical conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French. An arranged lab is required.

FREN445 ♦ (3)
French Literature and Film

Analysis and comparison of artistic differences between selected pieces of French literature and their film adaptation. Conducted entirely in French.

FREN460 ♦ (3)

French for International Trade

Spoken and written French common to the French-speaking world of business and industry, emphasizing business practices and cultural tools required to communicate in the French-speaking economic environment: business operations and socio-economics in France; the economy of France. This course provides an intensive preparation of the Diplôme Français des Affaires I conferred by the Chambre de Commerce et d'Industrie de Paris. Conducted entirely in French. An arranged lab is required.

German

GRMN181 Alt \$ (3)

Elementary German I

Grammar with reading, writing and pronunciation of simple German in the context of significant aspects of culture—oral and listening work stressed. A one-hour lab per week is required. *Fall*

GRMN182 Alt \$ (3)

Elementary German II

Grammar and reading continued: oral and listening work progressively increased. A one-hour lab per week is required. Course offered during spring semester in alternate years. Prerequisite: GRMN171 with a minimum grade of C or permission of the instructor. *Spring*

GRMN415 Alt (3)

German Culture

An introduction to the life and people of German speaking countries through lectures and readings in standard German on the geography, history, politics, business, social problems, arts, and literatures of the area. Conducted entirely in German.

GRMN425 Alt (3)

Contemporary German

Analysis and comparison of German and American value orientations, family structures, and educational, political and economic, and cultural institutions. Conducted entirely in German.

Italian

ITLN141 Alt \$ (3)

Elementary Italian I

Grammar with reading, writing and pronunciation of simple Italian in the context of significant aspects of culture—oral and listening work stressed. A one-hour lab per week is required. Course offered during fall semester in alternate years. *Fall*

ITLN142 Alt \$ (3)

Elementary Italian II

Grammar and reading continued: oral and listening work progressively increased. A one-hour lab per week is required. Prerequisite: ITLN171 with a minimum grade of C or permission of the instructor. *Spring*

Portuguese

PORT171 Alt \$ (3)

Elementary Portuguese I

Grammar with reading and writing of simple Portuguese in the context of significant aspects of culture—oral and listening work stressed. A one-hour lab per week is required.

- PORT172** Alt \$ (3)
Elementary Portuguese II
 Grammar and reading continued: oral and listening work progressively increased. A one-hour lab per week is required. Prerequisite: PORT171 with a minimum grade of C or permission of instructor.
- PORT420** Alt (3)
Portuguese Literature & Culture
 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.
- PORT430** Alt (3)
Contemporary Brazilian Culture
 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.
- Spanish**
- SPAN171** \$ (3)
Elementary Spanish I
 Grammar with reading and writing of simple Spanish in the context of significant aspects of culture—oral and listening work stressed. Elementary Spanish I is designed for students who have studied no Spanish or less than 2 years of high-school Spanish or its equivalent. A one-hour lab per week is required.
- SPAN172** \$ (3)
Elementary Spanish II
 Grammar and reading continued: oral and listening work progressively increased. Designed for students with 2-3 years of high-school Spanish or its equivalent. A one-hour lab per week is required. Prerequisite: SPAN171 with a minimum grade of C or permission of instructor.
- SPAN275** \$ (4)
Intermediate Spanish
 Grammar, reading, composition, oral and listening exercises on the intermediate level, including significant aspects of Spanish culture. A one-hour lab per week is required. Prerequisite: SPAN172 with a minimum grade of C or permission of instructor.
- SPAN325** \$ (3)
Spanish for the Medical Professions
 Spoken and written Spanish used by the medical professions in the Spanish-speaking world. Strong emphasis on vocabulary, phrases, medical terminology, and specific language use in a doctor's office and hospital settings. Basic knowledge of Spanish recommended. An arranged lab is required.
- SPAN366** \$ (3)
Spanish Conversation
 Training in oral self-expression, with emphasis on fluency and accuracy. Acquisition of idioms and review of different speaking levels that exist within the language. Special attention to important differences that exist among all Spanish speaking countries. Prerequisite: SPAN275 with a minimum grade of C or permission of the instructor. A one-hour lab per week is required.
- SPAN367** \$ (3)
Spanish Composition
 Written Spanish with special emphasis on reading comprehension and composition which incorporates the study of grammatical structures. Prerequisite: SPAN275 with a minimum grade of C or permission of the instructor. A one-hour lab per week is required.
- SPAN405** (1)
Spanish Grammar Review
 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.
- SPAN416** ◆ (3)
Spanish for Native Speakers
 An in-depth study of the Spanish language for native speakers who have not had previous formal academic instruction in Spanish. Special emphasis will be given to oral and written communication by focusing on grammar, syntax, and correct usage of the Spanish language. Conducted entirely in Spanish.
- SPAN420** ◆ (3)
Advanced Spanish Written and Oral Communication
 A comprehensive study of Spanish grammar for written and oral communication. A review of techniques and strategies to improve communication through creative writing, speech preparation, and class presentations. Emphasis on language fluency and accuracy. Conducted entirely in Spanish.
- SPAN426** ◆ (3)
Contemporary Spain
 An overview of contemporary Spain and its role in Europe as well as Latin America. Special consideration of geographical aspects, commerce, industry, tourism, education, political settings, and status of the Monarchy are given. Conducted entirely in Spanish.
- SPAN434** ◆ (3)
Spanish Culture and Ethics
 A course designed to explore basic concepts related to ethics in the Spanish world. It will include religion, tradition, work environment, education, discrimination, migration, politics, and social differences. Conducted entirely in Spanish.
- SPAN436** ◆ (3)
Spanish-American Culture
 An introduction to the life and people of Spanish America through lectures and readings in standard Spanish on the geography, history, politics, social problems, arts, and literature of the area. Conducted entirely in Spanish.
- SPAN438** ◆ (3)
Mexico and Central American Culture
 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.
- SPAN439** ◆ (3)
Spanish Caribbean Culture
 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.

SPAN446 ◆ \$ (3)***Spanish and Latin American Drama***

A study of selected major Spanish and Latin American writers whose works reflect important political, social, moral, and cultural aspects of Hispanic societies. Conducted entirely in Spanish. An arranged lab is required.

SPAN447 ◆ \$ (3)***Spanish for Translation***

An introduction to the basic principles of translation from English to Spanish and from Spanish to English. An approach to techniques used in writing translation. Strong emphasis on written translations. Conducted entirely in Spanish. An arranged lab is required.

SPAN448 ◆ \$ (3)***Spanish and Latin American Literature and Film***

Comparison of artistic and linguistic differences between selected pieces of Spanish and Latin American literature and their film adaptation. Emphasis on language, characters, and cultural aspects of society. Conducted entirely in Spanish. An arranged lab is required.

SPAN449 ◆ \$ (3)***Spanish for Interpreters***

A study of the basic principles of oral interpretation from English to Spanish and from Spanish to English. An approach to techniques used in oral interpretation. Strong emphasis on oral communication. Conducted entirely in Spanish. An arranged lab is required.

SPAN457 ◆ \$ (3)***Spanish Media Translation***

A study of the basic principles of translation in the media. Comparison between translation of written documents and oral messages. Special attention to translating news, commercials, movies, websites, speeches, newspapers, and magazines. Conducted in both English and Spanish. An arranged lab is required.

SPAN470 ◆ \$ (3)***Spanish for International Trade***

Spoken and written Spanish common to the Spanish-speaking world of business and industry, with emphasis upon business practices, and the writing and translating of business letters and professional reports. Cross-cultural references provide opportunities for comparative and contrastive analysis of American and Spanish cultural patterns in business settings. Conducted entirely in Spanish. An arranged lab is required.

SPAN488 ◆ \$ (3)***Spanish for International Relations***

Spoken and written Spanish common to the Spanish-speaking world of international relations with emphasis in vocabulary related to government agencies, non-profit organizations, diplomacy, religious entities, independent agencies (UN, OEA). Special emphasis in communication. Conducted entirely in Spanish. An arranged lab is required.

Graduate Courses

The following courses are available to those preparing for degree language examinations or for improvement in reading ability:

FREN505 (5)***Reading French***

For students without a working knowledge in French; an introduction to the grammar and syntax of French for the purpose of translating written French into English. May count toward a general elective only.

GRMN505 (5)***Reading German***

For students without a working knowledge in German; an introduction to the grammar and syntax of German for the purpose of translating written German into English. May count toward a general elective only.

INLS575 (1-3)***Topics in _____***

A study of selected topics in language, literature, or civilization. Topics and credits to be announced. Repeatable with different topics.

INLS590 (1-3)***Directed Study/Reading/Research/Project***

Studies in the area of French/Spanish language, literature, or civilization, as determined in consultation with the instructor.

MATHEMATICS

Haughey Hall, Room 121
269-471-3423
math@andrews.edu
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Faculty

Shandelle M. Henson, *Chair*
Joon Hyuk Kang
Robert C. Moore
Yun Myung Oh
Amanda Umlauf (Mathematics & Science Center)
Abdias Vence (Mathematics & Science Center)
Lynelle M. Weldon

Emeriti

Kenneth L. Franz
Theodore R. Hatcher
Donald H. Rhoads

Academic Programs	Credits
BS: Mathematics	39
BS: Mathematics Education	36
Major in Mathematical Studies	30
Minor in Mathematics	20
Minor in Mathematics Education	20
Minor in Mathematics of Economics and Finance	20

Mission

Through teaching, research and service, the Department of Mathematics seeks to provide leadership in the mathematical sciences by preparing students with the mathematical understanding, problem-solving skills and dispositions that enable them to excel in their chosen careers; increasing mathematical and scientific knowledge through publication and presentation; supporting the broader mathematics education community; and mentoring others for generous service through a committed Christian life.

Mathematics is foundational to physics, engineering, and computer science, and is increasingly important in many fields of study such as finance, accounting, economics, biology, medicine, and environmental science. Students majoring in these and other fields will find that acquiring an additional major in mathematics or mathematical studies greatly enhances the marketability of their degree.

Undergraduate Programs

BS: Mathematics (39)

MATH191 (or 195), 192, 215, 240, 286, 355; MATH 315 or 441; MATH389 or PHYS277 (4 semesters); STAT340 and at least 12 credits in additional courses chosen in consultation with a Department of Mathematics advisor from MATH271, 315, 405, 408, 426, 431, 432, 441, 442, 475, 487, 495. Students in a secondary teacher certification program are required to take MATH375, 475 and STAT285. (Note that MATH375 and STAT285 do not count

toward the 39 major credits.) A major field test in mathematics is required during the senior year.

Cognate Course—3

CPTR125, 151 or PHYS235

Major in Mathematical Studies (30)

MATH191 (or 195), 192, 215, 240; MATH389 or PHYS277 (4 semesters), and at least 15 credits in additional courses chosen in consultation with a Department of Mathematics advisor from MATH271, 286, 315, 355, 405, 408, 426, 431, 432, 441, 442, 475, 487, 495; STAT340; CPTR125, 151 or PHYS235 (3). A major field test in mathematics is required during the senior year. This major is available only as a second major, to those taking a major in another field.

Minor in Mathematics (20)

MATH191 (or 195), 192, 215 and at least 9 credits in additional courses chosen in consultation with a departmental advisor from MATH240, 286, 315, 355, 405, 408, 426, 431, 432, 441, 442, 475, 487, 495; STAT340. Students in a secondary teacher certification program are required to take MATH355, 375, 475, STAT285, 340 and a major field test in mathematics during the senior year.

BS: Mathematics Education (36)

MATH191 (or 195), 192, 215, 240, 355, 375, 475; MATH 315 or 441; MATH286 or 426; MATH389 or PHYS277 (4 semesters); STAT285, 340. Students in an elementary teacher certification program take MATH220 instead of MATH375. 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

CPTR125, 151 or PHYS235

General Education Requirements—for Mathematics Education with Secondary Certification

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: 12*—RELT100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication: ENGL115, 215, COMM450

Foreign Language (BA only)—Intermediate Language (4)

History: HIST117, 118

Fine Arts/Humanities: Choose one course from:

ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences: professional degree requirements

Mathematics: Covered in major

Computer Literacy: INFS120

Service: EDTE165

Social Sciences: GDPC302 & EDTE228

Fitness Education: HLED120 plus two Fitness Education courses

Minor in Mathematics Education (20)

MATH166, 167, 191 (or 195), 215, 220, 355; STAT285. (MATH168 may be taken in place of MATH166, 167.) This minor is available only to

those obtaining elementary teacher certification. The minor listed above will also suffice for elementary certification.

Minor in Mathematics of Economics and Finance (20)

MATH191 (or 195), 192, 215, 286, STAT285, 340. This minor is available only to students obtaining a degree in the School of Business Administration.

Behavioral Neuroscience

The Department of Mathematics is a participant in the Behavioral Neuroscience program funded by the National Science Foundation. For more details, see p. 115.

Special Requirements and Placement Test

Sequential Course Numbering. All courses with more than one course number must be taken sequentially.

Non-overlapping Credit Restrictions. Because there is substantial overlap in material covered in the following groups of courses, no student is granted credit (other than general elective credit) in more than one course from each group:

1. MATH182, 191, 195 (Calculus with Applications, Calculus I, Calculus I for Biology)
2. MATH145, 166, 168 (Reasoning with Functions, Precalculus Algebra, Precalculus)

Minimum grade for prerequisites, except for MATH191 and 195, is C-.

Mathematics Placement Examination (MPE). See p. 48 for information on the MPE and the General Education Mathematics requirement. The MPE score is valid as a prerequisite for mathematics courses for 3 years after it is earned.

Graduate Program

MS: Mathematics and Science

The Department of Mathematics collaborates with the Departments of Biology, Chemistry, and Physics in this degree. See Mathematics and Science, p. 190.

Courses

See inside front cover for symbol code.

(Credits)

Developmental Courses

MATH091 and MATH092 are provided for students not achieving a score of at least P2 on the Mathematics Placement Examination (MPE).

Students complete the sequence MATH091/092 by passing a set of proficiency tests in arithmetic and algebra, at which time a P2 score is awarded. When this occurs, the student has completed the Math Skill part of the General Education requirement, and is considered ready to take MATH 145, 166, 168, or STAT285. Depending on the diligence and previous preparation of the student, this may occur at any time in the MATH091/092 sequence.

MATH091 \$ (3)

Arithmetic and Algebra Review I

Individualized review of arithmetic and algebra skills. Algebra topics include linear, quadratic and rational equations; graphs and systems of linear equations; and polynomial operations and factoring. Students completing the sequence requirements while enrolled in MATH091 are not required to take MATH092. This developmental course does not count toward college credit. *Fall, Spring*

MATH092 \$ (3)

Arithmetic and Algebra Review II

Continuation of MATH091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re-registration the next semester. This developmental course does not count toward college credit. Prerequisite: MATH091. *Fall, Spring*

Undergraduate Courses

MATH145 (3)

Reasoning with Functions

Functions given by tables, formulas, graphs, and words; inverse functions; linear, exponential, and other types of functions, such as quadratic, trigonometric, logarithmic, or power functions; rates of change and applications to science and business. Additional topics may be selected by the instructor. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

MATH165V C (3)

College Algebra

Paper correspondence course. A study of linear equations and inequalities; algebraic, logarithmic, and exponential functions; polynomials and complex numbers. Includes applications in business and science. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2.

MATH166 (3)

Precalculus Algebra

Equations and inequalities; systems of linear equations; algebraic, polynomial, rational, exponential, and logarithmic functions; inverse functions, complex numbers, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

MATH167 Alt (2)

Precalculus Trigonometry

Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P3 or MATH166 or MATH145. *Fall, even years*

MATH168 (4)

Precalculus

Covers most of the content of MATH166 and MATH167. Equations and inequalities; systems of linear equations; algebraic, polynomial, rational, exponential, and logarithmic functions; inverse functions, complex numbers, trigonometric functions and their inverses, identities, trigonometric equations, laws of sines and cosines, vectors, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

- MATH168V** C (4)
Precalculus
 Paper correspondence course—see content above. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2.
- MATH182** Alt (3)
Calculus with Applications
 Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from multivariable calculus, including partial derivatives and extrema of functions of two variables. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P4 or MATH166, 167 or 168.
- MATH191** (4)
Calculus I
 MATH191, 192 is a standard introduction to single-variable calculus. MATH191 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. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE=P5 or MATH167 or MATH168 with grade no lower than C. *Fall, Spring*
- MATH192** (4)
Calculus II
 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. Prerequisite: MATH191 or 195. *Spring*
- MATH195** (4)
Calculus I for Biology
 Introduction to single-variable calculus in the context of the life sciences from the dynamical systems point of view. Limits, continuity, derivatives, integration by substitution and by parts. Formal definitions of limit, derivative, and Riemann integral. Proofs of standard theorems, including the Fundamental Theorem of Calculus. In addition to standard topics, includes research applications to biology and medicine, an introduction to mathematical models and differential equations, equilibria, stability, and eigenvalues. Equivalent to MATH191 in serving as prerequisite to higher-level courses. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE=P5 or MATH167 or MATH168 with grade no lower than C; pre- or corequisite: BIOL165 or 166 or consent of the instructor. *Spring*
- MATH215** (3)
Introduction to Linear Algebra
 Vectors, Euclidean n -space, matrices, systems of linear equations, determinants, eigenvalues, eigenvectors, vector spaces, and linear transformations with emphasis on applications and computation. Prerequisites: MATH182, 191 or 195. *Fall*
- MATH220** Alt (3)
Geometry and Numbers
 Number systems and Euclidean geometry for elementary and middle school teachers. Topics include problem solving, reasoning and proof, computational algorithms, analysis and classification of geometric figures, geometric transformations, and other selected topics. Prerequisite: MPE \geq P2. *Fall, odd years*
- MATH240** (4)
Calculus III
 Standard introduction to multivariable calculus. Vectors and vector functions, curves and surfaces, partial derivatives, multiple integrals, line and surface integrals. Stokes', Green's, and divergence theorems. Prerequisite: MATH192. *Fall*
- MATH286** (3)
Differential Equations
 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. Prerequisite: MATH192. *Spring*
- MATH295** (1–3)
Independent Study
 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. Repeatable. Prerequisite: Consent of the instructor.
- MATH315** Alt (3)
Linear Algebra
 Vector spaces, eigenspaces, linear transformations, orthogonality, inner product spaces, quadratic forms, and selected topics. Prerequisites: MATH215, 355. *Spring, even years*
- MATH355** (3)
Discrete Mathematics
 Selected topics in discrete mathematics, including logic, set theory, relations, functions, properties of integers, modular arithmetic, and RSA encryption. Mathematical reasoning and the writing of proofs will be emphasized. Prerequisite: MATH182, 191 or 195. *Spring*
- MATH375** Alt (3)
Secondary School Mathematics Teaching
 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. Prerequisite: MATH355. *Spring, odd years*
- MATH389** \$ (0)
Mathematics Colloquium
 Participation in at least 10 departmental colloquia or approved colloquia of other departments. Meets weekly, grade is based on attendance. Repeatable. *S/U. Fall, Spring*
- MATH405** ♦ Alt (3)
Applied Mathematics
 Solutions of first and second order partial differential equations, and applications. Prerequisites: MATH240, 286. *Fall, even years*
- MATH408** ♦ Alt (3)
Complex Analysis
 Elementary complex analysis, contour integrals, complex series. Prerequisites: MATH240, 355. *Spring, odd years*

MATH426 ♦ Alt (3)
Mathematical Modeling in Biology
 Theory and application of linear and nonlinear mathematical models of biological processes. Topics selected from discrete- and continuous-time deterministic and stochastic modeling, analytic solution techniques, linearization, bifurcations, chaos, computer simulation, model parameterization, and model validation. Prerequisite: MATH191 or 195. *Fall, odd years*

MATH431, 432 ♦ Alt (3, 3)
Advanced Calculus
 Theorems on continuity, differentiation, integration, and convergence; additional selected topics such as topology, differentiable manifolds, and real analysis. Prerequisites: MATH240, 355. *Fall, odd years; Spring, even years*

MATH441, 442 ♦ Alt (3)
Abstract Algebra
 Study of groups, rings, fields, modules, vector spaces, and algebras. Prerequisites: MATH240, 355. MATH441 is offered *Spring, odd years; MATH442 as needed*

MATH475 ♦ Alt (3)
Geometry
 Axiomatic development and history of Euclidean and non-Euclidean geometries, constructions, geometric transformations, and selected topics from finite, fractal, affine, and projective geometries. Relation of these topics to secondary teaching. Prerequisite: MATH355. *Fall, even years*

MATH487 Alt (1–3)
Special Topics in _____
 Consult the instructor in regard to the topic to be covered. Prerequisite: Consent of the instructor. Repeatable in different areas.

MATH495 (1–3)
Independent Study
 Independent study of selected topics in mathematics to enable advanced students to pursue topics not offered in other scheduled courses. The student will study under the supervision of a mathematics professor whose prior approval is required. Ordinarily a minimum of 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. Prerequisite: Consent of the instructor.

Statistics

STAT285 (3)
Elementary Statistics
 A study of basic descriptive and inferential statistics, including elementary probability and probability distributions, statistical inference involving binomial, normal, and *t*-distributions, and hypothesis testing. Prerequisite: MPE ≥ P2. *Fall, Spring*

STAT285V C (4)
Elementary Statistics
 Paper correspondence course—see content above. Prerequisite: MPE ≥ P2.

STAT340 (3)
Probability Theory with Statistical Applications
 Probability theory and statistics for students having preparation

in calculus. Topics include probability models, combinatoric problems, random variables, discrete and continuous distributions, expectation, moment generating functions, central limit theorem. Prerequisite: MATH191 or 195. *Spring*

Honors

MATH271-50 (1)
Honors in Mathematics
 The study of mathematical problems where the solution depends more on insight and creativity than on routine computation. Repeatable to 2 credits. Prerequisite: MATH192 and consent of the instructor.

Graduate Courses

MATH530 (2-3)
Topics in Teaching Mathematics
 A. Algebra
 B. Geometry
 C. Analysis
 D. Applications
 Consult with department chair regarding availability in any given year. Repeatable to 6 credits.

MATH540 Alt (2-3)
Topics in Mathematics
 Consult with the instructor in regard to the topic to be covered. Prerequisite: Consent of the instructor. Repeatable to 6 credits.

Mathematics Education Courses

The Department of Mathematics collaborates with the School of Education and Berrien Regional Education Service Agency to offer these courses when funding is available. The type of funding may place restrictions on enrollment in these courses. Inquiries should be directed to one of the following individuals:
 Larry Burton 269-471-3465, burton@andrews.edu
 Lynelle Weldon 269-471-3866, weldon@andrews.edu

MAED505 (2–3)
Understanding Numbers and Operations for Middle Grades Educators
 This course is designed to strengthen middle school teachers' rational number knowledge and number sense. This includes the in-depth study of rational numbers and operations on rational numbers, the structure of the rational and real number systems, algorithms for computation, estimation strategies, and working with very large and very small numbers. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED510 (3)
Exploring Algebra and Functions for Middle Grades Educators
 This course extends the middle school teachers' understanding of algebra as a symbolic language. This course moves beyond symbol manipulation to include modeling of physical situations. Students will explore algebraic, linear, and non-linear functions within the context of the course. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED515 (3)
Data Analysis for Middle Grades Educators
 This course presents an integrated approach to data analysis, statistics, and probability for middle grades math teachers. Instruction focuses on specific real-world data sets and statistical

investigations. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED521 (2)
Informal Geometry and Measurement for Middle Grades Educators

This course is the first of two which lead prospective mathematics teachers through a series of explorations to develop competence in geometric reasoning, including conjecture, proving, and disproving. Prospective teachers develop a deeper understanding of the role of proof in geometry. The pedagogy of this course models that of effective middle school mathematics teachers.

MAED522 (2)
Formal Geometry for Middle Grades Educators

This course is the second of two which lead prospective mathematics teachers through a series of explorations to develop competence in geometric reasoning, including conjecturing, proving, and disproving. Prospective teachers refine their understanding of the role of proof in geometry. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED600 (2)
Discrete Mathematics and Number Theory for Middle Grades Educators

Students investigate concepts of number theory, discrete mathematics, and logic as they apply to middle grades mathematical education. Each topic includes a study of graphic representation of concepts and applications in technology. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED610 (4)
Mathematical Modeling for Middle Grades Educators

Investigation of concepts and practices of mathematical modeling with an emphasis on application to middle grades education. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED625 (2)
Mathematical Investigations for Middle Grades Classrooms

Participants investigate topics in mathematics, including probability, programming, fractals, and chaos theory. Emphasis is placed on participant understanding of these topics and their appropriate use as investigations with middle grades students. The pedagogy of the course models that of effective middle school mathematics teachers.

MAED 630 (1-4)
Seminar: _____

Seminar in specific topics relevant to mathematics education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U.

MATHEMATICS & SCIENCE

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Stephen C. Thorman, Physics, Computer Science
Lynelle M. Weldon, Mathematics
Robert E. Zdor, Biology

Mission

Inspire and equip students to celebrate learning, sense the action of God in the Universe, extend their analytical skills and knowledge base in mathematics and science, and identify and seek solutions to scientific issues.

MS: Mathematics and Science

The Master of Science: Mathematics and Science is designed for students who wish to acquire a breadth of knowledge which cannot be achieved within any one discipline among mathematics, biology, chemistry and physics. Such a degree may be useful for secondary or middle-school teachers who teach mathematics and science subjects, but who do not desire a traditional MAT program; for those who wish to develop skills in areas of overlap in these disciplines; for those who wish to study the interrelationships among the disciplines; and for those who wish further preparation for careers in industry or government.

In addition to the general requirements for admission to and enrollment in graduate degree programs outlined in this bulletin, students must meet departmental requirements.

Admission Requirements

- A bachelor's degree with a major in Mathematics, Biology, Chemistry, or Physics, and a minimum GPA of 3.00 (B) in mathematics and science courses.
- Completed the GRE General Exam for admission to regular student status. Completion of the GRE Subject Exam in one of the four areas of Mathematics, Biology, Chemistry or Physics is recommended.
- Earned credit or demonstrated proficiency in the following prerequisites: CPTR125 or 151 or PHYS235; MATH191 or 195, 192,

240, 286; and two out of three year-long laboratory science courses: BIOL165, 166, CHEM131, 132 and PHYS241, 242, 271, 272. A student may be admitted with deficiencies in the above courses, but this exception requires the student to take additional credits beyond the minimum 32 credits required.

MS Degree Requirements (32–40)

1. Compliance with all standards as given in the *Graduate Degree Academic Information* section of the bulletin.
2. Completion of a curriculum consisting of 32–40 credits approved by a supervising committee.
3. Passing a comprehensive examination over two areas from among Mathematics, Biology, Chemistry and Physics.
4. 12 credits in each of two disciplines selected for the degree.
5. A minimum of 16 credits in courses numbered 500 and above.

Core Courses

MATH405, MSCI526, 575, 670, 698, undergraduate prerequisites* and other courses recommended by the student's committee.

* *Up to 8 credits selected from among the prerequisites listed in the specific admission requirements are added to the minimum 32 credits for the degree.*

Disciplinary Core

For students choosing the Chemistry or Physics options:
CHEM431, 432, 441, 442
or PHYS411, 430, 481, 577

Courses (Credits)

See Biology for BIOL course descriptions; Chemistry and Biochemistry for CHEM and BCHM; Mathematics for MATH; Physics for PHYS.

MSCI526 (2–3)

Christian Faith and the Sciences

Discussion of science and epistemology in the context of Christian faith, scientific model building, the church-science interface, and ethical considerations.

MSCI575 (1)

Mathematics and Science Seminar

Current research topics in mathematics and physical sciences. Attendance at 12 hours of research presentations, a paper, and a presentation of a current research topic.

MSCI650 \$ (0)

Project Continuation

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

MSCI655 \$ (0)

Program Continuation

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.

MSCI665 \$ (0)

Preparation for Comprehensive Examinations

Advisor approval required. Registration for this title indicates full-time status.

MSCI670 (0)

Comprehensive Exams

MSCI698 (1–4)

Research Project

Repeatable to 4 credits.

Procedures

1. Upon acceptance, the student consults with the program coordinator and a graduate advisor to develop a plan of study. Any deficiencies, prerequisites, research, language tools, transfer credits, and residency are discussed to establish the status of the student.
2. The student then submits a plan of study to the program coordinator for approval and identifies three faculty members to serve as a supervisory committee. The approved plan of study becomes the curriculum the student will follow to complete the requirements for the degree. Any changes in the plan of study must therefore be approved by the program coordinator and the committee.
3. All projects must be submitted to the supervising committee at least two months prior to graduation. The student will be expected to give an oral presentation and an oral defense of the project. The program coordinator recommends final project approval after the consent of the committee has been obtained.
4. Comprehensive exams in the two areas of concentration must be completed at least one month prior to graduation.
5. When 50% of all course work has been completed, the student initiates advancement to degree candidacy by submitting the required forms to the program coordinator. When the program coordinator approves the student for graduation, a recommendation is sent to the Records Office and to the Dean of Graduate Studies.
6. Graduation procedures and degree conferral as described in this bulletin.

MUSIC

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Faculty

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Academic Programs	Credits
BA: Music	45
BMus: Music Education	84
Teacher Certification	35+
BMus: Performance	85–93
Minor in Music	26
MA: Music	32
MMus: Conducting	34
MMus: Music Education	35
MMus: Music Ministry	35
MMus: Performance	34

Mission

To mentor students in artistic, intellectual, and character development. Faculty of the Department of Music are committed to providing a vibrant musical and learning environment to nurture artistic and creative growth in all students of music, to encourage and guide students through dynamic interaction in classroom and practical experiences as they mature into tomorrow's music professionals, and to mentor students in responsible use of their talents for service to Christ and to humanity.

Bachelor of Music curricula provide a comprehensive exposure to and experience with the performance, history, and theory of music. Students receive hands-on supervised teaching experience in studio or classroom teaching. Bachelor of Arts curricula are for students wishing to pursue concerted study in music within a liberal arts context.

Non-music majors may take courses in music or participate in music lessons or ensembles for credit or non-credit. See General Education section and course descriptions below for further clarification.

The Andrews University Department of Music has been a member of the National Association of Schools of Music since 1964. Music majors may choose to join the student chapter of Music Educators National Conference.

Enrollment

Status as an undergraduate music major is provisional until the student demonstrates academic and performance skills on an acceptable level. All first-year students must take the Freshman

Theory Placement Exam and arrange for an audition with the coordinator of his/her applied area *prior* to being considered for acceptance as a music major. After the student successfully completes these two admission requirements the Music Department freshman advisor makes a recommendation to the music faculty concerning the student's application for admission as a music major. See the *Department of Music Student Handbook* for further information.

Student Handbook. The *Department of Music Student Handbook*, available at the Department of Music office, provides clarification of general guidelines, requirements, and standards as well as information concerning recital attendance, recital requirements, and financial aid and departmental scholarships.

Applied Music General Requirements. All music majors register in applied music for every semester in residence and until they complete their senior recital.

Applied Music Examination Requirements. All music majors participate in an applied music examination at least twice during the school year. See the Department of Music Student Handbook for full details.

Ensemble Requirements. All music majors must enroll in a music ensemble each semester of residence for a minimum of 8 credits.

Minimum Passing Grades. No grade lower than a C in an applied lesson, ensemble, or music class will count towards fulfillment of degree or program requirements for the music major or music minor. This includes transfer music credits.

Piano Proficiency. All music majors and minors must pass a piano-proficiency examination. Students who do not pass the examination must enroll in applied piano until the examination is passed. Students are expected to take the Piano Proficiency Examination before the end of the second semester of their freshman year. 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 Examinations has been taken.

Recital Attendance. All music majors are required to enroll in the course MUPF489 Recital Attendance each semester in residence. Music minors are required to enroll in this course for four (4) semesters.

Upper-division Status. 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*.

Undergraduate Programs

BA: Music (45)

A liberal arts degree allows one to pursue a broad range of interests while majoring in music. The BA with a major in music is viable as a double major.

Note that in order to receive the BA: Music, students must take general education requirements for the Bachelor of Arts.

Major Requirements: MUCT141, 142, 151, 152, 153, 154, 241, 242, 251; MUHL258, 446, 447, 448; minimum 8 credits of performance in one area which includes a 1- or 2-credit recital or project; 8 credits of ensemble; MUPF489; Piano Proficiency.

Cognate: PHYS225 (fulfills GE Physical Science requirement); MURE 420 (fulfills GE Religion requirement).

At least one course other than ensemble or applied music must be taken in residence. A minimum of 4 credits in applied music must be taken as upper-division credits. Keyboard majors (piano or organ) must take 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.

BMus: Bachelor of Music

Two majors are available for the BMus degree: Music Education and Performance. Requirements for each of these two majors are outlined below:

Music Education (84)

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.

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: RELT100, 225, 400, 4th course (see SED advisor)

Language/Communication: ENGL115, 116, COMM104

History: HIST117 or 118

Fine Arts/Humanities: fulfilled from core curriculum

Life/Physical Sciences: PHYS225

Mathematics: MATH145 or higher

Computer Literacy: fulfilled from core curriculum

Service: EDTE165 from SED requirements

Social Sciences: GDPC302 from SED requirements

Fitness Education: HLED120 plus one Fitness Education course

Music Core Requirements—38

MUCT141, 142, 151, 152, 153, 154, 241, 242, 251, 454, 470; choose one of the following two courses: MUCT425 or 430; MUHL258, 446, 447, 448; MUPF489 every semester; Piano Proficiency

Music Education Requirements—46

MUED301, 302, 316, 317, 376, 377, 378, 379, 380, 458, 459; choose one of the following courses: MUED421, 427, 429, 437 and MUPF420; minimum 3 credits minor performance (wind, string, voice or keyboard instrument), minimum 8 credits major performance which includes a 1- or 2-credit recital (wind, string, voice or key-board instrument) or project; 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.

Teacher Certification Requirements—35+ (School of Education)

GDPC302; EDTE165, 228, 408, 417, 424, 459, 476, 480, 487, 488

Performance (85–93)

A degree for those whose career goals focus on performance, studio or collegiate teaching and graduate school.

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: professional degree requirements including MURE420

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: fulfilled through core curriculum

Life/Physical Sciences: PHYS225

Mathematics: professional degree requirements

Computer Literacy: MUCT151

Service: fulfilled through professional components of the program

Social Sciences: professional degree requirements

Fitness Education: professional degree requirements

Core Requirements—37

MUCT141, 142, 151, 152, 153, 154, 241, 242, 251, 454, 470; choose one of the following two courses: MUCT425 or 430; MUHL258, 446, 447, 448

Cognate—PHYS225 (fulfills GE Life/Physical Science requirement); MURE420 (fulfills GE Religion requirement)

Other 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)
- MUPF489; Piano Proficiency.

Performance—37–40

- Major instrument: 16 credits (4 credits each of MUPF165, 265, 365, and 465).

- MUED301, 302; MUPF420 (for voice majors only); MUPF339 (for instrumentalists only)
- Applied area literature course, applied area pedagogy course.
- Ensemble: 8 credits. Bachelor of Music degree students majoring in piano or organ performance must take 2 credits of MUPF405 Keyboard Accompaniment and 2 credits of MUPF410 Collaborative Piano. The remaining 4 credits must be taken in one of the major ensembles.
- MUPF397 Junior Recital (1 credit) and MUPF497 Senior Recital (2 credits).
- Attendance at major area master classes.

Minor in Music (26)

MUCT141, 142, 151, 152, 153, 241; MUHL258, 447, 448; minimum 3 credits of performance in one area; 2 credits of ensemble; MUPF489; Piano Proficiency.

Graduate Programs

Admission Requirements and Procedures

- General requirements for admission to graduate study as stated in the Admissions section of this bulletin.
- Musicians with various backgrounds often qualify to study music at the graduate level. Normally, a baccalaureate degree with a major in music is required; however, the following categories may also qualify:
 1. Students with an earned baccalaureate degree within any major, assuming adequate undergraduate preparation in music. Adequate preparation includes mastery of music theory equivalent to content of MUCT242 Music Theory IV 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 80.

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: 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:
 1. A thesis—6 credits of MUHL699 and/or EDRM505.
 2. Two projects—2 credits of MUHL698 for each project.
 3. A credit recital—2 credits plus a minimum of 6 credits of applied music.
 4. One project plus a one-credit recital—2 credits of MUHL698 for the project plus a minimum of 4 credits of applied music.
- The MMus: 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 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 (PTC) Students. A student who plans to study music under this classification (see p. 42) may be admitted to courses as approved by the department chair.

MA: Music (32+)

Core—11

MUCT535, 536; MUHL519, 524, 695(2)

Additional courses—21

MUHL524

MUED648 Workshop: AU Music & Worship Conference—1

Music Performance—2–4

Music Education—3

(May be chosen from music education or area Literature and Pedagogy courses.)

Thesis/Project/Recital—2–6

Electives—6–10

(May be chosen from music, art, art history, literature.)

Ensemble: see requirements above

MUPF489, MUED655

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.

MMus: Conducting (34+)

Specialization: choral, orchestral or wind conducting

Core—11

MUCT535, 536, MUHL519, 524, 695 (2)

Additional courses—min. 23

Advanced Conducting—min. 9

MUPF575, MUED464 (1+1)

MUED648 Workshop: AU Music & Worship Conference—1

Music Electives—4

Cognate field—6

Ensemble: see above for requirements

MUPF489, MUED655, MUHL670

MMus: Music Education (35+)

Students majoring in music education must qualify for a state teaching certificate prior to conferral of degree.

Core—11

MUCT535, 536, MUHL519, 524, 695 (2)

Additional courses—min. 24

MUED430 (3) Topics in Music Education, MUED515, 521,

MUPF506, MUHL524, Area Literature and Pedagogy course (3)

MUED648 Workshop: AU Music & Worship Conference—1

Major Performance—2–4

Thesis/Project/Recital—2–6

Electives—0–4

Ensemble: see requirements above

MUPF489, MUED655, MUHL670

MMus: Music Ministry (35+)

Music Components—29+

Sacred Music—7–11

MURE520, MURE590 (1+1), MUED648 (1), MUPF506 (2–6)

Core—11

MUCT535, 536, MUHL519, 524, 695 (2)

Other Studies in Music—5–13

MUPF500 (2–6), MUPF500 Organ (1), Thesis/Project/Recital

(2–6), MUPF489, MUED655, MUHL670

Ensemble—NC

4 semesters: 2 choral, 2 student choices

Electives—2–6

Seminary Studies—6

CHMN523 (2) required; choose one from DSRE534 or CHMN552

(2); one additional course in either Biblical Studies (OT, NT),

Church History, or Theology and Christian Philosophy (2)

MMus: Performance (34+)

Specialization: organ, piano, string or voice

Core—11

MUCT535, 536, MUHL519, 524, 695 (2)

Additional courses—min. 23

Area Literature and Pedagogy courses (6);

MUPF506 (organ and voice majors), 538 (string majors),

575, MUPF420 (voice majors)

MUED648 Workshop: AU Music & Worship Conference—1

Major Performance—min. 10

Music Electives—0–5

Ensemble: see requirements above

MUPF489, MUED655, MUHL670

Courses (Credits)

See inside front cover for symbol code.

Music Theory

MUCT141 (3)

Music Theory I: Introduction to Harmony

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 MUCT151.

MUCT142 (3)**Music Theory II: Diatonic Harmony**

Study of the principles of voice leading and chord progression in applied four-part harmonization. Emphasis will be placed on interpretation and realization of Figured Basses, four-part harmonization using triads and seventh chords in root position as well as in inversions, the study and use of non-harmonic tones, and the dominant seventh chord as well as the other non-dominant seventh chords. Requires concurrent enrollment in MUCT152. Prerequisite: MUCT141.

MUCT151, 152, 153, 154 (1, 1, 1, 1)**Ear Training Laboratory I, II, III, IV**

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, 142, 241 and 242.

MUCT241 (3)**Music Theory III: Chromatic Harmony**

Theoretical and practical study of the entire spectrum of chromatic harmony vocabulary with emphasis in composition and analysis. Requires concurrent enrollment in MUCT153. Prerequisite: MUCT142.

MUCT242 (3)**Music Theory IV: Chromatic to Post-Tonal Harmony**

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. Prerequisite: MUCT241.

MUCT251, 252 (1, 1)**Music Technology Laboratory I, II**

Acquaintance with current technological resources in music. Emphasis in computer notation systems, sequencing and MIDI systems.

MUCT425 ♦ Alt (3)**Counterpoint**

Historical overview of counterpoint with emphasis on the practice and analysis of 18th-century contrapuntal techniques. *Spring, odd years*

MUCT430 ♦ Alt (3)**Composition Seminar**

Study of the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century followed by composition exercises leading to the creation of new musical works. *Spring, even years*

MUCT454 ♦ Alt (3)**Orchestration**

Scoring for chamber groups, larger ensembles and full orchestra. *Fall, even years*

MUCT470 ♦ Alt (3)**Form Analysis**

The origin and meaning of form: motives, phrases, and periods with elementary and combined binary and ternary forms, rondo and sonata-allegro. *Fall, odd years*

MUCT535 (2)**Analytical Techniques I**

Detailed comprehensive analysis of representative works from literature of the tonal period.

MUCT536 (2)**Analytical Techniques II**

Detailed comprehensive analysis of representative works from literature of the post-tonal and 20th Century periods.

Music Education**MUED301 Alt (2)****Conducting I**

The theory and application of basic conducting principles. *Fall, even years*

MUED302 Alt (2)**Conducting II**

The application of theory and techniques unique to the conducting of both choral and instrumental ensembles. Prerequisite: MUED301 or equivalent. *Spring, odd years*

MUED316 Alt (2)**Instrumental Literature**

Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature. Prerequisite: MUED302 or equivalent. *Spring, even years*

MUED317 Alt (2)**Choral Literature**

Score analysis; score preparation and programming; study and survey of significant choral literature. Prerequisite: MUED302 or equivalent. *Fall, odd years*

MUED376 Alt (2)**Brass Methods**

Fundamentals of performing and teaching brass instruments with emphasis on their use in band and orchestra. *Fall, odd years*

MUED377 Alt (2)**Percussion Methods**

Fundamentals of performing and teaching percussion instruments with emphasis on their use in band and orchestra. *Spring, even years*

MUED378 Alt (2)**Vocal Methods**

Fundamentals of performing and teaching voice with emphasis on their use in choir. *Fall, even years*

MUED379 Alt (2)**String Methods**

Fundamentals of performing and teaching string instruments with emphasis on their use in orchestra. *Spring, odd years*

MUED380 Alt (2)**Woodwind Methods**

Fundamentals of performing and teaching woodwind instruments with emphasis on their use in band and orchestra. *Fall, even years*

MUED421 ♦ Alt (3)**Organ Literature and Pedagogy I**

A chronological survey of organ literature and the development of

the instrument along with study of organ teaching and emphasis on keyboard and pedal technique, interpretation, sight reading, and teaching repertoire.

MUED422 ♦ Alt (3)

Organ Literature and Pedagogy II

Continuation of MUED421. Prerequisite: MUED421 or permission of instructor.

MUED426 ♦ Alt (3)

Piano Literature

A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments. *Fall, odd years*

MUED427 ♦ Alt (3)

Piano Pedagogy

The study and review of the materials and methods of private and class piano instruction. *Fall, even years*

MUED428 ♦ Alt (3)

String Literature

The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works. *Spring, odd years*

MUED429 ♦ Alt (3)

String Pedagogy

The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings. *Fall, even years*

MUED430 ♦ (1-3)

Topics in _____

A study of selected topics related to the music profession. Consult current class schedule for topics covered each year. Repeatable with different topics.

MUED436 ♦ Alt (3)

Vocal Literature

Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature. *Fall, odd years*

MUED437 ♦ Alt (3)

Vocal Pedagogy

A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures. *Spring, even years*

MUED438 \$ (1-3)

Workshop

MUED458 ♦ (3)

Music in the Elementary School

Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities. *Spring, even years*

MUED459 ♦ Alt (3)

Music Methods and Materials

Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles. *Fall, odd years*

MUED464 ♦ Alt (1)

Score Reading

Development of keyboard skills in score reading. Graded choral and orchestral literature from two-stave four-part writing to open score is practiced. Repeatable. *Fall, odd years; Spring, even years*

MUED485 ♦ \$ (1)

Practicum in Conducting

Individual attention and instruction with one of the larger ensembles. Repeatable. Prerequisite: MUED304 or 305 and permission of teacher.

MUED515 Alt (3)

Introduction to Research in Music Education

Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research. *Spring, odd years*

MUED518 (3)

Instrumental Methods

Comprehensive study of current methodology, emphasizing one of the following areas: wood winds, brass, percussion, strings.

MUED521 Alt (3)

Historical and Philosophical Foundations of Music Education

Study of the philosophy and practice of Music Education from the 1920s to the present. *Fall, odd years*

MUED648 \$ (1-3)

Workshop

MUED655 (0)

Practical Training

Music History and Literature

MUHL258 (3)

American and World Music

A study of America's musical past with emphasis on the historical and social context of native, folk, sacred, popular, and classical music, and their interaction. An introduction to musical traditions from around the world with an investigation of their musical languages and the social context in which they happen.

MUHL446 (3)

Music Literature and Style (Antiquity-Renaissance)

Historical development of musical styles and the relationship between music and social trends of the period. Visual and aural analysis of representative compositions and introduction to biographical and bibliographical materials.

MUHL447 (3)

Music Literature and Style (Baroque and Classical)

See MUHL446.

MUHL448 (3)

Music Literature and Style (20th Century and Romantic)

See MUHL446.

MUHL519 Alt (3)

Studies in 20th Century Music

A survey of 20th-century repertoire from its late-19th-century

origins to the present. Emphasis is placed on compositional and stylistic trends and surrounding artistic climates. *Spring, even years*

MUHL524 (2)
Music Literature Seminar

A study of selected major works from representative period(s)/composer(s). Provides a synthesis of musicological, historical, analytical, and interpretational techniques. Different literature covered each semester. Prerequisite: Advanced-level survey courses or demonstrated equivalent. Repeatable with different emphases.

General Education

MUHL214 (3)
Enjoyment of Music

An opportunity to acquire a better appreciation of classical music—to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day.

MUHL214V C (3)
Enjoyment of Music

Online correspondence course—see content above.

Honors

MUPF396-50 (1)
Honors Music Recital (Junior)

A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

MUPF496-50 (2)
Honors Music Recital (Senior)

A memorized recital under the supervision of a music honors committee. A research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Independent Study

MUPF495 (1-3)
Independent Study

In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be pursued must be submitted to the department chair. A minimum of 30 hours of work is required for each credit. Permission of the department chair required.

Church Music

MURE420 Alt (3)
Church Music and Hymnology

The biblical basis for and the theological implications involved in church-music practice with emphasis on the development of principles for guidance in the use and selection of available literature. *Spring, even years*

MURE485 ♦ (2)
The Church Organ and Service Playing

The development of the organ and organ literature; a practical

study of church services, including organ registrations for choral music, vocal solos, and hymn playing; discussion of the organ interlude and improvisation. Concurrent enrollment in applied music—organ is recommended.

MURE520 Alt (2)
Hymnology and Church Music

The understanding and appreciation of the heritage and development of Christian hymn singing and Church music repertoire, in their respective liturgical and theological contexts. *Spring, even years*

MURE590 (1+1)
Ministry of Music Practicum

A two-semester internship as minister of music or minister of music assistant in a selected church in the local area.

Performance

Private Music Lessons

There is open enrollment for private music lessons (credit and non-credit) until the drop/add deadline of each semester (10th calendar day after the beginning of each semester). **No music lessons will be assigned after this date.**

For performance majors only \$ (1-3)

MUPF165 Applied Music—First-year
MUPF265 Applied Music—Sophomore
MUPF365 Applied Music—Junior
MUPF465 Applied Music—Senior

MUPF165-465 \$ (1-3)
Applied Music Performance Major

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

For non-performance majors and minors \$ (1-2)

MUPF164 Applied Music—First-year
MUPF264 Applied Music—Sophomore
MUPF364 Applied Music—Junior
MUPF464 Applied Music—Senior

MUPF164-464 \$ (1-2)
Applied Music Non-Performance Major/Minor

The private study of the performance repertoire and technique of the given instrument or voice and the study of performance-related skills. Repertoire study includes solo and concerted works. Technical study includes scales and arpeggios, technical exercises appropriate to the performance medium, excerpts (where appropriate) and etudes. Performance-related skills study includes the development of basic-level skills in improvisation and the study of sight-reading. Each of these courses require concurrent enrollment in MUPF489.

Non-music students may register for music lessons. These courses do not apply toward fulfilling music major degree requirements without specific music faculty action.

For non-music students

MUPF170	Applied Music—First-year	
MUPF270	Applied Music—Sophomore	
MUPF370	Applied Music—Junior	
MUPF470	Applied Music—Senior	

Classes open to all students upon permission of the instructor

MUPF160	Music Class—First-year	
MUPF260	Music Class—Sophomore	
MUPF360	Music Class—Junior	
MUPF460	Music Class—Senior	

Recitals

MUPF397	Recital—Junior	(1)
MUPF497	Recital—Senior	(1–2)
MUPF490	Recital Continuation	(0)

Project

MUPF499	Senior Project	(1–2)
	Regular grading.	

MUPF450	Project Continuation	\$ (0)
	Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.	

	Ensembles—Undergraduate	(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.	

MUPF330	University Orchestra	
MUPF334	Wind Symphony	
MUPF335	I Cantori	
MUPF336	University Chorale	
MUPF339	Chamber Music Ensembles	
MUPF345	Sinfonietta	
MUPF346	Men's Chorus	
MUPF347	Ladies' Chorus	
MUPF385	University Singers	
MUPF405	Keyboard Accompaniment	
MUPF410	Collaborative Piano	

MUPF405	Keyboard Accompaniment	(1)
	Accompanying of instrumental and vocal soloists.	

MUPF410	Collaborative Piano	(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.	

MUPF420	Diction for Singers	◆ Alt (3)
	The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German	

\$ (1–2)	and Latin with application of International Phonetic Alphabet symbols. <i>Spring, even years</i>
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MUPF478		◆ \$ (0)
	Study Tour:	
	Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.	

MUPF489		◆ (0)
	Recital Attendance	
	Attendance of on- and off-campus live musical events. Required for all music majors each semester in full-time residence and four (4) semesters for music minors. Repeatable. Pass/Fail.	

Students are required to attend nine (9) live musical events each semester in order to pass the course, at least seven (7) of which must be sponsored by the Department of Music. Students may count ensemble concerts in which they perform, but note that multiple performances of a given concert may only be counted as one (1) concert. Music majors and minors who do not achieve a “pass” for one (1) semester may risk losing their standing as a music major or minor.

MUPF500		\$ (1–3)
	Applied Music Study in Private Lessons (minor performance)	
	May also be chosen by non-music majors. Repeatable.	

MUPF505		(1)
	Keyboard Accompaniment	
	Accompanying of instrumental and vocal soloists.	

MUPF506		\$ (1–3)
	Advanced Conducting— Choral/Instrumental	
	Repeatable.	

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 MUPF489.

MUPF510		(1)
	Collaborative Piano	
	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.	

MUPF515		(1)
	Recital Accompanying	
	Preparation and public performance of a pianist/soloist recital in which the piano is the principal medium of accompaniment.	

	Ensembles—Graduate	(0 or 1)
	Department of Music ensembles are open to all students upon permission of the instructor. Ensembles seek to expand the intellectual, psychological and spiritual horizons of the student. Ensemble credit may fulfill part of the General Education arts/humanities breadth requirement. Permission to add or drop an ensemble must be approved by the respective instructor.	

MUPF525	University Orchestra	
MUPF526	University Wind Symphony	
MUPF527	University Chorale	
MUPF528	University Singers	
MUPF535	I Cantori	

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MUPF537	Ladies' Chorus
MUPF538	Chamber Music Ensembles
MUPF545	Sinfonietta
MUPF546	Men's Chorus
MUPF505	Keyboard Accompanying
MUPF510	Collaborative Piano
MUPF515	Recital Accompanying

MUPF550 \$ (1-4)

Private Instruction in _____

Private instruction in composition.

MUPF560 \$ (1-4)

Applied Music Study in Private Lessons (major performance)

Style and development of repertoire; preparation for public performance. Repeatable. Each of these courses require concurrent enrollment in MUPF489.

MUPF575 (1-2)

Recital

MUPF640 (0)

Recital Continuation

Research and Specialized Study

MUHL650 \$ (0)

Project Continuation

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

MUHL655 \$ (0)

Program Continuation

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.

MUHL665 \$ (0)

Comprehensive Exam Preparation

Advisor approval required. Registration for this title indicates full-time status.

MUHL670 (0)

Comprehensive Exam

MUHL695 (1-2)

Bibliography and Research in Music

An introduction to the tools and materials available in music research, with a critical analysis of sources. An examination of the goals and methods of research in music and an introduction to scholarly writing.

MUHL697 (1-3)

Independent Study and Research in Music

Repeatable.

MUHL698 (2)

Project

Repeatable to 4 credits.

MUHL699 (6)

Master's Thesis

PHYSICS

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269-471-3430

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<http://physics.andrews.edu>

Faculty

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Gary W. Burdick

G. Brendan Cross

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Tiffany Z. Summerscales

Stephen C. Thorman

Emeriti

Ronald L. Johnson, *Director, Physics Enterprises*

Robert E. Kingman

S. Clark Rowland

Academic Programs	Credits
BS: Physics	40
BS: Biophysics	40
BS: Physics Education	30
Major in Physics Studies	30
Minor in Physics	20

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.

Undergraduate Programs

BS: Physics (40)

Major Requirements: PHYS241, 242, 271, 272, 277*, 377, 411, 430, 431, 477, 481, 495 plus an additional 15 credits numbered 300 and above

*PHYS277 is required every semester. MATH389 may substitute for PHYS277.

Cognate Courses: MATH191 or 195, 192, 215, 240, 286; CHEM131, 132; and CPTR125 or 151 or PHYS235.

Secondary-teaching Certification: Physics majors desiring secondary-teaching certification should also consult with the School of Education. BIOL165 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.

Recommended Electives: ELCT141, 142, TCED250

BS: Biophysics (40)

Offered by the biology and physics departments

BIOL165, 166, 371; 372 or BCHM421*; PHYS241, 242, 271, 272, 277**, 377, 411, 416, 430 or CHEM431 and 441, PHYS431, 495

*A student may earn a minor in chemistry by selecting BCHM421 or CHEM431 and 441.

**PHYS277 is required every semester. MATH389 may substitute for PHYS277.

Cognate Courses: CHEM131, 132, 231, 232, 241, 242; MATH191 or 195, 192, 286

Recommended Electives: BCHM422, 430; CHEM432, 442; ELCT141, 142; MATH215, 240

Senior Thesis. All Physics and Biophysics majors do some original research in collaboration with an established physicist on-campus or at another university, industrial or national laboratory. If students enroll for 3 credits of PHYS495 or HONS497, they may prepare a Senior Thesis. Undergraduate Research Scholarships are available through the Office of Research & Creative Scholarship when students collaborate with Andrews Physics faculty.

BS: Physics Education (30)

Major Requirements: PHYS241, 242, 271, 272, 277*, 377, 411, 430, 431, 481, 495 plus an additional 6 credits numbered 300 and above in consultation with advisor.

*PHYS277 is required every semester. MATH389 may substitute for PHYS277.

Cognate Courses: MATH191 or 195, 192, 240, 286; CHEM131; BIOL165.

This major is available only to those who are obtaining secondary teacher certification. Program is certified by the Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

General Education Requirements—for Physics and Physics Education with Secondary Certification

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: 12*—RELT100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication: ENGL115, 215, COMM450

Foreign Language (BA only)—Intermediate Language (4)

History: HIST117, 118

Fine Arts/Humanities: Choose one course from: ARTH220, PHOTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences: see cognate requirements for major

Mathematics: see cognate requirements for major

Computer Literacy: INFS120

Service: EDTE165

Social Sciences: GDPC302 & EDTE228

Fitness Education: HLED120 plus two Fitness Education courses

Major in Physics Studies (30)

Major Requirements: PHYS241, 242, 271, 272, 277*, 377, 411 (or ENGR285 and PHYS412), 430, 431 or ENGR435, 481, 495 plus an additional 3.5–6 credits numbered 300 and above in consultation with advisor.

*PHYS277 is required every semester. MATH389 may substitute for PHYS277.

Cognate Courses: MATH191 or 195, 192, 240, 286

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.

Minor in Physics (20)

Minor Requirements: PHYS241, 242, 271, 272, 277*, 411, and electives chosen in consultation with the department chair.

*PHYS277 is required every semester. MATH389 may substitute for PHYS277.

Secondary-teaching Certification: Students in a teacher certification program are required to take PHYS430, PHYS377 and PHYS495 (1) Research. They are also required to take MATH191, CHEM131, and BIOL165 as cognates. Program is certified by the State of Michigan Department of Education. Accreditation by the National Science Teachers Association is pending.

Graduate Program

The Department of Physics collaborates in the MS: Mathematics and Science program with the departments of Mathematics, Biology, and Chemistry. See the program description under Mathematics & Science.

Courses	(Credits)	
See inside front cover for symbol code.		
PHYS110 Astronomy	\$ (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 General Education Physical Science requirement. Does not apply to a major or minor. Weekly: 3 lectures, 1 recitation, and a 2-hour lab. Prerequisite: MPE P2 or MATH145 or 166 or STAT285. <i>Fall, Spring</i>		
PHYS110 Astronomy	D \$ (4)	
Interactive online course. Exploring the cosmic environment—the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large-scale features of the Universe. Includes a distance laboratory component and meets the Andrews General Education Physical Science requirement. Does not apply to a major or minor. The distance equivalent of 3 lectures, 1 recitation, and a 2-hour lab per week. Prerequisite: MPE P2 or MATH145 or 166 or STAT285 or equivalent. <i>Fall, Spring, Summer</i>		
PHYS115 Mythbusting	\$ (4)	
Examining what is commonly believed about the physical world and how to realign it with measurable reality. A conceptual and relevant understanding of physics—forces, matter and energy with 21st century applications. Meets the General Education Physical Science requirement. Does not apply to a major or minor. Weekly: 3 lectures, 1 recitation and a 2-hour lab. Prerequisite: MPE P2 or any GE-level math course.		
PHYS117 Observational Astronomy Laboratory	\$ (1)	
Practical experience and background in observational astronomy with modern optical instruments in laboratory, field or remote facilities. As weather permits, will include sessions at the University observatory with departmental or personal telescopes. A stand-alone laboratory course suitable for students in any major and for the general public. <i>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.</i> Does not apply to a major or minor. Weekly: one 3-hour activity.		
PHYS141, 142 General Physics	\$ (4, 4)	
Algebra based introduction to mechanics, relativity, heat, electricity, magnetism, wave motion, physical and geometric optics, and modern physics. Weekly: 3 lectures, 1 recitation, and one 3-hour lab. Prerequisite: MPE P4 or MATH167 or 168. PHYS142 must be preceded by PHYS141.		
PHYS225 Sound and Waves	\$ (4)	
The production, transmission, synthesis, and perception of sound as understood through the physical principles, properties, and nature of waves. Includes a survey of applications—music, speech, locomotion, and imaging—and comparisons with light and other kinds of waves. Meets the General Education Physical Science requirement. Does not apply to a major or minor. Weekly: 3 lectures and a 2-hour lab. Prerequisite: MPE P2 or MATH145 or 166 or STAT285.		
PHYS235 MATLAB		\$ (2–3)
An introduction to MATLAB programming with a focus on its application to physics problems. The capabilities of MATLAB are explored in the areas of graphing, data analysis, numerical methods, Fourier analysis, and signal processing. Weekly: 1 lecture/lab 4 hours.		
PHYS241, 242; PHYS241H, 242H Physics for Scientists and Engineers		(4, 4)
An introduction to mechanics, relativity, heat, electricity, magnetism, wave motion, physical and geometric optics, and modern physics emphasizing the mathematical formulation and the physical significance of fundamental principles. Honors credit is available as PHYS241H, 242H. Weekly: 4 lectures and 1 recitation. Prerequisite for PHYS241 or 241H: MATH191 or 195. Corequisite for PHYS241 or 241H: PHYS271 or 271H. Prerequisites for PHYS242 or 242H: MATH192 and PHYS241 or 241H. Corequisite for PHYS242 or 242H: PHYS272 or 272H.		
PHYS271, 272; PHYS271H, 272H Physics for Scientists Laboratory		\$ (1, 1)
Weekly: one 3-hour lab. Honors credit is available as PHYS271H, 272H. Corequisites: PHYS241, 242 or PHYS241H, 242H.		
PHYS277 Physics Colloquium		\$ (0)
Current topics and issues of interest to the physics community. Required each semester of all students with a physics major or minor. Weekly: 1 lecture or activity. Repeatable. Interchangeable with MATH389.		
PHYS280 Topics in _____		(0.5–3)
Introductory-level topics in astrophysics, other current physics area or associated scientific programming. Repeatable to 4 credits. Minimum of 4 hours per week is required for each credit earned. Prerequisite: Approval of the instructor.		
PHYS295 Independent Study/Research		(1–2)
Individually directed reading and lab projects (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned. Repeatable to 4 credits. Prerequisite: Approval of the instructor.		
PHYS350 Optics		Alt (2.5)
Geometrical and physical optics; interference and diffraction, polarization, Fourier optics, lasers, and holography. Prerequisites: PHYS242 (recommended) or 142; MATH192.		
PHYS377 Advanced Physics Laboratory I		\$ (1)
Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, lab procedure, data reduction, interpretation, and technical communication. A public presentation is required. Repeatable to 2 credits. <i>Spring</i>		
PHYS400 Demonstrations in Physics		◆ (1–2)
Identifying topics suitable for demonstration, surveying the literature, preparing demonstrations, finding suppliers of materials and equipment. A critical evaluation of		

demonstrations—their design, preparation, and execution—with student participation. Prerequisite: Approval of the department chair.

PHYS411, 412 ◆ Alt (2.5, 2.5)

Theoretical Mechanics

Statics, kinematics, and dynamics of systems of particles. Application of vector calculus to mechanics; Lagrangian and Hamiltonian formulations. Prerequisite: PHYS242 (recommended) or PHYS142; MATH192. *Fall, Spring* (even years)

PHYS416 ◆ Alt (2.5)

Biophysics

Modeling and describing physical phenomena of living systems, including transport and diffusion across membranes and electrical processes in muscle and nerve tissue. Prerequisite: PHYS142 or 242; MATH192. *Spring* (odd years)

PHYS420 (2–3)

Advanced Topics in _____

Astrophysics, atomic physics, nuclear physics, relativity or other current physics area. Prerequisite: PHYS242 or 411. Repeatable to 6 credits.

PHYS430 ◆ Alt (2.5)

Thermodynamics and Statistical Mechanics

Systematic introduction to thermodynamics, kinetic theory, and statistical mechanics (classical and quantum). Prerequisites: Prerequisite: PHYS142 or 242; MATH192. *Spring* (odd years)

PHYS431, 432 ◆ Alt (3, 3)

Electricity and Magnetism

A treatment of electromagnetic phenomena in terms of potentials and vector fields. PHYS431 develops Maxwell's equations with descriptions of electrostatics and magnetostatics as solutions to Laplace's and Poisson's equations. PHYS432 addresses electromagnetic radiation in media, reflection and refraction, and the fields of wave guides and antennae. Prerequisite or corequisite: PHYS411. *Fall* (even years), *Spring* (odd years)

PHYS445 ◆ Alt (2.5)

Particle Physics

A study of particle properties, forces, structure, decay and reaction mechanism in the context of the Standard Model. Prerequisite: PHYS481. *Spring* (even years)

PHYS460 ◆ Alt (2.5)

Solid State Physics

A study of crystallography, x-ray diffraction, properties of crystalline and amorphous solids, band theory of solids, and lattice dynamics. Prerequisite: PHYS411.

PHYS475 (2.5)

Physics Review

A review and synthesis of physics concepts and analytical and experimental techniques in preparation for entry into a graduate program. Topics include classical, statistical and quantum mechanics, waves and classical fields. Prerequisite: PHYS411. *Fall*

PHYS477 ◆ \$ (1)

Advanced Physics Laboratory II

Important phenomena, equipment, and techniques in modern experimental physics. A public presentation is required. Repeatable to 2 credits. *Spring*

PHYS478 ◆ \$ (0)

Study Tour:

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

PHYS481, 482 ◆ Alt (3, 3)

Quantum Mechanics

The mechanics of small-scale physical phenomena as developed by Heisenberg, Schroedinger, and Dirac. Treatment of square well, step, and harmonic oscillator potentials; uncertainty relations; and symmetries to include angular momenta. Prerequisite or corequisite: PHYS411. *Fall* (odd years), *Spring* (even years)

PHYS495 (1–3)

Independent Study/Research

Individually directed study, problem-solving, or research in selected fields of physics. A minimum of 4 hours work per week is required for each credit earned. A written paper and public presentation are required. Repeatable to 6 credits. Prerequisite: Approval of the instructor.

PHYS530 \$ (1–3)

Topics in Teaching Physics

Discussions on 1) the principles of physics and effective approaches for teaching them, or 2) the physics lab, its purposes, administrative and safety procedures, essential equipment, seminal experiments, data analysis, lab journal, and reports. Repeatable to 9 credits.

PHYS540 (2–3)

Topics in Physics

Study in one of the traditional areas of graduate physics such as electromagnetic theory, analytical or quantum mechanics, solid state, atomic, nuclear or high energy physics, astrophysics, relativity, or mathematical physics. Students must complete assigned readings and problems. Satisfactory performance on a written or oral comprehensive exam required. Repeatable to 9 credits.

PHYS577 \$ (0, 0.5, 1)

Physics Colloquium

Current topics and issues of interest in the physics community. Required each semester of MS: Mathematics and Science students not enrolled in MSC1575 and whose program includes physics as one of their two areas. For non-zero credit options, includes specialized study and the preparation and delivery of a public presentation. Weekly: 1 lecture or activity. Half credit possible. Repeatable to maximum of 1 credit.

PHYS648 (1–3)

Workshop

An intensive program for middle school and secondary teachers and teachers-in-training who seek certification or endorsement in physics and who wish to update and expand their skills in the physics laboratory.

PHYS690 (1–3)

Independent Study/Research

Individually directed study, problem-solving, or research in selected fields of physics. Open to qualified students who show ability and initiative. A minimum of 4 hours work per week expected for each credit earned. Repeatable to 6 credits. Prerequisite: Consent of department chair.

RELIGION & BIBLICAL LANGUAGES

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www.andrews.edu/relg/

Faculty

Paul B. Petersen, *Chair*
Erhard Gallos
Ante Jeroncic
Keith E. Mattingly
Ruben Muñoz-Larrondo
Glenn E. Russell
Susan P. Zork

Research

Lael O. Caesar

Emeriti

A. Josef Greig
S. Douglas Waterhouse

Academic Programs	Credits
BA: Theology	
Emphasis Areas	
Pastoral Ministry	51
Youth Ministry	51
BA: Religion	32
Emphasis Area	
Religion for Secondary Education	33–35
BA: Religion (Distance Degree)	36
AA: Personal Ministries (Distance Degree)	33
Minor in Religion	20
Minor in Biblical Languages	22
Minor in Missions	20

Mission

The Department of Religion & Biblical Languages seeks to engage majors and general education students through a biblically grounded, theologically astute and relevant process of spiritual formation; equipping and inspiring them to passionately serve the Seventh-day Adventist Church and the wider world beyond as dedicated laypersons and committed denominational employees in the expectation of the soon coming of Jesus Christ.

Students who are religion and theology majors must maintain a minimum overall 2.25 GPA (2.5 for BA: Religion for Secondary Education). They 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.

Programs

A minimum grade of "C-" must be earned for all major classes and cognates.

BA: Theology

Theology majors may, within their first semester on campus, challenge RELT100 by a test administered by the department. Choose from one of the following emphases:

Pastoral Ministry Emphasis—51

RELB111, 112, 115, 210, 214, 335, 406, 476; RELP200 (each semester registered), 330; two courses from RELP336 or 337 or 338; 441, 482; one course from 240 or 325 or 335; RELT100, 250, 308, 325, 326, 340

Required Cognates (25): BIBL211, 212, 311, 312, 321, 322, 427; HIST404; RELH316, 317

Required General Education courses: PHIL224, FMST115

Graduation Requirement: (a) ministerial candidacy; (b) major GPA of 2.50.

Youth Ministry Emphasis—59–60

RELB111, 112, 115, 210, 214, 335, 406, 476; RELP200 (each semester registered), 330; two courses from 336 or 337 or 338; 335, 441, 482; RELT100, 250, 308, 325, 326, 340. Choose three from ANTH200, BHSC220, FMST454, PSYC204, 301, 319, 454, SOCI345, 415, 430, 440

Required Cognates (20): BIBL211, 212, 311, 312, 321, 322; HIST404; RELH317

Required General Education courses: PHIL224, FMST115

Graduation Requirement: (a) ministerial candidacy; (b) major GPA of 2.50.

BA: Religion (32)

RELB111, 112, 115, 406; two courses from 214 or 335 or 476; RELT308, 325, 326; RELP200 (each semester registered), 6 credits from RELP240 or 330 or 325 or 335 or 441. The following four general education courses are also required: RELB210; RELT100, 250, 340.

The General Education foreign language requirement for the BA: Religion is to be fulfilled by either Greek or Hebrew or any modern language at the intermediate level.

Graduation Requirement: (a) vocational ministry portfolio with a career and lay ministry plan, (b) major GPA of 2.50.

Those electing Greek to meet the foreign language requirement must take Greek through the intermediate level.

Note: Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major may be selected but must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

Religion for Secondary Education Emphasis—33–35

RELB111, 112, 115, 210, 406; one course from RELB214 or 335 or 476; RELT100, 326; two courses from RELT250 or 340 or RELP335; RELH400 (may substitute RELT308 and HIST404)

Denominational certification requirements: Religion for Secondary Education includes all requirements in Religion for SDA church certification and designated for those seeking to teach religion on the secondary level. In order to meet Michigan State Teacher Certification requirements an additional major and minor must be earned. Students must obtain a second advisor in the School of Education and consult regularly with that advisor as well as their Religion advisor.

Graduation Requirement: (a) attendance to the Departmental assembly according to the Departmental Handbook; (b) major GPA of 2.50.

Christian-Muslim Studies Emphasis

(Offered at the Newbold College affiliated campus only. Details of program available from the Office of Off-Campus Programs.)

BA: Religion (36)
(Distance Education)

The distance education degree requires a minimum of 124 semester credits including all general education, major, and graduation requirements. The required courses are RELB210, 304, 305, 335; 374 or 375; RELT225, 235, 308; RELP290, 441; HIST404.

Those electing Greek to meet the foreign language requirement must take Greek through the intermediate level.

Note: Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major may be selected but must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

AA: Personal Ministries (33)
(Distance Education)

This degree prepares students for personal outreach ministries, including Bible instruction, offers an opportunity to study a broad spectrum of courses covering both Old and New Testament. The courses listed below are required for distance education students only.

Requirements: RELB210, 304, 305, 335; RELP290; RELT225, 308, 320, 340; HIST404, choose one of the following: RELB374 or 375.

Minor in Religion (20)

6 upper-division credits, 15 credits from RELB, RELT and RELG. The remaining 5 credits may be taken from any Department of Religion & Biblical Languages offerings subject to consultation with the department.

Minor in Biblical Languages (20)

BIBL211, 212, 311, 312, 321, 322, 427, and 4 credits in BIBL495

Minor in Missions (20)

ANTH200; RELG360; RELP240, 235, 325, 340, one or two courses from FDNT469, HLED420; one or two courses from EDTE165, BSAD365, 450; ENGL465; one course from GEOG260, COMM436, FMST350.

Courses (Credits)

See inside front cover for symbol code.

Biblical Languages**BIBL204V (C 4)**
Elementary Greek I

Paper correspondence course. See content of BIBL211. BIBL204H and 205H must be taken successively.

BIBL205V (C 4)*Elementary Greek II*

Paper correspondence course. A continuing study of the elements of the language of the New Testament in the context of a good working vocabulary and carefully selected readings. Prerequisite: BIBL204V or equivalent.

BIBL211 (3)*Elementary Greek I*

Elements of grammar of the *koine* Greek of the New Testament, including vocabulary, translation, and reading. Weekly lab required. *Fall*

BIBL212 (3)*Elementary Greek II*

Instruction in intermediate grammar and reading of selected portions of the New Testament. Weekly lab required. Prerequisite: BIBL211. *Spring*

BIBL221 (2)*Elementary Latin*

Introduction to Latin grammar and syntax. Emphasis on biblical and ecclesiastical vocabulary and reading and translation of simple texts from Vulgate and church history. *Fall*

BIBL222 (2)*Intermediate Latin*

Instruction in intermediate Latin grammar and syntax and reading and translation of selected texts from Vulgate and church history. Prerequisite: BIBL221. *Spring*

BIBL304V (C 3)*Intermediate Greek I*

Paper correspondence course. Intermediate course in Greek to provide a fair working knowledge of the New Testament in the original language. Prerequisite: BIBL205H or equivalent.

BIBL305V (C 3)*Intermediate Greek II*

Paper correspondence course. Continues to refine the student's working knowledge of the New Testament in the original language. Prerequisite: BIBL304V or equivalent.

BIBL311 (2)*Intermediate Greek I*

Syntax of the *koine* Greek New Testament including practical application. Weekly lab required. Prerequisite BIBL212. *Fall*

BIBL312 (2)*Intermediate Greek II*

Application of the principles of the *koine* Greek grammar and syntax to the exegesis of selected passages from the Greek New Testament. Emphasis placed upon practical and scholarly application of the text. Prerequisites: BIBL311 and RELB115. *Spring*

BIBL321 (2)*Elementary Hebrew*

Fundamentals of Biblical Hebrew including a practical vocabulary, an understanding of the grammatical structure of the language, and practice in translation. Provides ministers with a practical study tool. Weekly lab required. *Fall*

- BIBL322** (2)
Intermediate Hebrew
Development of reading ability in narrative portions of the Hebrew Bible. Weekly lab required. Prerequisite: BIBL321. *Spring*
- BIBL427** (2)
Hebrew Exegesis
Application of the principles of Hebrew lexicography, grammar, syntax and style to the exegesis of selected passages of the Hebrew Old Testament. Emphasis placed upon practical and scholarly application of the text. Prerequisites: BIBL322, RELB115. *Fall*
- BIBL495** (1–3)
Independent Study
Provides opportunity for further and independent investigation of the history, development, and exegesis of the biblical text. *Fall, Spring, Summer*
- Biblical Studies**
- RELB111** (3)
Introduction to the Old Testament
An introduction to the writings and theology of the Old Testament within their near eastern cultural, geographical, and historical backgrounds. *Fall*
- RELB112** (3)
Introduction to the New Testament
An introduction to the writings and theology of the New Testament within their Jewish and Greco-Roman cultural, geographical, and historical backgrounds. *Spring*
- RELB115** (3)
Hermeneutics
An introduction to the presuppositions beneath various interpretive approaches to the biblical text and application of the principles of interpretation to texts representing the various genres of the Old and New Testaments. *Fall*
- RELB210** (3)
Jesus in His Time and Ours
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. *Fall, Spring, Summer*
- RELB210V** C (3)
Jesus in His Time and Ours
Online correspondence course—see content above.
- RELB214** (3)
Law and Writings of the Old Testament
An introduction to The Pentateuch and the “Writings” (historical books, Psalms, and Wisdom literature). *Fall*
- RELB230** (3)
Biblical Prayers
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.
- RELB235** (3)
Apocalyptic and Biblical Prophecy
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.
- RELB304V** C (3)
Studies in Daniel
Online correspondence course—see RELB406.
- RELB305V** C (3)
Studies in Revelation
Online correspondence course—see RELB406.
- RELB335** (3)
Acts and Epistles
Brief introduction to principles of New Testament interpretation; a study of Acts, the Pauline Epistles, Hebrews, and the General Epistles. Research paper may be required. *Spring*
- RELB335V** C (3)
Acts and Epistles I
Online correspondence course—see content above.
- RELB374V** C (3)
Old Testament Prophets, Early
Online correspondence course. Includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets of the 8th and early 7th century B.C. Research paper may be required.
- RELB375V** C (3)
Old Testament Prophets, Later
Online correspondence course. Includes the books of the writing prophets of the 7th century B.C. to the end of the prophetic canon. Research paper may be required.
- RELB406** (3)
Studies in Daniel and Revelation
Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols. *Fall*
- RELB476** (3)
Prophets of Israel
Includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets. Research paper may be required. *Spring*
- General Religion**
- RELG160** (1–3)
Topics in Religion
Designed to add flexibility to the department offerings and to meet diverse student needs. Repeatable as topics vary. Consult the class schedule for the current topic. *Fall, Spring, Summer*
- RELG225** (3)
Introduction to Missions
An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to under-

stand 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: RELP325 Preparation for Mission Service.*

RELG248 (1-3)
Workshop

Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department. *Fall, Spring*

RELG360 S (1-3)
Topics in Religion

Designed to add flexibility to the department offerings and to meet diverse student needs. Repeatable as topics vary. Consult the class schedule for the current topic. This course qualifies for a deferred grade when it requires research. *Fall, Spring, Summer*

RELG360V C (3)
Topics in Religion: World Religions

Online correspondence 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.

RELG378 \$ (0)
Study Tour:

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required. *Religion and theology majors may apply up to 6 elective study tour credits toward their major if preapproved by department.*

RELG380-50 (1-3)
Honors in Religion (topic specified)

Readings and seminar observations on various topics. Area of study announced in advance. Repeatable as topics vary. *Fall, Spring*

RELG496 (1-3)
Special Projects in Religion

By special permission of the Department of Religion & Biblical Languages. *Fall, Spring, Summer*

Church History

RELH316 (3)
History of the Christian Church I

Surveys the internal and external developments and conflicts which Christianity has experienced in time and space from the time of Christ up to the Reformation. Special attention given to those developments that relate to Seventh-day Adventist theological heritage. Aims to enable the student to develop a broader historical perspective through which to see the outworking of the great controversy through the centuries, especially as it relates to issues the church faces today. Prerequisite: HIST117 or permission of instructor. Not applicable to the General Education requirements in religion nor a major or minor in religion. *Fall*

RELH316V C (3)
History of the Christian Church I

Online correspondence course—see content above.

RELH317 (3)

History of the Christian Church II

Surveys the history of the church from the Protestant Reformation to current time. Special attention is given to the Protestant Reformation, the Catholic counter-reformation, Puritanism, Rationalism, Evangelicalism, the rise of modern denominations, the world-wide mission expansion, and ecumenism. Prerequisite: HIST118 or permission of instructor. Not applicable to the GE requirements in religion. *Spring*

RELH317V C (3)

History of the Christian Church II

Online correspondence course—see content above.

RELH400 (3)

SDA History and Prophetic Heritage

An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. *Summer*

Professional Training

RELP200 (0)

Pastoral Practicum

A weekly seminar giving instruction in the many aspects of ministering in churches. Includes assignment to one of the area churches. Required of all theology/religion majors. Students must register for this class each semester in residence. *Fall, Spring*

RELP235 (2)

Christianity in a World Context

An introduction to the status and role of Christianity and mission worldwide. Includes a brief history of Christian mission, current facts about mission needs, Christian and mission relationships to world religions, political ideologies, national development, and non-Western cultures. *Fall*

RELP240 (0-3)

Christian Witnessing/Public Evangelism Seminar

Acquaintance with the dynamics of Christian witnessing in the neighborhood, at work, and in the friend-to-friend approach of personal Bible study. Christ's example of witnessing is highlighted. Includes participation in the departmental summer field school. *Spring, Summer*

RELP290V C (3)

Introduction to Pastoral Counseling

Paper correspondence course. Understanding that pastoring includes counseling, this course introduces both the actual skill of counseling and the acquisition of knowledge and insights based on reading and experience.

RELP325 (2)

Preparation for Mission Service

An orientation to the knowledge, skills and attitudes necessary for successful mission service. This class is the required preparation for student missionaries and fulfills 2 credits of the General Education religion requirement. *Fall, Spring*

RELP330 (2)

Homiletics—Introduction to Preaching

Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and

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is a requirement for all religion/theology majors. Weekly lab required. *Fall*

RELP336 (1) **Homiletics—Expository Preaching**

Addresses the crucial nature of expository preaching, stressing proper principles of interpreting and applying the text to practical life. Weekly lab required. Prerequisite: RELP330. *Spring*

RELP337 (1) **Homiletics—Contextualized Preaching**

Explores the dynamics of effective preaching to a particular cultural group with an emphasis on the distinctive homiletical, rhetorical and cultural qualities required for the effective proclamation of the Gospel to each group. Weekly lab required. Prerequisite: RELP330. *Fall*

RELP338 (1) **Homiletics—Evangelistic and Special Events Preaching**

Addresses the needs of special preaching events such as evangelistic crusades, weddings, funerals, and dedications. Weekly lab required. Prerequisite: RELP330. *Spring*

RELP335 (3) **Foundations of Youth Ministry**

Designed for the youth specialist who wishes to work as a youth pastor, youth director, academy Bible teacher, or in any other youth-training capacity. *Fall*

RELP340 (2) **Strategies for Service**

Creates the vision that all Christians can serve in mission. Shows how to witness in cross-cultural situations and introduces students to ways they can do mission in any occupation. Alternate forms of mission like tent-maker ministries, non-resident missionaries, urban ministry, and work with refugees and foreign students are addressed. *Spring*

RELP400 S (3) **Senior Seminar: Health Professions**

A capstone seminar for health profession majors which addresses theoretical and practical spiritual issues pertaining to those working in the health professions. *Fall*

RELP441 (2–3) **Introduction to Pastoral Ministry**

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. *Fall*

RELP441V C (3) **Introduction to Pastoral Ministry**

Paper correspondence course. A study of good church administration, combining pastoral leadership with church management. Addresses the four-dimensional role of the pastor—person, administrator, church leader and priest.

RELP482 (1) **Ministerial Candidacy Seminar**

Intended to help ministerial students explore practical issues in connection with their call to pastoral ministry. It also aids in the preparation of the ministerial candidacy portfolio required of the students taking this class. Open only to Theology majors during their senior year. *Fall*

Theology

RELT100 (3) **God and Human Life**

How God confronts human beings—includes the process of revelation, principles of interpreting Scripture and similarly inspired material, the nature of God and His expectations for humans, and the evaluation of these concepts as presented in Scripture and the classic literature of various religions. *Fall, Spring, Summer*

RELT100V C (3) **God and Human Life**

Online correspondence course—see content above.

RELT207 (3) **Issues in the Great Controversy**

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.

RELT216 (2) **Workshop in Prayer**

Study of faith, private prayer, family worship, conducting prayer groups, public prayer, and prayer as a ministry. Not applicable toward the theology concentration or major in religion. *Fall, Spring*

RELT225 (3) **Doctrines of the Adventist Faith**

Defines and clarifies the Biblical doctrines of the Seventh-day Adventist faith, distinguishing them within the background of the Judeo-Christian tradition. Student can earn general education credit in either RELT225 or 226, but not in both. *Fall, Spring, Summer*

RELT225V C (3) **Doctrines of the Adventist Faith**

Online correspondence course—see content above.

RELT235V C (3) **Principles of Bible Instruction**

Paper correspondence course. Helps students develop necessary skills and expertise vital for success in Bible instruction.

RELT250 (3) **Personal Spirituality and Faith**

A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach. *Fall, Spring*

RELT308 (2–3) **Gift of Prophecy**

Study of the prophetic manifestation in Bible and church to include the ministry and writings of Ellen G. White. Research paper may be required. Theology and Religion majors enroll for 2 credits. *Fall*

- RELT308V** C (2) **RELT415** (3)
Gift of Prophecy
 Online correspondence course—see content above.
- RELT320V** C (3) **RELT420** (3)
Personal Evangelism
 Paper correspondence course. The dynamics of personal evangelism with primary emphasis on instruction rather than exhortation. A clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions.
- RELT325** (3) **RELT445** (3)
Theology I
 A continuation of RELT100. 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 RELT225 or 325, but not in both. Prerequisite: RELT100. *Fall*
- RELT326** (3) **RELT445** (3)
Theology II
 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. Prerequisite: RELT325. *Spring*
- RELT340** (3)
Religion and Ethics in Modern Society
 Considers how the Judeo-Christian tradition confronts the moral complexities of a highly technical society. Are there universal absolutes that cross all cultural boundaries, or are all values relative? Designed to help students articulate what molded their value system and what should help to shape it. Students are expected to participate in some organized church/civic/social service activities. Student can earn general education credit in either RELT340 or 390, but not in both. *Fall, Spring*
- RELT340V** C (3)
Religion and Ethics in Modern Society
 Online correspondence course—see content above.
- RELT348** S (3)
Christians and the Environment
 A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component. *Spring*
- RELT390** (3)
Christian Business Ethics
 Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh-day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT340 or 390, but not in both. (Open only to upper division BBA students). *Spring*
- RELT415** (3)
Topics in Theology
 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. Prerequisite: RELT325, 326. Repeatable with different emphasis.
- RELT420** (3)
Formative Christian Thinkers
 An in-depth, seminar-style exploration of selected Christian 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.
- RELT445** (3)
Modern Trends in Religion & Society
 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.

SOCIAL WORK

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Faculty

Curtis J. VanderWaal, *Chair*
Desiree E. Davis, *BSW Program Director*
Staff, *MSW Program Director*
Laura Racovita-Szilagyi, *Director of Field Education*
John Gavin, *BSW Program Associate Director—Off-Campus BSW Site*
Shelly J. Perry
Wendy Thompson
Jan F. Wrenn

Academic Programs	Credits
BSW (Bachelor of Social Work)	63
MSW (Master of Social Work)	
Emphasis Areas	
Administration & Development	
Mental Health	
School Social Work	
Marriage & Family	
Christian Ministry	
Emergency Preparedness	
International Social Work	
Aging & Social Work	
• <i>Regular Standing—Two-year program</i>	56
• <i>Advanced Standing—One-year program</i>	33
• <i>Advanced Standing Plus—Two-year program</i>	39

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.

Undergraduate Program

BSW (Bachelor of Social Work) (63)

The Bachelor of Social Work (BSW) is a professional degree which prepares graduates for generalist professional practice and/or the opportunity to be admitted to a Master of Social Work (MSW) program with advanced standing within appropriate advanced

standing GPA guidelines. In addition to the on-campus BSW program, the BSW program is offered as an off-campus program at 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.

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 SOWK100, 101, 315, 320, 325. Maintain a GPA of at least 2.50 in these courses.
- Complete and submit BSW Program Application Packet.
- Receive an acceptance letter from the Undergraduate Program Director.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
 - TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
 - Nelson Denny—score of 13 and
 - Personal interview with BSW program director or designee
- Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Continued Enrollment and Professional Expectations

Continued enrollment is conditional upon the following:

- Acceptable academic performance

- Ethical conduct in compliance with the National Association of Social Workers (NASW) Code of Ethics
- Adequate knowledge and practice performance in the practicum setting.
- Appropriate demonstration of Professional Expectations.

Students in the BSW and MSW Social Work programs are expected to read, know, and integrate the professional expectations listed in the *Andrews University Department of Social Work Handbook*. Consequences for violations of these expectations could include but are not limited to verbal or written warnings, denial of admission, suspension, dismissal, or expulsion from a course or the program. Students may obtain copies of the *Student Handbook* in the Social Work Department office or on the departmental website at www.andrews.edu/sowk/.

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: professional degree requirements

Language/Communication: professional degree requirements

History: HIST117, 118

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: BIOL100 required, plus a second science course: BIOL208 **or** FDNT230/240 recommended.

Mathematics: STAT285

Computer Literacy: INFS120 or pass competency exam

Service: SOWK105

Social Sciences: fulfilled by Department of Social Work cognates

Fitness Education: professional degree requirements

Major Requirements

SOWK100 (3), SOWK101 (2), SOWK220 (2), SOWK315 (2), SOWK320 (3), SOWK325 (3), SOWK331, 332 (2, 2), SOWK350 (2), SOWK401 (4), SOWK402 (4), SOWK420 (.5, .5), SOWK435 (1–4), SOWK461 (2), SOWK462 (2), SOWK489 (.5, .5)

Cognate Courses

PSYC101, SOCI119, BIOL100, PLSC104, PLSC237 or ECON225, PSYC180, STAT285, SPAN171. 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 SOWK401 or 402 or SOWK435 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, 332, 350 and 402, and a human biology course. Students may be dropped from the program or be required to complete additional practicum hours for the following reasons:

- Inability to demonstrate the skills, knowledge, and professional responsibilities required of a baccalaureate-level social work intern
- Clear violation of the NASW Code of Ethics

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.

Graduate Program

MSW (Master of Social Work) (33–39 or 56)

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of interpersonal clinical or administration and development practice emphases. The foundation curriculum for the MSW consists of 12 core competencies: (1) Professionalism, (2) Values and Ethics, (3) Critical Thinking, (4) Diversity and Differences, (5) Human Rights and Social Economic Justice, (6) Research, (7) Human Behavior and the Social Environment, (8) Social Welfare Policy and Services, (9) Contextualization, (10) Social Work Practice, (11) Global Worldview, and (12) Christian Perspective. Accreditation for the MSW degree has been granted through the Council on Social Work Education through 2019.

Assistantships

Students have the opportunity to apply for graduate assistantships—teaching or research. These assistantships give students the opportunity to develop their expertise. Students interested in becoming social-work educators—especially those with years of clinical experience—may teach undergraduate courses. Research assistantships offer experiences in community consulting, grant writing, and/or conducting research.

Admissions Criteria

Applicants to the MSW program must meet the requirements in the Graduate Admission section of this bulletin. They must also meet the requirements outlined below.

English Language Requirement

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny—score of 13 and
- Personal interview with MSW program director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

Graduate Record Examination (GRE)

Students who are applying for admission to the MSW program have two options related to the Graduate Record Examination (GRE). For those students who are seeking a graduate scholarship, the GRE must be taken. The amount of a potential scholarship is related to the score achieved on the GRE as follows:

GRE Score	Scholarship
314	50% tuition reduction
308	25% tuition reduction
29	10% tuition reduction

For students who do not seek a graduate scholarship based on the GRE score, the GRE examination is not required.

Regular Standing—Two-year Program

- Hold a baccalaureate degree from an accredited college or university
- Provide transcripts that demonstrate course work with a strong liberal arts background.

Required Liberal Arts Background Minimum Semester Credits

- Human Biology or Anatomy and Physiology—3 (or pass challenge exam)
- Communications/Language Skills (foreign languages, speech, grammar, linguistics, written communication, media)—6
- Social and Behavioral Science (sociology, anthropology, psychology, social psychology, diversity)—8
- Humanities/History (philosophy, religion, arts, government, political science, economics, or literature)—14
- Take STAT285—3
- Previous computer skills, either in course work (1 credit) or extensive hands-on experience evidenced by the *Computer Skills Assessment Form*.
- Satisfy one of the criteria below:
 - Have an overall GPA of at least 2.75 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.5 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master's degree.
- A professional résumé documenting related experience
- A statement of professional interest and purpose for MSW graduate study
- Two strong professional references

The faculty may request a personal interview or a third reference and/or other information.

Advanced Standing—One-year Program

Credit requirements are reduced by 23 based on previous BSW foundation courses taken. In addition to the requirements for the regular two-year program, the following are required for admission into the advanced one-year program.

- Bachelors degree in Social Work no more than five years old from a program accredited by the Council on Social Work Education or international equivalent approved by CSWE. If an applicant has a degree older than five years, he/she must have one year of post-bachelor's human-service work experience for every year beyond the five-year limit.
- An overall undergraduate GPA of 3.0 and on graduate credits previously earned, and 3.2 on undergraduate Social Work classes.

Advanced Standing Plus—Two-year Program

Students who have done generally very well in their BSW program, but do not meet the 3.0 GPA admission requirement for the one-year advanced standing program, may be eligible for the two-year advanced standing program designed to remediate any areas of academic weakness. Credit requirements are increased by six credits in addition to the one-year advanced program requirements, designated by the advisor in consultation with the student to strengthen identified areas for growth.

- An overall minimum undergraduate GPA of 2.75
- All junior and senior level core Social Work courses must have a grade of B- or above or they must be repeated at the MSW level (and the grade received must be B- or above).

* Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

MSW Degree Requirements*

- Satisfactory completion of the MSW curriculum listed by programs below:

Regular Standing Program

Satisfactory completion of 56 credits:

Basic courses: SOWK501 (4), SOWK502 (4), SOWK515 (2), SOWK531 (2), SOWK532 (2), SOWK550 (2), SOWK561 (2), SOWK562 (2), SOWK601 (3), SOWK602 (2), SOWK605 (3), SOWK630 (3), SOWK660 (3), SOWKL689 (.5, .5)

Field Experience: SOWK535 (4) = 400 hours, SOWK510 (.5, .5), SOWK635 (5) = 500 hours, SOWK610 (.5, .5)

Electives: 10 credits

Advanced Standing Program

Satisfactory completion of 33 credits:

Basic courses: SOWK 515 (2), SOWK601 (3), SOWK602 (2), SOWK605 (3), SOWK630 (3), SOWK660 (3), SOWK689 (.5, .5)

Field Experience: SOWK637 (6) = 600 hours & SOWK610 (.5, .5)

Electives: 9 credits

Advanced Standing Plus—Two-year Program

Satisfactory completion of 39 credits:

Basic courses: SOWK 515 (2), SOWK601 (3), SOWK602 (2), SOWK605 (3), SOWK630 (3), SOWK660 (3), SOWK689 (.5, .5)

Field Experience: SOWK637 (6) = 600 hours & SOWK610 (.5, .5)

Electives: 15 credits

- A minimum cumulative GPA of 3.00 in Social Work Program
 - No grade of D or F (or U) may count toward a graduate degree.
 - The maintenance at all times of professional conduct and behaviors appropriate for a social worker according to the National Association of Social Workers' Code of Ethics.
 - Defense of the professional degree portfolio. This portfolio is a demonstrative collection of professional competencies.
 - Other Andrews University degree requirements as presented in the Graduate Academic Information section of this bulletin.
- * Subject to change as necessary to improve the process and address accreditation issues.

Past experience strengthens all MSW student applications.

However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

MSW Curriculum

Core advanced interpersonal practice courses supplemented by optional emphasis areas of focus are offered. Students wishing to enroll in core graduate social work courses must be enrolled in the MSW Program and/or have the instructor's permission. Students in the regular two-year program are required to take all foundation year courses. All students, both regular and advanced placement, must take all core advanced year courses, as well as those listed for any specific emphasis they select and elective courses to complete the total credits required. Students who are accepted into the advanced one-year program must also take SOWK515. Students may transfer up to 20% of the credits from one degree into the MSW program. All courses are subject to change based on accreditation needs.

MSW Areas of Emphasis

Students may choose to specialize in the following areas of emphasis: Administration & Development, Mental Health, School Social Work, Marriage & Family, Christian Ministry, International Social Work, and Aging & Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/sowk/. Students are not required to choose an emphasis area.

MSW/MDiv Dual Degree

Andrews University has formed a collaborative 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 theology. For those eligible for the dual degree in Track 1, the focus of instruction alternates between theology and social work from year to year so that students can best integrate and assimilate the content from one discipline to the other. Track 2 students will focus on seminary courses first to be followed by social work courses. For further explanation of Tracks, see p. 374 in the Seminary section.

Requirements for Admission

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 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: Track 1 MDiv students must fulfill one of the biblical language requirements before being granted regular admission into the dual program.

MSW: 1) Applicants to the social work program must complete the Graduate Record Exam prior to admission into the program;
2) Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
3) No grade of D or F (or U) may count toward the MSW degree.

Credits for Each Program

MDiv: Track 1: Graduation requirements consist of the satisfactory completion of 115 semester credits with an overall grade point average of C (2.5) or better. 69 credits are MDiv credits, 31.5 credits are social work credits, and 14.5 credits are shared between the two curricula in lieu of MDiv electives.

Track 2: Graduation requirements consist of satisfactory completion of 142 semester hours with an overall grade point average of C (2.5) or better. 96 credits are MDiv credits, 31.5 credits are Social Work credits, and 14.5 credits are shared between the two curricula.

MSW: MDiv students are required to complete 46 core credit hours for the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary. 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. MDiv students can transfer 10 electives into the MSW program.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, it is recommended that both degrees must be received simultaneously in order to fulfill the requirements of either degree. However, students who have already completed the MDiv will be considered for the program. Students who are accepted into the MDiv/MSW collaborative program will receive a 33% tuition discount on all core social work credits.

Program Options:

- 1. MDiv/MSW Dual Degree:** In this option, students are able to complete both the MDiv and the MSW in four years. Both degrees are conferred by Andrews University. The program will require students to take courses in summer sessions. The four-year completion plan also assumes that the student has satisfactorily completed one of the biblical language requirements, and has a bachelor's degree in theology or religion. The four-year plan is designed to take Track 1 students 11 semesters and Track 2 students 12 semesters.
- 2. Social Work Emphasis:** In this option, MDiv students choose 12 hours of elective credit in social work courses. Students may choose any master's-level social work course, either foundation or elective that would best equip them for pastoral ministry. These courses can fulfill the general elective requirement for Track I MDiv students.
- 3. Christian Ministry Emphases:** There are two Christian Ministry emphases offered. The first is the emphasis in Pastoral Care. Eight elective credits can be taken from the following courses: SOWK545 (Counseling & Spirituality), CHMN503 (Marriage, Family & Interpersonal Relationships), CHMN508 (Tools for the Pastor's Spouse), CHMN526 (Conflict Management in the Church), CHMN540 (Church and Urban Community), or CHMN553 (The Church and Social Issues). The second emphasis is in Youth Ministry. Eight elective credits can

be taken from the following courses: SOWK545 (Counseling & Spirituality), CHMN619 (Religious Experience in Adolescence), CHMN626 (Ministry to At-Risk Youth), CHMN636 (Seminar in Youth Ministry) or DSRE656 (Counseling Youth and Young Adults). For either of these emphases, alternate courses can be applied via petition.

For an in-depth description of the MDiv/MSW dual degree, see the Master of Divinity section of the bulletin, p. 357.

MSW/MAYYAM Dual Degree

Andrews University has formed a collaborative between the Department of Christian Ministry 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 CHMN660 Field Practicum/SOWK535 Field Experience/SOWK635 Advanced Field Experience. Nine credit hours will be required for a total of 900 clock hours.
- One course will be cross-listed and be taken in the Department of Social Work:
 - CHMN503 Marriage, Family & Interpersonal Relations with SOWK501 Foundations of Practice I
- GSEM525 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 GSEM525 in addition to the 78 credits for the dual degree.

See the Seminary section of this bulletin for a complete description of this dual degree.

MSCID/MSW Dual Degree

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.

Collaborative Program Objectives

1. To prepare students for various forms of work in which clinical and administrative skills in development and social work are needed;
2. To enable students to integrate development and social work knowledge, values, and skills into a multifaceted approach to service, thereby enhancing their value in the world.

Distinctive Features of the Program

The program is designed to give students an integrated approach to both international development and social work. Students who take a social work emphasis in Administration and Development and International Social Work can choose a dual degree with CIDP.

Requirements for Admission

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 MSCID and MSW programs. Acceptance into one program does not guarantee acceptance into the other.

Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree. Students in both programs must meet the following minimum requirements:

1. Students must maintain a minimum cumulative GPA of 3.0;
2. No grade of D or F (or U) may count toward either degree.

Credits for Each Program

MSCID students are required to complete 39 credit hours for the two-year regular program, which includes 6–9 elective credits (minimum of 3 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

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.

Administration & Development Emphasis

- SOWK630 Policy for Social Change (3)
Satisfies CIDS555 Development Policy & Analysis (3)
 - CIDS530 Needs Assessment, Capacity Mapping & Program Planning (3)
 - CIDS536 Development Design & Evaluation (3)
Satisfies SOWK675 Topics: Grantwriting (1)
 - CIDS520 Development Theory & Practice (3)
 - *Choose one:*
 - CIDS515 Organization & Human Resources (3)
 - BSAD515 Organizational Behavior (3)
 - BSAD530 Management of Not-for-Profit Organizations (3)
 - SOWK635 Advanced Field Experience* (5)
Satisfies CIDS680 Field Practicum (2)
 - 6–9 Social Work core credits (3 classes) to count as CIDP electives, including SOWK660 Advanced Practice Evaluation
- * Must be planned in consultation with both programs in order to satisfy all requirements.

Shared credits:

Core Social Work/Core CIDP	5
Social Work emphasis/Core CIDP	10
CIDP emphasis/Core Social Work	<u>6–9</u>
TOTAL shared	21–24

International Social Work Emphasis†

- SOWK630 Policy for Social Change (3)
Satisfies CIDS555 Development Policy & Analysis (3)
 - CIDS530 Needs Assessment, Capacity Mapping & Program Planning (3)
 - CIDS536 Development Design & Evaluation (3)
Satisfies SOWK675 Topics: Grantwriting (1)
 - CIDS560 Political Economy of Development (3)
 - SOWK635 Advanced Field Experience* (5)
Satisfies CIDS680 Field Practicum (2)
 - 6–9 Social Work core credits (3 classes) to count as CIDP electives, including Advanced Practice Evaluation
- * Field experience must be planned in consultation with both programs in order to satisfy all requirements.

† Students in this emphasis must also take SOWK537 International Social Work (2)

Shared credits:

Core Social Work/Core CIDP	5
Social Work emphasis/Core CIDP	8
Social Work electives/Core CIDP	2
CIDP emphasis/Core Social Work	<u>6–9</u>
TOTAL shared	21–24

Undergraduate Core Courses (Credits)

See inside front cover for symbol code.

SOWK100 (3)
Introduction to Social Work
The professional activity of social workers in the U.S., including

a brief history of the social-work profession, its knowledge, values, and skills base, and its cross-cultural aspects. Emphasis on the response of social work to varied populations and diverse cultures. *Fall*

SOWK101 (2)
Orientation to Human Services

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.

SOWK220 (2)
Critical Thinking

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.

SOWK315 (2)
Values, Ethics and Diversity

Special attention is given to core values and professional ethics expected of outstanding social workers. Emphasizing a Christian world view, students develop appreciation for diversity and sensitivity toward issues related to culture, race, gender, class, age, and sexual identity. Pre/Corequisite: SOWK100 or permission of instructor. *Fall*

SOWK320 (3)
Introduction to Counseling Skills

Exposes students to basic engagement, listening, assessment, and interviewing skills. Students gain beginning skills to explore the problems of various client systems. Prerequisite: PSYC101. *Spring*

SOWK325 (3)
Social Welfare Institutions and Services

An analysis of the factors which determine the manner in which social-welfare services are currently being delivered in the U. S. Factors include the value base, the historical development, and the organization of the social welfare system. Prerequisites: SOWK100; HIST118 or PLSC104. *Fall*

SOWK331 (2)
Human Behavior and the Social Environment I

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. Prerequisites: SOWK100, BIOL100. *Fall*

SOWK332 (2)
Human Behavior and the Social Environment II

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. Prerequisite: SOWK331. *Spring*

SOWK350 (2)
Social Policy

Develops basic knowledge and skills for policy analysis, formulation and critical challenge within local and international contexts. Examines the determining factors affecting public policy in the United States as compared with other systems. Provides framework for analysis of social problems and policies, as they impact development and social service practice. Prerequisite: PLSC104. *Spring*

SOWK401, 402 (4, 4)
Foundations of Practice I, II

Designed to develop the theory, knowledge, and skills essential in generalist social work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination, and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. (SOWK401) Corequisite: SOWK420; *Fall* (SOWK402) Prerequisite: SOWK401 and Corequisites: SOWK331, 332, 420. *Fall, Spring*

SOWK420 (.5, .5)
Social Work Methods Seminar

Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement. Corequisite: SOWK401. *Fall, Spring*

SOWK435 (1-4)
Field Instruction

A lab course to give students experience and practice in a community agency under qualified supervision. A total of 400 clock hours required. Repeatable to 4 credits. *Fall, Spring, Summer*

SOWK461 (2)
Social Work Research I

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. Pre/corequisite: SOWK331. *Fall*

SOWK462 ♦ (2)
Social Work Research II

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. Pre/corequisite: SOWK461, SOWK332. *Spring*

SOWK489 (.5, .5)
BSW Professional Seminar

Introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills, and their ability to exhibit positive behaviors that will ensure success in social work practice. Fall portfolios presented and graded in the spring. *Fall, Spring*

Undergraduate Electives

SOWK378 \$ (0)
Study Tour

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

SOWK424 (2)
Social Gerontology

A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. Normally offered even years.

SOWK437 (2)
International Social Work

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.

SOWK438 (1-4)
Workshop: _____

SOWK446 (2)
Crisis Intervention

Media correspondence format course. Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Juniors and seniors only.

SOWK495 (1-4)
Independent Study/Project/Teachings

Consent of the instructor required.

Undergraduate/Graduate Swing Electives

SOWK408 ♦ (2)
Introduction to Emergency Preparedness

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

SOWK410 ♦ (2)
Children and Families at Risk

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.

SOWK415 ♦ Alt (2)
Substance Use in American Society

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

- SOWK425** ♦ (2)
Emergency Planning
 Principles of emergency planning used in any type of disaster. Includes working with volunteers, handling special events, evacuation, mass fatalities, planning for schools, and homeland security planning. Required course for Michigan Professional Emergency Management (PEM) certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisite: SOWK408.
- SOWK440** ♦ (2)
Assessment and Treatment of Victims of Violence
 Examination of assessment issues, approaches, and barriers to effective treatment when working with victims of domestic violence, adult survivors of sexual abuse, victims of rape, incest survivors, and child sexual-assault victims. Interpretation of assessment findings included. Short- and long-term therapy options including specific techniques are explored. Prerequisites: SOWK401 and 402 or SOWK501 or permission of instructor.
- SOWK444** ♦ (1-6)
International Social Work Services and Programs
 Students will travel within the USA and/or abroad to develop through immersion cultural competency in the areas of research, policy and practice, and to gain practical experience from an international social work perspective. Additionally, this course will provide students with networking opportunities with various humanitarian organizations working in national and international settings.
- SOWK449** ♦ (2)
Disaster Response and Emergency Operations
 Study of the phases of disaster response and recovery with attention to local, state, and national roles and expectations. Models of emergency management operations including communication, coordination, and chief executive decision-making under conditions of disaster response will be emphasized. Attention will be given to the problems and concerns of recovery on victims and communities and the implications of disaster recovery efforts. Required course for PEM certification. Prerequisites: BSAD426/526. Evidence of satisfactory completion of PDS modules, IS-244 Developing and Managing Volunteers, IS-546/547 Continuity of Operations, and IS-700 National Incident Management System.
- SOWK455** ♦ (2-4)
Treatment of Substance Abuse
 An overview of treatment techniques and basic prevention strategies including specific training in assessment and therapeutic techniques, examining the relationship between etiology and treatment. Treatment evaluation discussed. At-risk, vulnerable populations receive special consideration.
- SOWK460** ♦ (2)
Death and Grief in Contemporary Society
 Designed to help the student understand cultural and societal perspectives on death as well as develop an increased awareness and sensitivity to the personal and interpersonal dynamics of death, dying, and loss. The student's personal encounters with dying, death, and loss, as well as the experiences of guest speakers, provides topics for class discussion. The "art of condolence" is discussed for helping people deal with uncomplicated death and loss issues.
- SOWK475** D ♦ (1-4)
Topics in: _____
 Media correspondence format course. Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.
- SOWK477** ♦ (2)
Community Assessment and Capacity Mapping
 Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.
- SOWK478** ♦ (3)
Principles & Practice of Hazards Mitigation
 Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS-271 Anticipating Hazardous Weather & Community Risk and IS-340 Hazardous Materials Prevention. Prerequisites: Evidence of satisfactory completion of PDS modules IS-5 Intro to Hazardous Materials and IS-55 Hazardous Materials Guide for Citizens.
- Graduate Foundation Year Courses**
- SOWK501, 502** (4, 4)
Foundations of Practice I, II
 Designed to develop the theory, knowledge, and skills essential in generalist social-work practice. Various methods are offered for developing communication, assessment, planning, intervention, termination and evaluative skills necessary in social work practice. Focus on skills necessary for practice with individuals, families and groups in a variety of settings. (SOWK501) Co/ Prerequisite: SOWK540 & Corequisite: SOWK510. Fall (SOWK502) Prerequisite: SOWK501 and Corequisite: SOWK510. Fall, Spring
- SOWK510** (.5, .5)
Generalist Field Seminar
 Provides opportunity for students to develop their basic social work skills through integrating social work knowledge and theory into field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement. Corequisites: SOWK535 and SOWK501 or 502. Fall, Spring
- SOWK515** (2)
Christian Perspectives on Professional Ethics
 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. Spring
- SOWK531** (2)
Human Behavior and the Social Environment I
 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. Fall
- SOWK532** (2)
Human Behavior and the Social Environment II
 Ecological model for studying human behavior and an overview of normal individual development from middle childhood to

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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. *Spring*

SOWK535 (1-4) **Generalist Field Experience**

In this practicum, students will apply course-based knowledge and skills by working in a social service setting. A minimum of 400 clock hours are required. Repeatable to 4 credits. *Fall, Spring, Summer*

SOWK550 (2) **Social Policy**

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

SOWK561 (2) **Social Work Research I**

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. Pre/corequisite: SOWK331. *Fall*

SOWK562 ♦ (2) **Social Work Research II**

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. Pre/corequisite: SOWK461, SOWK332. *Spring*

Graduate Advanced Year Courses

SOWK601 (3) **Advanced Practice I**

Develops interpersonal practice skills on an advanced level. The course gives special consideration to developing proficiency in cognitive-behavioral therapy. Prerequisite: Completion of SOWK502 or admission to Advanced Standing. Corequisite: SOWK610. *Fall*

SOWK602 (2) **Advanced Practice II**

Develops practice skills on an advanced level. The course gives special consideration to Social Work leadership as it relates to human and financial resource management. Prerequisite: Advanced-year status or permission of instructor. Corequisite: SOWK610. *Spring*

SOWK605 (3) **Advanced Clinical Assessment**

Advanced assessment theories of and recent research into the etiology and psychopathology of social variance. Emphasis on developing differential diagnostic skills and holistic assessment

from a strengths perspective. Prerequisite: Advanced-year status or permission of instructor. *Fall*

SOWK610 (.5, .5) **Advanced Field Seminar**

This seminar builds on the student's generalist foundational knowledge. It is designed to help the student further integrate social work knowledge and theory to field practice. Several aspects of field will be discussed. Is taken concurrently with the student's field placement. Corequisite: SOWK601 or SOWK602. *Fall, Spring*

SOWK630 (3) **Policy for Social Change**

Students explore theory and apply it to community organizing, coalition building, and advanced-policy analysis; assess existing policies within various systems and study the impact of these policies; and plan and implement a social-action project. Prerequisite: Advanced-year placement.

SOWK635 (1-5) **Advanced Field Experience**

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. Repeatable to 5 credits. Prerequisite: Successful completion of SOWK535. *Fall, Spring, Summer*

SOWK637 (1-6) **Advanced Standing Field Experience**

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. Repeatable to 6 credits. Corequisites: SOWK610, SOWK621. *Fall, Spring, Summer*

SOWK660 (3) **Advanced Practice Evaluation**

Prepares students to examine their own practice's quality. Attention given to selecting appropriate measurement tools. The latest evaluation techniques are presented, offering students resources for 21st-century practice. Co/Prerequisites: SOWK635 and advanced-year placement or permission of instructor. *Spring*

SOWK665 \$ (0) **Program Continuation**

Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) classes with advisor approval only.

SOWK670 \$ (0) **Project Continuation**

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

SOWK689 (.5, .5) **Advanced Professional Seminar**

Facilitates MSW closure prior to graduation. Students prepare and defend their portfolios. Each student reviews and documents his/her learning and personal goal attainment. Exploration of issues related to career development and lifelong learning. Prerequisite: Advanced Standing or permission of instructor. *Fall, Spring*

Graduate Electives

- SOWK505** (2)
Medical Social Work
 Introduces and develops the skills needed for social work in health care settings: hospitals, hospices, homecare and nursing homes. Skills include case management, discharge planning, medical terminology, documentation, advocacy, understanding cultural diversity, individual and family interviewing, and understanding psychosocial issues related to each setting.
- SOWK520** (2)
Web & Media for Not-for-Profit
 This course emphasizes interpersonal competence, various professional standards and use of presentation and archival technologies for use in professional interviews. Electronic Portfolio, Web Development and CDROM Authoring technologies are presented.
- SOWK524** (2)
Social Gerontology
 A study of aging and ageism in the United States, including demographic trends, societal attitudes, problems of the elderly, and national policies relating to senior citizens in the cultural context of American society. Normally offered even years.
- SOWK537** (2)
International Social Work
 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.
- SOWK545** (2)
Counseling and Spirituality
 Working from a Christian worldview, students will integrate current therapeutic practice models with spiritual counseling principles and skills. Students will learn how to apply a variety of spiritual assessment and intervention skills across diverse settings and populations. Prerequisite: MSW student or permission of instructor.
- SOWK578** (0)
Study Tour
 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.
- SOWK614** (2)
Migrant & Refugee Issues
 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.
- SOWK620** (2)
School Social Work
 Required for students who wish to practice social work in a school setting. Various aspects of practice included: the students, the community, the school staff, and innovative social-work-practice techniques. Offered alternate years.
- SOWK624** (2)
Evidence-Based Therapies
 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.
- SOWK626** (2)
Therapy with Children & Adolescents
 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. Prerequisite: Advanced-year status or permission of instructor.
- SOWK628** (2)
Treatment of Adult Mental Disorders
 Exposure to the primary clinical social goals of assessment, diagnosis, and treatment by examining the common adult mental disorders. Emphasis placed on assessment factors, including cultural, psychosocial and evaluation of symptoms. Specific treatment techniques for each diagnosis explored. Prerequisites: SOWK501, 502 or advanced placement.
- SOWK638** (2)
Leadership in Social Work
 Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organizational and community context. Students explore how leadership styles, communication, planning, organizing, decision making, and marketing impact organizational and community change. Prerequisite: Completion of SOWK502, admission to Advanced Standing, or permission of instructor.
- SOWK640** (2)
Interventions in Marital Conflict
 Explores models and techniques to uncover and utilize counselee's strengths to improve marital communication and satisfaction. Research-based techniques applied through role-playing and other experiential activities. Prerequisite: SOWK402 or SOWK501 or an equivalent graduate course in social-work methods or counseling.
- SOWK646** (2)
Trauma and Advanced Crisis Intervention
 This course will assist students in developing advanced skills to effectively assist populations during times of trauma and crisis. Various assessment and intervention strategies will focus on work with individuals who experience violence, death or other personal trauma as well as groups of people who experience large-scale macro-level crises such as war, terrorism and natural disasters. Prerequisite: SOWK501
- SOWK648** (1-4)
Workshop: _____
- SOWK649** (2)
Advanced Family Therapy
 This course prepares students to work with families. Major family therapy modalities are included, as well as an exposure to

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therapeutic family concerns. Prerequisite: Advanced-year status or permission of instructor.

SOWK655 (2)
Organizational/Community Assessment

The basic underpinnings of organizational dynamics. Students explore the historical influences on and current challenges faced by social-work managers. The basics of management-assessment skills and human issues that impact organization explored. Prerequisite: Advanced-year placement. *Fall*

SOWK659 (3)
Human Sexuality

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.

SOWK667 (2)
Interventions in Gerontology

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.

SOWK675 D (1-4)
Topics in: _

Media correspondence format course. Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

SOWK690 (1-3)
Independent Study/Research

Open to qualified students who show ability and initiative. See the department policy for specific requirements. Prerequisites: Permission of Graduate Program Director and instructor.

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SCHOOL OF ARCHITECTURE, ART & DESIGN

Carey C. Carscallen, *Dean*
Paula L. Dronen, *Assistant Dean*

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The School of Architecture, Art & Design is comprised of the professional degree programs Master of Architecture (5½ year and 3½ year tracks), Bachelor of Interior Design and Bachelor of Science in Construction Management, and the Department of Visual Art & Design.

Architecture Faculty

Carey C. Carscallen, *Dean*
Paula L. Dronen, *Assistant Dean*
William W. Davidson, *Professor Emeritus*
Kathleen M. Demsky, *Library Director*
Troy M. Homenchuk
Robin A. Johnson
Thomas B. Lowing
Mark A. Moreno
Rhonda G. Root
Llewellyn D. Seibold
Martin D. Smith
Ariel Solis
Andrew C. von Maur
Kristin S. von Maur

Academic Programs	Credits
MArch: (3½ Year Track)	102
MArch: (5½ Year Track)	
BSA: Architecture	138
MArch (Professional Degree)	30
BS: Architectural Studies (Non-Professional)	128
BID: Bachelor of Interior Design	133
BSCM: Construction Management	137
Minor in Architectural Studies	23

Mission

The architecture faculty aspires to teach sound thinking, practical skills, and rigorous scholarship in the discipline of architecture; and promotes students who:

- Craft buildings that are dignified, durable and purposeful;
- Design communities that foster civility;
- Serve mankind in accord with their professional and Christian vocation;
- Seek the virtues of joy, beauty, wholeness and moderation in their lifelong pursuit of learning.

All this for God's honor and His glory until the risen Christ comes again.

Academic Calendar 2012–2013

May 25, 2013 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, 2012 For January 2013 admission
Feb 14, 2013 For summer or fall admission

Resources

The Architecture Resource Center (ARC) provides an extensive range of materials including over 25,000 books, 90 journals, and a growing media collection. An added dimension to resource materials are two special collections. The ARC maintains a relationship with the Environmental Design Research Association, and houses an internationally recognized collection of books and materials in the area of environmental psychology and design. In addition, the ARC holds the Senseman Rare Book Collection of over 800 rare and out-of-print books and photos.

Other Facilities. The architecture facilities include a well-equipped and staffed woodworking shop; a computer laboratory for word processing, spreadsheets, imaging manipulation, and CAD. The lab is equipped with a 12-station local area network with Ethernet connections, small and large format printing capabilities, and multiple scanners.

Student Handbook. A handbook for School of Architecture, Art & Design students outlining policies, operational guidelines, and general information is available from the School office. Students are responsible for all policies outlined in the *School of Architecture, Art & Design Student Handbook*.

Computer Policy

The programs in architecture, interior design and construction management regard the computer as a tool helpful in achieving the purposes of the Program Mission, and to students in their professional development. Use of the computer in the curriculum varies by course.

Students are required to have a laptop computer and software that meet the requirements of the curriculum as they advance through the program. It is up to the students that their laptop is capable of effectively running the software used in the different courses. A list of software used in the curriculum is available at the School office and must be consulted when purchasing a laptop.

Programs

Master of Architecture

The School of Architecture, Art & Design offers two tracks that lead to the professionally accredited Master of Architecture—the 5½-Year Professional Degree Track and the 3½-Year Professional Degree Track. These two tracks are outlined below.

5½-Year Professional Degree Track

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.

3½-Year Professional Degree Track

The 3½-year professional degree program is designed for students who have previously earned an undergraduate degree that may be in an unrelated area of study. Under this option, the student spends the first 2½ years completing undergraduate prerequisite architectural core courses. The final year is similar to the final year of the Master of Architecture 5½-year degree which results in the accredited professional degree. Please see the Academic Calendar for application deadlines.

Program Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Andrews University School of Architecture, Art & Design offers the following NAAB-accredited programs:

- MArch (pre-professional degree—138 undergraduate credits + 30 graduate credits)
- MArch (non-pre-professional degree + 72 undergraduate prerequisite credits + 30 graduate credits)

Next accreditation visit for all programs: 2012

(The National Architectural Accrediting Board, Inc., 2009 Conditions for Accreditation)

Bachelor of Science in Architectural Studies (Non-Professional)

The Bachelor of Science in Architectural Studies is a non-professional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

Bachelor of Interior Design

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).

Bachelor of Science in Construction Management

The construction management program is four years plus two summers in duration. This program also requires 600 hours of construction work experience (see curriculum details). According to standards set by the Construction Management Certification Institute

(CMCI), an independent administrative body of the Construction Management Association of America (CMAA); a four-year degree in Construction Management plus 48 months of CM experience within 5 classifications of 30 possible experience areas meet eligibility requirements to apply to sit for the Certified Construction Manager (CCM) certification examination (cmaanet.org).

Admission Procedures

BSA Professional Degree Track, BID or BSCM

Students seeking to pursue the *BSA Professional Degree Track, BID or BSCM must first submit an Andrews University undergraduate application for acceptance to the University. Students admitted to the University on regular standing are eligible to begin Pre-Professional Year One, which is a common first-year experience between these programs.

Upon completion of Pre-Professional Year One students must:

1. Declare their degree program choice (BSA Professional Degree Track, BID or BSCM) and
2. Have a minimum cumulative GPA of 2.5

Upon completion of Pre-Professional Year Two students must apply for acceptance to their respective programs. The application packet may be obtained from the School and must be submitted directly to the School by the application deadline. Minimum requirements to be considered for admission to these programs are outlined under each program curricula.

- * Students taking the BSA Professional Degree Track who plan to pursue the Master of Architecture must meet the standards outlined under Graduate-Year Enrollment.

Transfer Students

Transfer applicants who have no previous work in architectural/interior design must complete the foundation years (pre-professional years one and two) and then make formal application to their program choice.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in their program choice. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture, Art & Design application. Please contact the School for specific information.

Tentative placement into the design sequence is made after the Admissions Committee has evaluated the student's submissions. After one term, the student is given final placement in the design sequence and, on the basis of transfer-course evaluations, receives credit for previous academic work towards the Andrews University degree.

The School does not accept applications to the Master of Architecture year only.

Summer Studio. In some cases, completion of the Summer Studio program is best for transfer students. Prior to application, students must have a transcript analysis done by the School to determine eligibility for the program. It is expected that students pursuing the summer studio option will have completed the majority of general education courses normally required in Pre-Professional Year One.

Application to the Summer Studio is made by filling out an Andrews University Undergraduate Application. Students applying to this program, in addition to applying to Andrews University, must also contact the School of Architecture, Art & Design directly to confirm their reservation for the class.

Master of Architecture (3½-Year Professional Degree)

Application must be made online to the School of Graduate Studies & Research. In addition to meeting the application requirements of the School of Graduate Studies & Research, applicants should:

1. Hold an undergraduate degree;
2. Have a minimum cumulative undergraduate GPA of 3.0;
3. Submit an online application.
4. Submit a portfolio of work (this work need not be architectural in nature, it may include writing samples, drawings, photography, etc.) Original work will not be accepted.
5. The following prerequisite courses may be required at the discretion of the Admissions Committee:
 - a. ARCH126 Drawing & Graphics Studio
 - b. ART104 Introduction to Drawing
 - c. MATH168 Precalculus
 - d. PHYS141 General Physics I

Upon acceptance, graduate standards of scholarship apply to all coursework.

Academic Standards

Academic standards apply to the BS, BSA, BID and BSCM. A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART104, ARCH126, 215, 247, 318, 320, 441, 442; INT341, 342, 441, 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.

General Education Requirements

The General Education Requirements outlined below apply to the Bachelor of Science in Architecture (BSA), the Bachelor of Interior Design (BID) and the Bachelor of Science in Construction Management (BSCM).

General Education Requirements—43

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: professional degree requirements

Language/Communication: professional degree requirements

History: HIST117, 118

Fine Arts/Humanities: ART104

Life/Physical Sciences: PHYS141

Mathematics: MATH168

Computer Literacy: covered in core curriculum

Service: covered in core curriculum

Social Sciences: ARCH370

(BSCM: follow professional degree requirements)

Fitness Education: professional degree requirements

BSA: Bachelor of Science in Architecture Professional Degree Track**Pre-Professional Year One****General Education—26**

ART104, COMM104, ENGL115, HIST117, 118, MATH168, PE Elective, RELT100, Social Science Choice (see list, p. 51)

Architecture Core—6

ARCH126, 150

Continued Undergraduate Enrollment Requirements—

2.5 Cumulative GPA

Pre-Professional Year Two**General Education—8**

PHYS141, PE Elective, Religion Elective

General Elective—2**Architecture Core—22**

ARCH201, 202, 215, 247, 315, 316

Continued Undergraduate Enrollment Requirements

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Acceptance into Professional Degree Track

Professional Track Years One & Two**General Education—9**

ENGL215, Religion electives

Architecture Core—52

ARCH205, 305, 318, 320, 335, 336, 370, 434, 435, 441, 442, 449, 459

Summer Abroad—6

ARCH330

Architecture Electives—7**Total Credits for BSA—138**

Summer Abroad. Each student is required to attend the Summer Abroad Program offered every summer. This program is usually five weeks in duration. Students completing Professional Track Year One should make plans accordingly. For further information, consult the School of Architecture, Art & Design.

Architecture Electives. Of the 7 undergraduate and 14 graduate credits, a minimum of 2 credits are required in Community Project.

Graduate-Year Enrollment

Graduate Admission Requirements. In addition to meeting the General Minimum Admission Requirements for graduate degree programs on p. 52, the following School requirements apply to the graduate phase of this program. (These are subject to change by action of the School's Academic Policies and Curricula Committee.)

1. Completion of a baccalaureate degree—BSA: Architecture.
2. Successful completion of all undergraduate coursework with a minimum cumulative GPA of 2.75.

MArch: Master of Architecture

Architecture Core—16

ARCH521, 522 or *594, 535

Architecture Electives—14

A minimum of 14 credits of architecture electives at the graduate level. Selection of electives outside of School offerings requires the approval of the School faculty.

Total Credits for MArch—30

*Students must apply and be accepted to the practicum program prior to registering for ARCH594. ARCH594 will satisfy 6 core credits (replacing ARCH522 Visiting Critic/Topic Studio) and may satisfy architecture elective credits if registered for more than 6 credits.

Continued Graduate Enrollment Requirements

1. No grade lower than C (2.00) in any course in the graduate portion of the program.
2. A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
3. A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

MArch: Master of Architecture (3½-Year Track)

Architecture Core—88

ARCH150, 201, 202, 205, 247, 305, 315, 316, 318, 320, 335, 336, 370, 434, 435, 441, 442, 449, 459, 521, 522 or *594, 535

Architecture Electives—14

Recommended Prerequisite—See Admissions Procedures.

Total Credits for 3½-Year MArch—102

*Students must apply and be accepted to the practicum program prior to registering for ARCH594. ARCH594 will satisfy 6 core credits (replacing ARCH522 Visiting Critic/Topic Studio) and may satisfy architecture elective credits if registered for more than 6 credits.

Continued Graduate Enrollment Requirements

1. No grade lower than C (2.00) in any course in the graduate portion of the program.
2. A student whose cumulative graduate GPA falls below 3.0 in any given term is placed on academic probation. A student is normally disqualified if they do not increase their graduate GPA to 3.0 during the academic term of probation.
3. A minimum cumulative GPA of 3.0 is required to receive the Master of Architecture degree.

BS: Architectural Studies (Non-Professional)

General Education—57

See general education requirements for BS degree, p. 42.

Major Requirements—17

ARCH126, 150, 215, 315, 316

Major Electives—21

A minimum of 9 upper division credits from courses with ARCH acronyms.

Cognate Requirements—6

ART104, 207

Minor Requirements—22

General Electives—5

Total Credits for BS—128

BID: Bachelor of Interior Design

Pre-Professional Year One

General Education—26

ART104, COMM104, ENGL115, HIST117, 118, MATH168, PE Elective, RELT100, Social Science Choice (see list, p. 51)

Core—6

ARCH126, 150

Continued Undergraduate Enrollment Requirements—

2.5 Cumulative GPA

Pre-Professional Year Two

General Education—8

PHYS141, PE Elective, Religion Elective

Core—24

ARCH201, 202, 215, 247, 485, INT200, 315

Continued Undergraduate Enrollment Requirements

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Acceptance into Professional Degree

Professional Years One & Two

General Education—9

ENGL215, Religion electives

Core—50

ARCH335, 336, 370, 435, 445; BSCM325, 445; INT300, 341, 342, 420, 435, 441, 442

Summer Abroad—6

ARCH330

Electives within ARCH, BSCM, or INT—4

Total Credits for BID—133

Summer Abroad. Each student is required to attend the Summer Abroad Program offered every summer. This program is usually five weeks in duration. Students completing Professional Year One should make plans accordingly. For further information, consult the School of Architecture, Art & Design.

BSCM: Bachelor of Science in Construction Management

Pre-Professional Year One

General Education—26

ART104, COMM104, ENGL115, HIST117, 118, MATH168, PE Elective, RELT100, Social Science Choice (see list, p. 51)

Core—6

ARCH126, 150

Continued Undergraduate Enrollment Requirements—

2.5 Cumulative GPA

Pre-Professional Year Two**Summer—4**

PHYS141

General Education—4

PE Elective, Religion Elective

Core—22

ARCH201, 202, 215, 247, 485, BSCM101, 207

Minor Requirements—6

ACCT121, 122

Continued Undergraduate Enrollment Requirements

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio (Optional)
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Work Experience: 100 hours of documented work experience in construction
8. Acceptance into Professional Degree

Professional Years One & Two**General Education—9**

ENGL215, Religion electives

Core—39

ARCH435; BSCM215, 301, 302, 325, 349, 365, 401, 402, 410, 420, 430, 445, 455, 465

Summer—6

ARCH395

Minor Requirements—15

BSAD341; ECON225, 226; Upper Division electives

Work Experience—500 hours

500 hours of documented work experience in construction

Total Credits for BSCM—137

Summer Abroad. Each student is required to take ARCH395 Community Project in Architecture during a summer following Pre-Professional Year Two. A minimum of 6 credits must be earned.

Work Experience. As indicated above, students pursuing the BSCM must document 600 hours of work experience in the construction industry. 100 hours must be obtained prior to applying to the professional degree program and an additional 500 hours must be obtained prior to graduation. Please see School for Work Experience Requirement Form.

Minor in Architectural Studies (23)

ARCH126, 150, 215; plus 12 additional credits with a minimum of 6 upper division credits from courses with ARCH acronyms.

Courses (Credits)

See inside front cover for symbol code.

Architecture**ARCH126 (3)****Drawing and Graphics Studio**

Introduction to freehand drawing and architectural drawing graphic conventions. Exercises include freehand and drafted drawings of building plans, sections, and elevations, and an introduction to three-dimensional representation. *Spring, Summer*

ARCH150 (3)**Introduction to Architecture**

Emphasis on design concepts, professional vocabulary, historical appreciation, contemporary issues, and values that are important to the mission of the School of Architecture, Art & Design. Open to all students. *Fall*

ARCH201 \$ (3)**Construction I**

An overview of site work, foundation, and structural systems as well as an investigation into the structural and material properties, assembly methods and detailing primarily for wood and masonry construction systems. *Fall*

ARCH202 (3)**Construction II**

An investigation into the structural and material properties, assembly methods and detailing primarily for steel and concrete construction systems as well as an introduction to cost estimating. Prerequisite: ARCH201. *Spring*

ARCH205 (4)**Structures I**

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. Prerequisites: MATH168 & PHYS141. *Fall*

ARCH215 (5)**Introduction to Design Studio**

Introduction to formal composition, architectural typology and principles of building context in the design of buildings and artifacts with simple program elements. Minimum cumulative GPA of 2.5. Prerequisite: ARCH126. *Fall*

ARCH247 \$ (5)**Architecture as Craft Studio**

Design projects focusing on the materiality of architecture and the logic of construction. Prerequisite: ARCH215. *Spring*

ARCH299 (1-4)**Independent Study**

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.

ARCH305 (4)**Structures II**

Structural problems in steel analysis and principles of concrete and masonry, lateral loads due to wind and seismic forces. Prerequisite: ARCH205. *Spring*

ARCH315 (3)**History of Architecture I**

Chronological overview of the history of architecture from pre-history through the 14th century (Gothic). Emphasis is on the vocabulary and design of buildings, their symbolic relationships,

and their meaning in a cultural and human context. Prerequisites: HIST117, 118 & ENGL115. *Fall*

ARCH316 (3)
History of Architecture II

Chronological overview of the history of architecture from the 15th century (Renaissance) to today. Emphasis is on the vocabulary and design of buildings, their symbolic relationships, and their meaning in a cultural and human context. Prerequisites: HIST117, 118 & ENGL115. *Spring*

ARCH318 (5)
Background Building Studio

Design of a commercial and/or residential building(s) of increased programmatic complexity, in the physical and cultural setting of a traditional small town or urban neighborhood. Prerequisite: ARCH320. *Spring*

ARCH320 \$ (5)
Placemaking Studio

The design of buildings as it relates to landscape and to human experience with increased complexity of program and form. Prerequisites: ARCH247, admission to the Professional Degree Track. *Fall*

ARCH330 \$ (6)
Analytical Summer Abroad

A course focusing upon study, analysis, and documentation of buildings, spaces, and/or gardens in another country. Venues may change from year to year. Prerequisite: ARCH318. *Summer*

ARCH335 (4)
Environmental Technology I

Introduction to environmentally, energy-conscious design concepts with the primary focus on climate and site analysis. An overview of standard evaluation methods for thermal performance in both design development and qualitative building evaluations covers heat loss/gain, thermal and solar envelope, HVAC system selection and layout. Principles of water conservation, collection and supply, and the treatment and disposal of liquid and solid wastes. *Fall*

ARCH336 (4)
Environmental Technology II

Principles of design for fire safety and code compliance. Principles of electricity and a brief survey of electrical systems and wiring design. The design and location requirements of elevators and moving stairways and walks. A qualitative overview of lighting and acoustics and their integration into the design of buildings with introductory quantitative methods. Prerequisite: PHYS141. *Spring*

ARCH370 (3)
Person-Environment Theory

Studies in the relationship between people and the environment, including a consideration of towns, cities, gardens, buildings, and artifacts, as well as the cultural and natural landscape. Prerequisite: ARCH320.

ARCH390/485 \$ ♦ (1-4)
Special Topics in _____

Based on selected topics of current interest in architecture offered by the School of Architecture, Art & Design. May be repeated in different topic areas. Topics include, but are not limited to:

Architecture of the Ancient Americas, Islamic Architecture, Furniture Design, Surveying.

ARCH395/595 S (1-6)
Community Project in Architecture

"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. Graded on S/U basis. May be repeated for up to 6 credits.

ARCH424 ♦ (2, 3)
Islamic Architecture

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. Prerequisites: ARCH315 & 316.

ARCH425 ♦ (2, 3)
Architecture of Ancient Americas

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. Prerequisites: ARCH315 & 316.

ARCH426 ♦ (2, 3)
Far Eastern Architecture

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. Prerequisites: ARCH315 & 316.

ARCH434 \$ (3)
Urban Studies

A broad survey, both typological and historical, of the physical characteristics of cities and their development, with an emphasis upon urban form as a cooperative human artifact embodying particular cultural values and ideas. Prerequisites: ENGL115; HIST117, 118. *Spring*

ARCH435 (3)
Introduction to Building Information Modeling

An introduction to Building Information Modeling (BIM) using Autodesk REVIT software. Corequisites: ARCH441, 449. *Fall*

ARCH441 \$ (5)
Foreground Building Studio

Design of a public and/or civic building in the physical and cultural setting of a traditional small town or urban neighborhood. Prerequisites: ARCH205, 318, 330; Corequisites: ARCH435, 449. *Fall*

ARCH442 (6)
Integrative Design Studio

Comprehensive building design project: site design, building design, and development of architectural detail (including integration of materials and structural and environmental systems). Prerequisite: ARCH441. *Spring*

ARCH445 ♦ (2)
Furniture Design

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

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vary according to the individual skill level of the student. May be repeated for up to 4 credits.

ARCH449 (3) **Integrative Design**

Preliminary design of the structure and environmental control systems for a concurrent studio project. Building codes, accessibility standards, and zoning ordinances are reviewed for design implications. Prerequisite: ARCH205; Corequisites: ARCH435, 441. *Fall*

ARCH450 ◆ (4) **Applied Structures**

Application of the principles of statics and strength of materials to the design of reinforced concrete and masonry structures. Lateral forces, wind and seismic loads, and the structural divisions of the Architect's Registration Examination will be reviewed. Prerequisite: ARCH205. *Spring*

ARCH459 (3) **Design Theory**

A survey and analysis of architectural thought, including readings from both historical and contemporary sources. Prerequisite: ARCH315. *Spring*

ARCH480 ◆ (1-3) **Architectural Community Service**

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. Prerequisite: ARCH247.

ARCH496 ◆ (1-6) **Cooperative Work Experience**

Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits. Prerequisites: 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis.

ARCH499 (1-4) **Independent Research**

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.

Graduate

ARCH521 (6) **Urban Design Studio**

Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus. Prerequisite: Completion of BSA. *Fall*

ARCH522 \$ (6) **Visiting Critic/Topic Studio**

Design project(s) to be determined by Visiting Critic and regular faculty. Topic of studio varies. Prerequisite: ARCH521. *Spring*

ARCH530 \$ (6) **Analytical Summer Abroad**

A course focusing upon study, analysis, and documentation of

buildings, spaces, and/or gardens in another country. Venues may change from year to year. Prerequisite: ARCH318. *Summer*

ARCH535 (4) **Professional Practice**

Lectures and seminars focusing on Judeo-Christian values and social responsibilities in the profession. Studies introduce conventional practice methods and career planning for present and future. Topical areas include the role of the architect, organization and management of the firm, and project administration. *Fall*

ARCH594 (6-16) **Practicum**

Experience under the supervision of a practicing, professional architect that meets the requirements of the Andrews University School of Architecture, Art & Design. May be for a for-profit or not-for-profit organization. Prerequisite: Acceptance to Master of Architecture degree year and Acceptance to Practicum Program. Graded on S/U basis.

ARCH599 (1-4) **Independent Research**

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.

Construction Management

BSCM101 (2) **History and Introduction to Construction Management**

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. Prerequisites: HIST117, 118, ENGL115.

BSCM207 (2) **Regulatory Issues**

Examination of the regulations in planning, building, advocacy and civil rights rules. Includes investigative techniques, jurisdictional responsibilities and inspection procedures.

BSCM215 (2) **Construction Equipment and Methods**

Construction equipment and selected construction methods including equipment application strategies, own/lease benefits and establishing operational costs for project estimating.

BSCM301 (2) **Cost Estimating I**

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.

BSCM302 (3) **Cost Estimating II**

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. Prerequisite: BSCM301

BSCM325 (2)
Structural Systems Design

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. Prerequisites: MATH168, PHYS141

BSCM349 (3)
Construction Documents

This course examines construction documents for competitive bidding and execution of projects. Light and heavy construction types will be examined.

BSCM365 (2)
Site Construction and Surveying

The study of critical aspects of site construction and surveying relating to on-site logistics.

BSCM401 (3)
Construction Management I

Construction management concepts and practices, the management system, construction planning and programming, project control, environmental management, total quality management, and ethics in construction management.

BSCM402 (3)
Construction Management II

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.

BSCM410 (2)
Project Planning & Scheduling

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.

BSCM420 (2)
Construction Law

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.

BSCM430 (3)
Professional Practice

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.

BSCM445 (3)
Building Information Modeling—Cost Analysis

Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating. Prerequisite: ARCH435

BSCM455 (3)

Building Information Modeling—Construction Management

Application of a Building Information Model used to visualize a construction schedule and sequence. Prerequisite: BSCM445

BSCM465 (3)
Collaborative Project Delivery

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. Prerequisite: BSCM455

Interior Design

INT200 (3)
Color Theory

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.

INT300 (2)
Materials & Methods

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.

INT315 (3)
History and Theory of Interiors

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. Prerequisites: HIST117, HIST118, ENGL115.

INT341 (5)
Interior Design Studio I

Intermediate design studio building on previous design principles. Prerequisite: ARCH247 & acceptance into Professional Degree Program.

INT342 (5)
Interior Design Studio II

Intermediate design studio building on previous design principles. Prerequisite: INT341.

INT420 (3)
Textiles

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.

INT441 (5)
Interior Design Studio I

Advanced design studio building on previous design principles. Prerequisite: INT342.

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INT442 (5)
Interior Design Studio II
 Advanced design studio building on previous design principles.
 Prerequisite: INT441.

BSCM445 (3)
Building Information Modeling—Cost Analysis
 Application of a Building Information Model that incorporates cost data, used for quantity takeoff and cost estimating.
 Prerequisite: ARCH435

INT435 (3)
Professional Practice
 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](#).
[VISUAL ART & DESIGN](#)

VISUAL ART & DESIGN

Art and Design Center, Room 111
 269-471-3450
www.andrews.edu/art/
www.andrewsbfa.org
www.610g.blogspot.com

Visual Art & Design Faculty

Rhonda G. Root, *Chair*
 Stefanie P. Elkins
 Steven L. Hansen
 Thomas J. Michaud
 Diane J. Myers
 Sharon J. Prest
 David B. Sherwin
 Douglas A. Taylor
 Marc G. Ullom

Emeritus

Gregory J. Constantine (gregcons@andrews.edu)

Academic Programs	Credits
BFA in Visual Art	
Emphasis Areas	
Fine Art	75-78
Illustration	75-78
Pre-Art Therapy	75-78
BFA in Visual Communication	
Emphasis Areas	
Art Direction/Advertising	75-78
Graphic Design	75-78
Web Design	75-78
BFA in Photography	
Emphasis Areas	
Commercial Photography	75-78
Documentary Film	75-78
Fine Art Photography	75-78
BA: Art	
Emphasis Areas	
Art History	42
Pre-Art Therapy	43
Visual Art	40
BS: Visual Arts Education	53
Minor in Art History	21
Minor in Graphic Design	22
Minor in Visual Art	22
Minor in Digital Media	21
Minor in Photography	20
Minor in Web Design	22-25

Mission

We, the Andrews University Department of Visual Art & Design, mentor students to be Christ-centered, socially responsible creative individuals by developing their artistic gifts in a nurturing spiritual environment.

Department Goal

It is the goal of the Department of Visual Art & Design to help each student achieve the traditional and digital skills necessary

to achieve entrance into a graduate program, begin work as a professional artist or craftsman or achieve a professional portfolio that will allow them to directly pursue a career in their chosen track after graduation. Through dedicated faculty, quality education and active community involvement, we seek to empower students to honor God in their visual communication.

Student Handbook. The *Department of Visual Art & Design Student Handbook*, available at the department office, provides clarification of departmental guidelines, requirements and standards.

Multiple Majors & Degrees. The Department of Visual Art & Design allows students to graduate with a double BFA major or a BFA and a BA in Art History. Credits cannot be duplicated within the 36 credit emphasis track.

Computer Policy. The Department of Visual Art & Design regards the computer as a tool integral to the success of the visual communicator in their professional development. All students are required to purchase a laptop computer and software meeting the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester, outlining the specific requirements for each year. Laptop purchases should be made by mid-fall semester of the student's freshman year. Use of the computer in the curriculum varies by course.

Undergraduate Programs

Bachelor of Fine Arts

The Department of Visual Art & Design offers students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses three areas: Photography, Visual Communication and Visual Art.

Each of the BFA degree emphases has a 4-part curriculum:

- (1) Art History
- (2) Studio Core
- (3) Foundation Courses, and
- (4) Portfolio Track.

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

- Religion:** professional degree requirements
- Language/Communication:** professional degree requirements
- History:** professional degree requirements
- Fine Arts/Humanities:** professional degree requirements
- Life/Physical Sciences:** professional degree requirements
- Mathematics:** professional degree requirements
- Computer Literacy:** DGME130
- Service:** fulfilled through professional components of the program
- Social Sciences:** professional degree requirements
- Fitness Education:** professional degree requirements

Additional cognates along with the General Education requirements complete the specifications for graduation for the BFA degrees.

Upon completion of the Studio Core and Foundation Courses the student must arrange for a BFA review. The BFA review should happen no later than the end of the sophomore year. The BFA review is a critique of the student's portfolio by the faculty of the Department of Visual Art & Design. All work created in the Studio Core and Foundation program should be available for review. Once accepted into the BFA program students must maintain a 2.75 GPA in all BFA coursework. No BFA courses with a final grade below a B- will be accepted toward the completion of the BFA. The completion of the BFA includes a senior exhibition and portfolio of the student's work.

BFA: Bachelor of Fine Arts (75–78)

Art History—12

ARTH325	Prehistoric to Medieval Art	3
ARTH326	Renaissance to Modern Art	3
ARTH440	Art Since 1945	3

Choose one additional class from this list:

PHTO210	Historic and Contemporary Trends in Photography	3
ARTH345	History of Graphic Design	3

Art History (photography emphasis ONLY) must take:

ARTH326, ARTH345, ARTH440 and PHTO210

Studio Core—18–19

ART104	Intro to Drawing	3
ART207	Basic Design	3
DGME130	Intro to Digital Media	3
PHTO115	Intro to Photo	3–4
or PHTO116	Intro to Digital Photo	3–4
ART209	3-D Design	3
DGME150	Intro to Web Design	3

Foundation Courses

Choose three classes from this list—9–11

ART105	Intro to Painting	3
ART106	Intro to Printmaking	3
ART107	Intro to Ceramics	3
ART214	Intro to Graphic Design	3
DGME175	Digital Imaging	4
DGME185	Digital Publishing	3
DGME225	Digital Vector Graphics	4
DGME250	Intermediate Web Design	3
JOUR140	Intro to Mass Communication	3
MKTG310	Principles of Marketing	3
VDEO130	Intro to Video	3

36-credit portfolio tracks include: Fine Art, Illustration, Graphic Design, Art Direction/Advertising, Pre-Art Therapy, Documentary Film, Commercial Photography, Fine Art Photography, and Web Design.

Emphasis Areas

VISUAL ART EMPHASIS

The Visual Art Emphasis is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an exploratory period students will be encouraged to concentrate the majority of their credits in a single area: painting, ceramics, or printmaking. At least 18 credits in one area are recommended in order to achieve a professional portfolio of work and senior exhibition.

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Fine Art Portfolio Track

The Fine Art track cultivates the individual voice and vision of the Fine Arts student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits: Required to take ART304 Drawing (3), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1) and MDIA496 Portfolio Development (2); with 18 credits of the 36 total chosen from ART305 Painting (3), ART306 Printmaking (3), ART307 Ceramics (3), ART308 Sculpture (3) and ART310 Typography (3) (ART300 level classes are repeatable). With the 9 remaining elective credits to be chosen from ART, ARTH, ARCH, PHTO, DGME, VDEO, MDIA, JOUR or MKTG courses.

Illustration Portfolio Track

The Illustration track prepares students to enter a career in professional illustration. The successful illustrator is able to convey emotions, interpret events, tell a story or market a product or idea through the use of artistic concepts and images. Illustrators must master a wide range of drawing media and techniques to meet the objectives of a wide range of employers and projects.

36 Total Credits: Required to take ART304 Drawing (3), ART305 Painting (12), ART306 Printmaking (3), ART310 Typography (3), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1) and MDIA496 Portfolio Development (2). With 9 remaining elective credits to be chosen from ART, ARTH, ARCH, PHTO, DGME, VDEO, MDIA, JOUR or MKTG courses.

Pre-Art Therapy Portfolio Track

The Pre-Art Therapy Emphasis is recommended for those planning to do graduate work in art therapy and to enter that profession. Work as an art therapist requires a master's degree in Art Therapy. The Pre-Art Therapy Emphasis may require additional semesters of course work. The Pre-Art Therapy Emphasis is the Bachelor of Fine Arts Degree with a concentration in Fine Arts. In addition to the BFA degree most graduate programs require up to 15 credits of Psychology course work. We recommend PSYC101, 301, 410, 454 and 460. Because course requirements vary, the Pre-Art Therapy student should check the prerequisite requirements of the schools to which they intend to apply. Most art-therapy master's programs also require up to one year of work experience with mentally or physically disadvantaged people prior to acceptance.

VISUAL COMMUNICATION EMPHASIS

The Visual Communication Emphasis is recommended for those wishing to work in the design professions. There are three portfolio tracks available: Art Direction & Advertising, Graphic Design and Web Design. The degree program combines the study of art, communication, design, and technology as mediums for visual communication and/or personal artistic expression. Our students join the Visual Communication program because they possess the ability to think, speak, draw, write and design. They graduate as design leaders, having learned to inform, guide, clarify, promote and empower through visual form. The BFA Thesis Project and Senior Exhibition, as well as internships, bring students face-to-face with the design community. At the same time, students acquire valuable experience in problem solving and the application of design principles, making them cultural catalysts and sought-after design professionals.

Art Direction/Advertising Portfolio Track

The Art Direction/Advertising track prepares students for work in the advertising professions. It combines both tools for visual dialogue and tools for written communication. The Art Direction/Advertising student will become prepared to understand visual dialogue and to communicate effectively and creatively

36 Total Credits: Required to take ART304 Drawing (3), ART310 Typography (3), ART433 Advertising & Package Design (3), JOUR140 Introduction to Mass Communication (3), JOUR230 Beginning Media Writing (3), MKTG368 Advertising and Promotion (3), COMM405 Persuasion (3), COMM456 Group Dynamics and Leadership (3), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2), ART487 Internship (1). With an additional 5 credits to be chosen with your advisor from ARTH, PHTO, DGME, COMM, VDEO, MDIA, JOUR or MKTG courses. Suggested electives include: JOUR465 Topics: Scriptwriting, COMM425 Media Literacy, COMM454 Topics: Organizational Communication.

Graphic Design Portfolio Track

Graphic Design is a multifaceted discipline, which encompasses many types of content and media. Projects include book design, poster design, identity design, branding, packaging, magazine design, interface design, and design for advertising. Graphic Design track provides a comprehensive education within this ever-expanding discipline and strives to prepare accomplished, resourceful graphic designers with critical minds to evaluate their own work, its place in the professional environment as well as the larger community it is meant to serve.

36 Total Credits: Required to take ART304 Drawing (3), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2), ART487 Internship (1); 18 credits chosen from ART310 Typography (3), ART430 Corporate Identity (3), ART431 Editorial Design (3), ART432 Brand Design (3), ART434 Design in Advertising (3), or ART435 Package Design (3), PHOTO300 Media Ethics & Awareness (3). With an additional 8 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

Web Design Portfolio Track

Interested in creating visually stunning and interactive layouts for Web and other Interactive applications? The successful Web Design student will be able to discuss underlying technology—its possibilities and limitations as well as related issues—with clients and team members; layout accessible web pages and sites using HTML and other web development languages; develop dynamic effects and animations; translate client needs, content, and branding into structured website concepts and project visitor needs into structured website concepts.

The student will develop strong design skills to gain an excellent grasp of visual, interaction and usability design principles through typography, graphics, color, layout, and other factors in a web-specific way. Projects will range from in-class assignments to extended projects for non-profit and for-profit organizations.

38 Total Credits: DGME335 Interactive Design (3), DGME350 Advanced Web Design (3), PHTO365 Advanced Digital Imaging (4), ART310 Typography (3), one 400-level art class in design (3), ART485 BFA Thesis Project (3), PHOTO300 Media Ethics & Awareness (3), ART497 BFA Exhibition (1), MDIA496 Portfolio

Development (2), MDIA390 Internship (1). With an additional 12 credits to be chosen with your advisor from ART, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

PHOTOGRAPHY EMPHASIS

The Photography Emphasis is recommended for those wishing to work in the creation of still or moving visual images. There are three portfolio tracks available: Commercial Photography, Documentary Film and Fine Art Photography. The degree encompasses elements of digital, commercial, and fine arts imaging, focusing on individual creativity and photojournalism. The photography student will study the methods used to create effective and aesthetically pleasing imagery.

Art History—12 Photography Emphasis must take:

ARTH345	History of Graphic Design	3
ARTH326	Renaissance to Modern Art	3
ARTH440	Art Since 1945	3
PHTO210	Historic and Contemporary Trends in Photography	3

Commercial Photography Portfolio Track

The Commercial Photography track specializes in teaching students to run their own commercial studio or work as a photographer's assistant.

36 Total Credits: PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHTO285 Studio (4), PHOTO300 Media Ethics & Awareness (3), PHTO385 Advanced Studio (4), MDIA496 Portfolio Development (2), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1). With an additional 11 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

Documentary Film Portfolio Track

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

36 Total Credits: JOUR230 Media Writing (3), VDEO210 Digital Video Editing (3), VDEO320 Video Compositing (3), VDEO340 Video Shooting (3), VDEO465 Video Documentary (3), PHOTO300 Media Ethics & Awareness (3), MDIA390 Internship (1) PHOTO200 Advanced Photography I (4), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2). With an additional 7 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

Fine Art Photography Portfolio Track

The Fine Art Photography track cultivates the individual voice and vision of the photography student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits: PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHTO285 Studio (4), PHOTO300 Media Ethics & Awareness (3), PHTO385 Advanced Studio (4), MDIA496 Portfolio Development (2), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1). With an additional 11 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

BA: Art (40)

The BA: Art is a liberal arts degree that relates broad intellectual knowledge to material, spiritual, and emotional awareness. The degree requires 40 credits in visual art and art history courses, a minor in a non-art second area, and the General Education requirements including a foreign language. Each of the BA emphases listed below require the following art history courses: **Art History Foundation—9** ARTH325, 326, 440.

Emphasis Areas

Art History Emphasis—42

Art history explores the historical meaning of art, architecture, and visual culture in all parts of the world from antiquity to the present. It analyzes visual objects through their form, technique, design, historical context, and ideological function. It also studies individual artists or makers, cultural institutions, audiences, and intercultural exchanges. It is inherently interdisciplinary, often requiring theoretical engagement with fields such as anthropology, philosophy, critical theory, political science, history, literature, film, performance, theater, and area studies.

The study of art history develops skills of informed and critical looking, reading, speaking, and writing. Thus, while it offers specialized knowledge of the visual world for those who want to pursue careers in the art world, academia, and the practice of art and design, the major is also excellent for any student seeking a solid foundation in the liberal arts. With its broad historical, cultural, geographic, and methodological spectrum, it offers an excellent background for students who want to specialize in areas such as law, medicine, business, international relations, politics, and education.

The Art History degree requires 42 credits in art history, visual art, and cognates; a minor in a non-art secondary area, and the General Education requirements including a foreign language (French or German recommended). A BA in Art History is recommended for those planning to do graduate work in the humanities or enter professions that require a broad overview of visual culture. Careers in museums generally require at least a master's degree. Careers in college and university teaching and research require a PhD.

Majors continuing on to graduate school are encouraged to do the following over and above the basic requirements for the major:

- Maintain a GPA of 3.0 or above.
- Confer with your advisor early on to discuss academic plan.
- Develop a greater depth in a given area, beyond what is required.
- Attain reading competence in at least one foreign language.
- Spend a year abroad.
- Remember that in any graduate school application, you will be expected to produce evidence of strong research and writing skills, as in a paper from an upper level course or an Honors thesis/project.
- Be aware that the components of a serious application to graduate school include not only your transcript and GRE scores, but also three letters of recommendation from faculty members, a writing sample, a well-informed statement of purpose, and indication of foreign language skills.

Recommended Minors for Art History Majors

French
German

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Anthropology/Archaeology
Religion
Business Administration
Communication

Art History Core Foundation—15 credits

ARTH325: Prehistoric to Medieval Art (3)
ARTH326: Renaissance to Modern Art (3)
ARTH440: Art Since 1945 (3)
ARTH450: Art Study Tour (3)
ART380: Special Topics: Methods in Art Historical Research (3)

Electives in Art History:

9 credits from three of the following:

ARTH220: Language of Art
ARTH328: Artists of the Renaissance
ARTH329: Nineteenth Century & Impressionism
ART380: Special Topics: (Art History topics such as Ancient Egyptian Art, Greek & Roman Art, Art in Archaeology, Modern and Contemporary Art, Woman and Gender in Art)
ART495: Independent Readings/Project

6 credits from two of the following:

ARCH424 Islamic Architecture
ARCH425 Architecture of Ancient Americas
ARCH426 Far Eastern Architecture

3 credits from one of the following:

PHTO210 Historic and Contemporary Trends in Photography
ARTH345 History of Graphic Design

3 credits chosen from 2-D/3-D Visual Art:

(only one visual arts course may be applied to major)

ART104 Intro to Drawing
ART105 Intro to Painting
ART106 Intro to Printmaking
ART107 Intro to Ceramics
ART207 Basic Design
ART209 Sculptural Design
PHTO115 Intro to Photography

Required Cognates:

ANTH200 Cultural Anthropology **or**
ANTH205 Introduction to Archaeology
ENGL315 Professional Writing **or**
ENGL438 Advanced Composition

Students are encouraged to spend a year abroad at one of Andrews University's affiliate colleges in France or Italy.

Students are also encouraged to seek an internship or Undergraduate Research Assistantship with one of the following:

- One of the professors in the Department of Visual Art & Design
- The Horn Archaeological Museum on the Andrews University Campus
- The Art Institute of Chicago, Ill.
- The Museum of Natural History, Chicago, Ill.
- Other museums or galleries

Pre-Art Therapy Emphasis—43

Pre-art therapy students take the visual art foundation and advanced visual art component from the visual art emphasis listed below (40 credits) and 3 credits of ART 380 Topics is required—topics which relate to the study or practice of art therapy. A minor in Behavioral Sciences is required, including PSYC101, 301, 410, 454, 460.

Visual Art Emphasis—40

Recommended for those planning to enter professions that require skilled eye-hand coordination, sensitive workmanship, and well-developed perceptual and conceptual skills. In addition to the 9 credits of art history listed above, the following 31 credits of visual art (22 credits foundation and 9 credits advanced):

Visual Art Foundation—22

2-D Courses: ART104, 105, 106, 207, PHTO115
3-D Courses: ART107, 209

Advanced Visual Art—9

Selected in consultation with the advisor from advanced drawing, painting, printmaking, and ceramics courses.

BS: Visual Arts Education (53) Secondary (K–12)

(No minor required)

This degree, offered in cooperation with the Department of Teaching and Learning, prepares students to teach art on both the elementary and secondary levels. The Visual Arts Education degree is a K–12 endorsement for secondary certificates. This degree should only be taken by those seeking teacher certification. Majors must complete the requirements for denominational and/or Michigan state teacher certification through the School of Education. Students may not take ART457, ART459, ART480 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.

General Education Requirements—Visual Arts Education with Secondary Certification

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: 12*—RELT100, 225, RELH400 and a 3-credit elective chosen in consultation with your SED advisor

Language/Communication: ENGL115, 215, COMM450

History: HIST117, 118

Fine Arts/Humanities: Covered by major

Life/Physical Sciences: professional degree requirements

Mathematics: BS degree requirement

Computer Literacy: DGME130 or INFS120

Service: EDTE165

Social Sciences: GDPC302 & EDTE228

Fitness Education: HLED120 plus two additional courses from personal fitness, outdoor skills or team activity

Art History—12

ARTH325, 326, 440

Choose one course from:

ARCH424 Islamic Architecture (3)
ARCH425 Architecture of Ancient Americas (3)
ARCH426 Far Eastern Architecture (3)

Art Methods—12

ART457 Art Methods: Elementary (4)
ART459 Art Methods: Secondary (4)
ART480 Visual Art Education Practicum (4)

Visual Art Foundation—18

ART104, 105, 106, 107, 207, 209

Senior Exhibition—3

ART497 (BFA Exhibition)

Advanced Visual Art Requirements—8

In consultation with the advisor, choose 8 elective credits in **one studio area** from the following: ART304, 305, 306, 307, 310, 430, 431, 432, 433.

Minor in Art History (21)

Recommended for students of literature, history, and sociology as a complementary area of study. The minor concentration in art history responds to the needs of those students pursuing a major in another field who would like to expand their knowledge of the art of various cultures and of art-historical research methods. The minor offers flexibility in the selection of courses to suit the interests of students in other fields of the humanities or sciences seeking the broad cultural perspective that art history provides.

Required courses: ARTH325, 326, 440, 450 and 6 elective credits in Art History chosen from ARTH328, 329, 380 (special topics in art history classes only) or 495, and one course from the following:

- ARCH424 Islamic Architecture (3)
- ARCH425 Architecture of Ancient Americas (3)
- ARCH426 Far Eastern Architecture (3)

Minor in Digital Media (21)

Recommended for students interested in communication, technology and the design areas.

Required courses: DGME130 Intro to Digital Media (3), ART207 Basic Design (3), PHOTO115 Intro to Photography (4), DGME175 Digital Imaging (4), DGME225 Digital Vector Graphics (4), DGME250 Intermediate Web Design (3)

Minor in Graphic Design (22)

Recommended for students interested in communication, marketing, architecture, photography and technology.

Required courses: ART104 Intro to Drawing (3), ART207 Basic Design (3), ART214 Intro to Graphic Design (3), ART310 Typography (3), one 400-level design class (3), ARTH345 History of Graphic Design (3), DGME175 Digital Imaging (4)

Minor in Photography (20)

Recommended for students interested in technology, communication, architecture, the humanities and the design areas.

Required Courses: DGME175 Digital Imaging (4), PHOTO115 or 116 Intro to Photography (4), PHOTO200 Advanced Photography I (4), PHOTO220 Color Photography I (4), PHOTO285 Studio (4).

Minor in Visual Art (22)

Recommended for students interested in technology, the humanities, and the design areas.

Required courses: ART104 Intro to Drawing (3), ART105 Intro to Painting (3), ART107 Intro to Ceramics (3), ART207 Basic Design (3), ART106 Intro to Printmaking (3), PHOTO115 Intro to Photography (4), ARTH220 Language of Art (3)

Minor in Web Design (22–25)**BFA Major Option (22 credits)**

Note: A declared Minor is not available to students majoring in Visual Communication/Graphic Design.

Required courses: DGME250 Intermediate Web Design (3), DGME335 Interactive Design (3), DGME350 Advanced Web Design (3), DGME175 Digital Imaging (4), ART214 Intro to Graphic Design (3), ART310 Typography (3), VDEO130 Intro to Video (3) or DGME225 Vector Graphics (3)

Non-BFA Major Option (25 credits)

Recommended for non-BFA majors interested in communication, technology and the design areas.

Required courses: DGME130 Intro to Digital Media (3), DGME150 Intro to Web (3), DGME250 Intermediate Web Design (3), DGME335 Interactive Design (3), DGME350 Advanced Web Design (3), DGME175 Digital Imaging (4), ART207 Basic Design (3), ART214 Intro to Graphic Design (3)

Courses (Credits)

See inside front cover for symbol code.

Art History, Theory and Issues**ARTH220 AH \$ (3)****Language of Art**

Presents the elements of visual language and studies them in relationship to images of famous paintings, sculptures, and contemporary advertisements. Does not duplicate an art history course.

ARTH325 AH \$ (3)**Prehistoric to Medieval Art**

Examines the ancient images of non-Western and Western cultures as they are manifested in famous works of art and architecture.

ARTH326 AH \$ (3)**Renaissance to Modern Art**

A survey of selected Western and non-Western artists, techniques, and cultural eras from 1300 to 1945.

ARTH328 AH \$ (3)**Artists of the Renaissance**

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.

ARTH329 AH \$ (3)**Nineteenth Century and Impressionism**

A chronological study of the major artists influencing culture, primarily in France, from David to Cezanne in the movements of Neo-classicism, romanticism, realism, impressionism, and post-impressionism.

ARTH345 AH \$ (3)***History of Graphic Design***

This course surveys the pivotal events and achievements that led to the current state of graphic communication. The unceasing quest to give form to ideas is traced from the pictographs painted on cave walls to the latest imaginative designs. Through lectures, videotapes, discussions, presentations and research, students are introduced to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication. Prerequisites: ART207, DGME130.

ARTH440 AH ♦ \$ (3)***Art Since 1945***

A study of selected artists associated with post-WWII Western culture, the critical schools they are associated with, and the major influences upon their work.

ARTH450 ♦ \$ (0)***Study Tour:***

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

Visual Art

The department reserves the right to hold some student work until the termination of the spring student show. Students leaving the campus at the end of the semester must take their work with them. Because of minimal storage space, work and supplies remaining in the department after the close of the spring semester are removed and discarded.

ART104 SA \$ (3)***Introduction to Drawing***

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.

ART105 SA \$ (3)***Introduction to Painting***

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.

ART106 SA \$ (3)***Introduction to Printmaking***

Explores basic intaglio and relief printmaking methods such as linoleum cut, engraving and various etching techniques. Emphasis on technical skill development and personal imagery. Prerequisite: ART104; Recommended: ART207.

ART107 SA \$ (3)***Introduction to Ceramics***

An introduction to working with clay and glazes for the creation of hand-built ceramic objects.

ART207 SA \$ (3)***Basic Design***

A study of the elements and organizational principles of 2-dimensional design.

ART209 \$ (3)***Sculptural Design***

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.

ART214 \$ (3)***Introduction to Graphic Design***

A transition from design theory to design application as it relates to visual communication. A series of projects develops basic skills and familiarity with design process and the graphic design profession. Prerequisites: ART207, DGME130.

ART304 SA \$ (3)***Advanced Drawing***

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. Repeatable. Prerequisite: ART104.

ART305 SA \$ (2-4)***Advanced Painting***

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. Repeatable. Prerequisite: ART105.

ART306 SA \$ (2-4)***Advanced Printmaking***

One of the major methods (relief, planographic, intaglio, stencil) may be selected for semester-long exploration. Repeatable. Prerequisite: ART106.

ART307 SA \$ (2-6)***Advanced Ceramics***

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. Repeatable. Prerequisite: ART107.

ART308 SA \$ (2-6)***Advanced Sculpture***

The expressive use of a range of materials through the skills of modeling, carving, and construction. Usually one medium is studied during the semester. Repeatable.

ART310 \$ (3)***Typography***

An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication. Prerequisites: ART207, DGME130.

ART380 AH \$ (1-3)***Topics in Art***

Courses cover specific topic areas in Art and Art History such as: African Arts, Asian Arts, Design, Egyptian Arts, Near Eastern Art, Mesopotamian Art, Mixed Mediums, Methods in Art Historical Research, Watercolor. Studio courses are also eligible. Prerequisites for advanced studio courses apply to Topics course. Repeatable.

ART430 \$ (3)***Corporate Identity***

This course focuses on creating the face a business or

organization shows the world through the design of effective corporate trademarks and logotypes. Prerequisites: ART207, 214.

ART431 \$ (3)
Editorial Design

This course is concerned with the design of the page and the page sequence of books, periodicals and magazines through editorial concept, content, format, image and audience. Prerequisites: ART207, 214, DGME185.

ART432 \$ (3)
Brand Design

This course is concerned with creating a brand and provides a basis for deciding the procedures and practices for corporate communication goals. Prerequisites: ART207, 214.

ART434 \$ (3)
Design in Advertising

This 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. Prerequisites: ART207, 214.

ART435 \$ (3)
Package Design

This 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. Prerequisites: ART207, 214.

ART457 ◆ (4)
Art Methods: Elementary

Covers the process of teaching creativity and artistic expression to students at the elementary level. The focus is on understanding the developmental levels of creativity in children. Art is also integrated in the rest of the curriculum. Art projects are part of this course.

ART459 ◆ (4)
Art Methods: Secondary

Deals with teaching creativity and artistic expression to students at the secondary level. It covers the developmental levels of students and gives practical ideas for developing individual creativity. Project ideas are part of the course.

ART480 (4)
Practicum in Visual Art Education

Application of principles of art in education, and integrating various subjects into the art curriculum. An introduction to the curriculum of K-12 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: ART457, 459.

ART485 (3)
BFA Thesis Project

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. Prerequisites: minimum of 24 credits in a portfolio track and permission of the instructor.

ART487 (1-3)
Internship

Supervised work experience with a design firm. 120 hours of work is required for each credit. Students must be a junior and have at least a 3.00 GPA in all BFA coursework. May be repeated up to 3 credits. Prerequisites: ART207, 214.

ART495 ◆ (1-4)
Independent Reading/Project

Independent study or senior exhibition and portfolio creation. Repeatable. Requirements vary.

MDIA496 \$ (1-3)
Portfolio Development

This course focuses on students' job-seeking portfolios through lectures, demonstrations and studio work. Existing projects are refined and gaps are filled in new projects. All projects must meet the most professional standards, with emphasis on quality and job-related subject matter. Prerequisites: minimum of 24 credits in a portfolio track and permission of the instructor. Repeatable to 4 credits.

ART497 (1-3)
BFA Exhibition

Presentation of the capstone BFA thesis project in a gallery exhibition. May also include preparation for graduate school.

Digital Media and Photography

DGME130 \$ (3)
Introduction to Digital Media

An introductory survey of the discipline of digital media. Students are introduced to Adobe Creative Suite applications (Photoshop, Illustrator, InDesign and Acrobat), basic printing principles, vector and raster graphics, image acquisition and output. Understanding the Macintosh computer is also covered. Lab required.

DGME150 \$ (3)
Introduction to Web Design

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). For the final project, students will create a personal design portfolio that will be hosted online. Prerequisite: DGME130.

DGME165 \$ (4)
Principles of Print Production

A study of print production that includes prepress concepts, digital printing, digital image capture, color management, and page imposition.

DGME175 \$ (4)
Digital Imaging

In this foundation course the student will begin to learn how to apply their 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

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detail are stressed. Prerequisites: ART 207, DGME 130, (PHTO115 recommended).

DGME185 \$ (3) **Digital Publishing**

Students will learn to produce a variety of publications using basic and advanced techniques with Adobe InDesign. Emphasis will be on designing, pre-flighting and publishing documents for print, online and mobile devices. Adding interactivity to layouts using animation, video and sound in page layouts is also covered. Lab required. Prerequisite: DGME 130.

DGME215 \$ (2) **Digital Sound**

An introduction to digital sound acquisition, manipulation and storage techniques. Students learn fundamentals of sound terminology, audio digitizing and nonlinear editing. Students will then apply this knowledge to various video, interactive and web applications. Lab required. Prerequisite: DGME130.

DGME225 \$ (3) **Digital Vector Graphics**

A study of digital vector graphic imaging emphasizing graphic production for print, digital multimedia, and web publishing. Prerequisite: DGME130 or equivalent.

DGME250 \$ (3) **Intermediate Web Design**

This intermediate course expands a knowledge of HTML and advanced CSS techniques to include basic scripting techniques. Students learn through a series of projects designed to advance not only their technical knowledge, but also their User Experience Design skills. Prerequisite: DGME150.

DGME335 \$ (3) **Interactive Design**

In this course, you will focus on interactive design and production for mobile devices and web browsers utilizing current open source technology. Projects will develop and immersive interactive user experience design through wireframing, prototyping, testing, design and development. Prerequisite: DGME250.

DGME350 \$ (3) **Advanced Web Design**

In this course, you will be introduced to intermediate and advanced Web scripting languages techniques, Open Source Content Management software, and how to set up localhost testing servers. Emphasis is placed on using technology to design visually stunning and highly effective websites. Prerequisites: DGME 250 (concurrent DGME335 is encouraged).

GRPH345 \$ (4) **Advanced Screen Graphics**

An in-depth study on making process, simulated process, index and spot separations for screen printing. Other decorating methods will be explored such as transfers, foil, athletic numbering, glow-in-the-dark, puff and UV. Non- textile applications will also be explored such as decorating substrates like plastics (binders, CDs, etc.) and glass (simulated etch, etc.) and many other substrates. Prerequisite: DGME165.

MDIA194/494 (1-4) **Project Course/Independent Study**

Development of a skill or independent study in a given area by

working independently under the supervision of an instructor. Repeatable to 12 credits. Prerequisite: Permission of instructor.

MDIA390 (1-4) **Internship**

On-the-job internship experience for students seeking industrial experience which cannot be simulated in a classroom setting. A range of 120–150 clock hours of work are required for each credit. Selected in consultation with the advisor. May be repeated.

MDIA275/485 (1-4) **Topics in:** _____

Repeatable in various areas.

MDIA496 \$ (1-3) **Portfolio Development**

This course focuses on students' job-seeking portfolios through lectures, demonstrations and studio work. Existing projects are refined and gaps are filled in new projects. All projects must meet the most professional standards, with emphasis on quality and job-related subject matter. Prerequisites: minimum of 24 credits in a portfolio track and permission of the instructor. Repeatable to 4 credits.

MDIA597 (1-3) **Independent Study**

Individual study or research under the direction of an instructor. Repeatable to 6 credits. Prerequisite: Permission of department chair.

PHTO115 SA \$ (3-4) **Introduction to Photography**

Basic introduction to the principles of the camera and darkroom techniques with consideration toward composition, psychological, and aesthetic attitudes in black-and-white photography. Lab required.

PHTO116 SA \$ (3-4) **Introduction to Digital Photography**

Students are introduced to photography through the use of digital tools. Digital SLRs and Quadtone 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 appealing photographs. Lab required.

PHTO200 SA \$ (4) **Advanced Photography I**

Develops the art of photographic perception and use of photography as a visual language. The class focuses on aesthetics and the art of seeing creatively while challenging the student to use the camera to create work that is visually refined and sophisticated. Lab required. Prerequisite: PHTO115 or PHTO116.

PHTO210 AH (3) **Historic and Contemporary Trends in Photography**

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.

- PHTO220** SA \$ (4)
Color Photography I
 Designed to acquaint students with color materials, their handling and exposure. Aesthetic and communicative aspects of color photography are stressed in producing visually effective color transparencies. Lab required. Prerequisite: PHTO115 or by permission of instructor.
- PHTO285** \$ (4)
Studio
 Study of lighting techniques in standard-equipped studio, emphasizing portraiture, commercial illustration, and experimental techniques in black-and-white and color mediums. Lab required. Prerequisite: PHTO200.
- PHTO300** (3)
Media Ethics & Awareness
 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.
- PHTO305** SA \$ (4)
Alternative Photographic Processes
 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. Prerequisites: DGME175, PHTO285.
- PHTO320** SA \$ (4)
Color Photography II
 An image-oriented course, drawing on the student background in the use of color comprehension, photographic technical and aesthetic understanding, and working knowledge of emulsion and digital photography. Information in this class is for the sole purpose of comprehensive color image. Lab required. Prerequisites: DGME175, PHTO220.
- PHTO326** (3)
Business of Photography
 After taking most of our photo classes many ask, "Now how do I make a living as a photographer?" The purpose of this course is to teach you how to get paid fairly for the photography you love doing. You will learn that charging for photography is much different than most businesses because it is based on usage and not time and materials.
- PHTO365** \$ (4)
Advanced Digital Imaging
 In this course the student will build 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 will learn 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. Repeatable to 8 credits. Lab required. Prerequisites: ART207, DGME175, PHTO115.
- PHTO385** \$ (4)
Advanced Studio
 An individual approach to an advanced level of studio photography. Students choose a concentration in the following areas: Portraiture, People/Fashion, Still-Life, Advertising/ Illustration, and Location Photography. This course is designed specifically to learn visual concepts and solve visual problems of the commercial photo industry. Repeatable to 12 credits. Lab required. Prerequisite: PHTO285.
- PHTO400** \$ (4)
Contemporary Photographic Illustration
 This class explores methods of digital photographic compositing to create modern illustrative images. A high level of production and craftsmanship is emphasized throughout the pre- and post-production stages. Refined digital capture and processing of RAW files while refining illustrative techniques using the photographic medium will be stressed. Attention to crafting the highest quality prints using modern output methods will also be highlighted. Lab required. Prerequisites: PHTO220, 365.
- PHTO410** SA \$ (4)
Advanced Photography II
 A course designed for the advanced photographer to investigate personal potential in visual exploration, experimentation, and technical excellence. Discussion involves expanding personal vision and exploring new techniques to achieve goals. Repeatable to 8 credits. Prerequisite: PHTO285.
- PHTO420** SA \$ (1-4)
Documentary Photography
 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.
- PHTO425** SA \$ (4)
Travel Photography
 Designed to be done in conjunction with on-location photography, and provides a background in the specific needs related to travel. Photographing people and their land in foreign environments is emphasized. Unique materials and equipment are discussed as they relate to travel photography. Repeatable to 8 credits. Prerequisite: PHTO115.
- VDE0130** \$ (3)
Introduction to Video
 An introductory course in videography emphasizing the terminology, aesthetics, and methods of video production. PHTO115 recommended. Lab required.
- VDE0210** \$ (3)
Digital Video Editing
 An introductory class covering the fundamental techniques and concepts of nonlinear editing. Students explore the process of video editing from conceptualization to final output. Emphasis on sequencing and continuity, use of visual effects, color correction, audio editing, media management, narration and industry terminology. Lab required. Prerequisites: DGME175, VDE0130.
- VDE0320** \$ (3)
Video Compositing
 An introductory course covering the essential components in video compositing. Students learn how to create innovative

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visual effects and motion graphics for video. Emphasis on text animation, keyframing, masks, alpha channels, 3-D compositing, rendering, application integration, advanced visual and artistic effects. Lab required. Prerequisites: DGME215, VDEO210.

VDEO340 **\$ (3)** ***Video Shooting***

An advanced study in digital video, exploring professional level cameras, lighting, sound and other equipment necessary to make good video, aesthetic issues of creating visual and audio stories, and developing skills and knowledge beyond an introductory level. Lab required. Prerequisites: ART214, JOUR230, VDEO130, 210.

VDEO360 **\$ (4)** ***3-D Imaging***

A study of basic 3-D modeling principles and techniques. Students learn 3-D modeling terminology and how to create 3-dimensional models using polygonal, nurbs, and subdivision techniques. Students also learn basic lighting and surfacing. Lab required. Prerequisites: ART104; DGME175.

VDEO370 **\$ (4)** ***3-D Animation***

A study of 3-D animation techniques implementing key frame, forward and inverse kinematics, dynamics, lighting, paint effects, rendering and more. Lab required. Prerequisites: DGME215; VDEO210, 360.

VDEO390 **\$ (3)** ***DVD Authoring/Design***

A course emphasizing production of interactive DVD-Video, DVD authoring, work flow, story boarding, navigation, menu design, bit budgeting, video and audio encoding, DVD video navigational structures, web linking, proofing, pre-mastering, and recording to DVD-R. Lab required. Prerequisite: DGME347.

VDEO465 **\$ (3)** ***Video Documentary***

Study and application of documentary storytelling techniques. Students will explore the technical and creative use of digital video cameras in documentary filmmaking. Emphasis on interview techniques, story selection and structure. One lab required. Prerequisites: VDEO130, 210, 340.

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SCHOOL OF BUSINESS ADMINISTRATION

Chan Shun Hall, Room #201
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www.andrews.edu/SBA

Allen F. Stembridge, *Dean*

Academic Programs	Credits
AS: General Business	27
BA: Economics	37
BBA: Accounting	69
BBA: Finance	69
BBA: Information Systems	69
BBA: International Business	69
BBA: Management	69
BBA: Marketing	69
BBA/BA: International Business and Language	96
BS: Business Administration (Pre-Professional)	69
MBA: Master of Business Administration	33
MSA: Church Administration	33
Minors	
Accounting	21
Business Administration	21
Economics	21
Finance	21
Information Systems	21
Management	21
Marketing	21

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.

Core Values

- Promote faculty commitment to scholarly research and service to society as important components of our teaching mission.
- Improve business practices within the church through both research and service.
- Prepare students for careers in for-profit and not-for-profit organizations.
- Encourage critical thinking, creative expression and mastery of analytical tools.
- Expose students to recent research and thinking in each discipline.
- Foster a broad general education that provides undergraduate business students with the basic tools for academic and professional achievement.

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.

Accreditation and Memberships

The School of Business Administration at Andrews University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Bachelor of Business Administration with concentrations in Accounting, Finance, Information Systems, International Business, Management, and Marketing
- Master of Business Administration

The University is accredited by the Higher Learning Commission and a member of the North Central Association. The School of Business Administration is a member of the Association to Advance Collegiate Schools of Business (AACSB International).

Business Ethics Oath

The School of Business Administration is committed to promoting a higher ethical standard for its graduating students. Ethics is learned in various business classes throughout the course of study, with a business ethics oath taken at the end of their senior year. This oath is available to senior students wishing to participate in a higher ethical standard of business conduct.

Baccalaureate Degree General Requirements

Admission, Progression, and Graduation. Applicants should read the sections of this bulletin on Undergraduate Admission, Undergraduate Academic Information, Baccalaureate Degree Requirements, and General Academic Information. Students should be familiar with the minimum admission and graduation requirements as described in these sections.

Specific requirements for undergraduate majors, minors, and professional-degree programs are listed under the departmental sections. Requirements for the Associate Degree and the Minor in Business Administration are listed below.

General Education Requirements

The philosophy and goals of General Education at Andrews University as well as the adjustments in the requirements for professional degree programs in the School of Business Administration are listed on p. 47-51.

Requests for waivers or substitutions of General Education requirements, if necessary, should be submitted to the dean before filing a request for graduation.

Bachelor of Business Administration Degree Program

The BBA degree includes an interdisciplinary emphasis and does not require a minor. All courses used to meet major requirements must be selected in consultation with the major professor or advisor. To receive the Bachelor of Business Administration degree, students must satisfy the following requirements and complete the courses indicated.

General Graduation Requirements.

See pp. 38-41 for baccalaureate degree general graduation requirements.

Business Major Course /GPA Requirements. Students must complete the required and elective major courses (27 credits) with a minimum GPA of 2.33 (C+). The GPA is figured including all courses attempted—even those in which a D is received and which, therefore, do not apply towards the 27 credits of the major.

BBA Core Requirements—39

ACCT121, 122; BSAD341, 355, 365, 475, 494; ECON225, 226; FNCE317; INFS120, 215; MKTG310.

Cognates—3

STAT285

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).

Transfer Work. The School of Business Administration does not accept 100-200 level courses (i.e. lower division) as transfer work to replace 300-400 level courses (i.e. upper division).

English Language Proficiency Requirements. The School of Business Administration does not permit undergraduate students to register for courses in the School of Business Administration unless they are at the Advanced Level in ELI. It also does not permit students to register for its graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency (i.e. TOEFL=550(213) or MELAB=80). The School of Business Administration also does not permit graduate students to register for prerequisite courses for the MBA or MSA programs unless they are at the Advanced Level in ELI.

BBA General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: RELT100, RELT340 or 390, and 2 courses

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: professional degree requirements

Mathematics: MATH166

Computer Literacy: required as part of core, see major

Service: see BS/BA degree requirements, p. 50

Social Sciences: PSYC101, SOCI119

Fitness Education: professional degree requirements

Bachelor of Arts Degree Program

To receive the Bachelor of Arts degree in Economics, students must satisfy the following requirements and complete the courses indicated. Students planning to go on to graduate school are urged to take either MATH191 or MATH182 in addition to the General Education requirements listed below.

General Graduation Requirements. (See pp. 38–41 for baccalaureate degree general graduation requirements).

Major/Cognate Requirements. Complete requirements for the major (30 credits), and for cognates (6 credits).

General Education Requirements

See BA/BS degree requirements, p. 50, and note the following **specific** requirements:

Religion: RELT100, 340 or 390 and 2 other courses

History: Students considering a graduate degree should take HIST400 or similar.

Mathematics: 3–4 credits. Students considering a graduate degree should substitute MATH191 or MATH182 for MATH145.

BBA/BA: International Business and Language

This program prepares students for international careers with business and language skills, providing practical, on-site, work experience and an academic background in international affairs. Students receive two separate but integrated degrees: a Bachelor of Business Administration with a major in management and a Bachelor of Arts in language for international trade. See p. 177 under International Language Studies for a full description.

BBA/BA General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: RELT100, RELT340 or 390, and 2 courses

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: professional degree requirements

Mathematics: MATH166

Computer Literacy: required as part of core, see major

Service: see BS/BA degree requirements, p. 50

Social Sciences: PSYC101, SOCI119

Fitness Education: professional degree requirements

Specialized Studies in Language—30

French. Requires a minimum of 30 credits including FREN415, 420 or 430, and 3 credits of an elective course at the 400 level.

All majors are required to attend a full academic year at the Centre universitaire et pédagogique du Saleve, Collonges, France.

Spanish. Requires a minimum of 30 credits including SPAN420, 426 or 436, 470 and 3 credits of an elective course at the 400 level.

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Business Core and Business Major with Cognates—69

Business core—39

(See above)

Business major—27

Required major courses—15

BSAD345, 384, 410, 450, 467

Group A—3

Choose one of the following: FNCE426, ECON427, 454

Group B—9

MKTG465, INLS490, 495

Cognates—3

STAT285

TOTAL MINIMUM CREDITS for the BBA/BA—143

BS: Business Administration

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.

Students must complete the required business courses with a minimum GPA of 2.33 (C+).

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: RELT100, RELT340 or 390, and 2 other religion courses

Life/Physical Sciences: Minimum of one Life Science and one Physical Science. Pre-professional programs such as pre-medical and pre-dental require additional and specific Life Science and Physical Science courses.

Mathematics: As required by the pre-professional program.

Service: see BS/BA degree requirements, p. 50

Computer Literacy: INFS120 required as part of business core.

Social Sciences: ECON225 required as part of business core.

Business Core—39

ACCT121, 122; BSAD341, 355, 365, 475, 494; ECON226; FNCE317; INFS215; MKTG310; and as part of General Education listed above ECON225 and INFS120.

Cognate—3

STAT285 (for pre-medical, substitute BIOL251)

Electives

As required by the pre-professional program.

TOTAL MINIMUM CREDITS for the BS—124

Associate of Science Degree

The Associate of Science degree prepares students for entry-level job opportunities in the business field. The degree is designed for the student who cannot stay in college for a four-year degree or who wishes to interrupt his/her program for a period of time and return to college to complete a four-year baccalaureate degree.

To be eligible to receive the Associate of Science degree, students must satisfy the following requirements and complete the courses indicated:

General Education Requirements

See associate program requirements, p. 49, and note the following **specific** requirements:

Computer Literacy: see major

Service: BHSC100

Social Sciences: PSYC101

Business Core Courses—15

ACCT121, 122, INFS120, ECON225, 226

Courses in the General Business Emphasis. Students must select and complete the courses required as listed below.

General Elective Courses. Sufficient credits to complete the 62 credits required for graduation.

Associate Degree

General Business Emphasis

Select from the following: BSAD104, 210, 341, INFS215—9

Business core (see above)—15

Cognates—3

STAT285

General Education (see above)—35–37

TOTAL CREDITS for the AS—62

Minor in Business Administration

Required courses—15

ACCT121, 122; BSAD341; ECON225, 226

Electives in business—6

Upper-division electives required

TOTAL CREDITS for the Minor—21

Minors may also be obtained in Accounting, Economics, Finance, Information Systems, Management or Marketing. For the requirements for these minors, see the individual departmental descriptions.

Graduate Degree Program Information

General Requirements for Admission, Progression, and Graduation.

Students applying for the MBA and MSA programs should read carefully the sections of this bulletin on Graduate Admission, General Academic Information, and Graduate Degree Academic Information. Applicants to the School of Business Administration must be informed about the minimum admission and graduation standards required of all graduate students.

MBA Admission Requirement. 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 = or > 1,000.

OR

2. Five years of documented and approved work experience and earned a grade of at least 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.

Description of Graduate Degree Programs. See Graduate Programs (p. 251) for degree requirements for interdepartmental graduate degrees in the School of Business Administration.

ACCOUNTING, ECONOMICS & FINANCE

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Carmelita Troy

Academic Programs	Credits
BA: Economics	37
BBA in Accounting	69
BBA in Finance	69
BBA in International Business	69
Minor in Accounting	21
Minor in Economics	21
Minor in Finance	21
Graduate programs are listed on p. 283.	

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.

Undergraduate Programs

Accounting

Accounting is concerned primarily with (1) measuring income, expenditures, and wealth generated by a business enterprise, and (2) communicating information about the financial condition of economic organizations and the results of their financial activities. Thus, accounting is the language of business—the backbone of the free enterprise system.

The accounting major is designed to meet the needs of students preparing for accounting careers in business, government, not-for-profit organizations, or public accounting, including those who desire to secure, through state examination, the status of Certified Public Accountant (CPA) or that of Certified Management Accountant (CMA).

Students planning to sit for the CPA exam should consult their state's Board of Public Accountancy before planning their accounting program. Each state has its own rules, regulations, and specific course requirements. Assistance may be obtained from the Accounting faculty.

All accounting majors must obtain a C (2.00) minimum grade in ACCT121, 122.

BBA in Accounting

Required courses—15

ACCT321, 322, 365, 456, 465

Elective courses—12

ACCT320, 330, 455, 467, 476; BSAD487, FNCE397

BBA core—39

BBA cognates—3

Electives—11

General Education—44

TOTAL CREDITS for the BBA—124

Minor in Accounting

Required courses—12

ACCT121, 122, 321, 322

A minimum of a "C" letter grade must be earned in ACCT121, 122.

Minor electives—9

Any three of the following:

ACCT330, 365, 455, 456, 465, 467, 476

TOTAL CREDITS for the Minor—21

Economics

The program in economics is devoted primarily to the study of the economic principles and institutions that affect business activity. The Bachelor of Arts major in economics grounds the student deeply in liberal arts education, offers opportunities for electives and, if desired, a minor. The degree is designed for individuals who seek to become professional economists or to pursue graduate or professional school. This major is frequently selected by those planning a degree in law or medicine.

Students expecting to study economics at the graduate level should consult with the economics faculty to develop necessary quantitative skills. A minor in mathematics or physics is highly recommended.

All economics majors must obtain a C (2.00) minimum grade in ECON225 and ECON226.

BA: Economics

The General Education requirements for the BA degree apply. Students considering a graduate economics program should substitute MATH191 or MATH182 for MATH145 for general education requirements. Students also should take an upper division course in political thought such as HIST400 or a similar course.

Required major courses—12

ECON225, 226, 334, 335

Elective major courses—18

Chosen from ECON320, 325, 328, 330, 367, 415, 427, 440, 454

Cognate requirement—7

MATH191 or 182; STAT285

Electives—23—29

General Education requirements—58—64

TOTAL CREDITS for the BA—124

Minor in Economics

Required courses—12

ECON225, 226, 334, 335

A minimum of a “C” letter grade must be earned in ECON225, 226.

Minor electives—9

Courses at the 300 or 400 level chosen from ECON offerings

TOTAL CREDITS for the Minor—21

Finance

The finance major is designed to prepare students for careers in financial management. Through a carefully coordinated sequence of courses, the program covers many of the factors that influence financial decision making and provides specific tools for analyzing and interpreting financial data. Students will acquire skills that will help them launch a career in the areas of corporate finance, investments, banking, and financial planning.

All finance majors must obtain a C (2.00) minimum grade in FNCE317.

BBA in Finance

Required major courses—9

ACCT321; FNCE397, 410

Electives—18

Chosen from ACCT322; ECON328, 330, 415; FNCE330, 394, 426, 429, 430; BSAD487

BBA core—39

BBA cognates—3

Electives—11

General Education requirements—44

TOTAL CREDITS for the BBA—124

Minor in Finance

Required Courses—12

ACCT121, 122, FNCE317, 397

A minimum of a “C” letter grade must be earned in FNCE317.

Minor Electives—9

Chosen from the following: FNCE330, 394, 426, 429, ECON328

TOTAL CREDITS for the Minor—21

International Business

This major enables students to acquire a knowledge base that develops their capacity to work for an organization that operates in a global setting. Students may select electives in one academic discipline that suits their special area of interest, or take any of the elective courses listed below to meet the degree requirements.

BBA in International Business

Required major courses—15

BSAD450, 467; ECON454; FNCE426; MKTG465

Electives—12

Economics Electives—0–12

ECON325, 328, 415, 427

Finance Electives—0–12

FNCE397, 410, 429, ACCT330

Management Electives—0–12

BSAD345, 384, 410, 470

Marketing Electives—0–12

MKTG320, 368, 440, 456

BSAD487 (international focus)

BBA core—39

Grade requirements: All International Business students must earn at least a “C” letter grade in the following courses: ACCT121, 122, ECON225, 226 and FNCE317.

BBA cognates—3

Electives—11

General Education requirements—44

TOTAL CREDITS for the BBA—124

Courses

(Credits)

See inside front cover for symbol code.

Accounting

ACCT121, 122

(3, 3)

Fundamentals of Accounting

Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Cost and managerial concepts examined. A grade of C or higher is needed in ACCT121 for admission to ACCT122. *Fall, Spring*

ACCT320

(3)

Business Communication

Designed for the accounting major, this course focuses on techniques of successful communication in the business world. The course introduces strategies for various business situations including memos, letters, meetings, presentations, reports, and electronic correspondence. The course also examines methods of organizing and presenting information and of developing a professional communication style. Prerequisites: COMM104, ENGL215. *Spring*

ACCT321, 322

(3, 3)

Intermediate Accounting

Accounting theory and problems in the classification of transactions, asset and liability valuation, income determination, and the presentation and interpretation of financial statements. Study of generally accepted accounting principles. Students may not enroll in ACCT321, 322 unless they have obtained a grade of C or higher in ACCT121, 122. A grade of C or higher in ACCT321 is required for admission to ACCT322. Prerequisites: ACCT122, INFS215. *Fall, Spring*

ACCT330

(3)

Cost and Managerial Accounting

Study of cost determination, accumulation, and allocation procedures. Preparation and utilization of financial information for internal management purposes; emphasis on job order, process and standard costs systems cost-volume-profit relationship, relevant cost, budgeting, performance evaluation, and control. Prerequisite: ACCT122. *Spring*

ACCT365

(3)

Individual Taxation

Study of federal income taxation of individuals, of business expenses, and of property transactions. Prerequisite: ACCT121. *Fall*

ACCT455

(3)

Accounting for Not-for-Profit Organizations

The study of the fundamental accounting systems used by government, hospitals, 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. Prerequisite: ACCT322. *Fall*

- ACCT456** (3) valuation. Requirements include research and written analysis of financial statements, SEC filings, and other public disclosures. Prerequisites: ACCT 121, 122 or 501, 502.
- Advanced Accounting**
- Study of accounting for business combinations and the preparation of consolidated financial statements; foreign currency financial statements; SEC reporting. Prerequisite: ACCT322. *Spring*
- ACCT465** (3) **ACCT625** (3)
Financial Analysis and Reporting
- Internal and external auditing; current professional standards, ethics of the auditor with emphasis on internal control and evidence gathering. Prerequisite: ACCT322. *Fall*
- 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.
- ACCT467** (3) **Economics**
- Corporate Taxation**
- Studies federal income taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACCT365. *Spring*
- ACCT476** (3) **ECON225** (3)
Principles of Macroeconomics
- Planning and operation of electronic data-processing systems in accounting and the use of the information generated for financial reporting and control. Prerequisites: ACCT122 and junior class standing. *Spring*
- Analysis of national income and expenditures according to current theories. Inflation, economic growth, and unemployment are examined, as well as modern banking and the money supply. Applicable toward General Education requirements in the social sciences. *Fall, Spring*
- ACCT501** (2) **ECON226** (3)
Principles of Microeconomics
- Emphasis upon understanding the accounting cycle and the content and preparation of financial statements. Not available for the MBA program.
- Explores theories currently used to explain how people choose what to consume and produce. Analysis extended to well-defined groups such as business firms; also explores the phenomenon called "the market" with its prices and the way people react to them. Algebra used extensively. *Fall, Spring*
- ACCT502** (2) **ECON320** Alt (3)
U.S. Economic History
- Studies fundamental concepts of cost and managerial accounting. Not available for MBA program. Prerequisites: ACCT121 or 501
- A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth. *Spring*
- ACCT586** (3) **ECON325** Alt (3)
Economic Thought
- Study of the legislative, administrative, and judicial sources of tax law, as well as the resources and techniques used to find a competent and professional conclusion to a tax problem. Extensive research of tax issues and presentation of research is required. Prerequisite: ACCT365. Recommended: ACCT467. *Fall*
- 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. Prerequisites: ECON225, 226. *Spring*
- ACCT610** D (3) **ECON328** Alt (3)
Money and Banking
- The use of accounting data in decision making. Special attention is given to cost analysis and control, cost allocation, budgeting, and motivational aspects of accounting. Analysis of data from original records is studied. Prerequisites: ACCT122 or 502.
- Commercial banking, the operation and controls of the Federal Reserve System, money and credit in circulation, and the effect of monetary policies. Prerequisites: ECON225, 226. *Fall*
- ACCT615** (3) **ECON330** Alt (3)
Health Economics
- An examination of the standard-setting process and selected accounting research, and analysis of major problem areas of financial accounting. A research paper is required. Prerequisite: Equivalent of 1 year of intermediate accounting. *Spring*
- An application of economic principles to the health-care industry. Demand for and supply of health-care services are analyzed to determine their effect on cost. Examines the impact of insurance, technology, and regulation on the industry. Prerequisite: ECON226.
- ACCT620** D (3) **Financial Statement Analysis**
- 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

ECON334 (3)
Intermediate Microeconomics
 Theoretical analysis of consumer behavior, individual prices, and the allocation of specific resources to particular uses in a market setting. The economic behavior of individuals and well-defined groups of people is examined, with an introduction to welfare economics. Students may not enroll in ECON334 unless they have obtained a grade of C or higher in ECON226. Prerequisites: ECON226, MATH191 or 182. *Fall*

ECON335 (3)
Intermediate Macroeconomics
 Determinants of aggregate employment, income, consumption, investment, and the price level in contemporary models. Students may not enroll in ECON335 unless they have obtained a grade of C or higher in ECON225. Prerequisites: ECON225, 226. *Spring*

ECON367 Alt (3)
Labor Economics and Relations
 An analysis of the labor market focusing on labor demand, supply, wage differentials, human capital, discrimination, and unions. *Spring*

ECON415 Alt (3)
Introduction to Econometrics
 Topics include probability sampling, hypothesis testing, regression techniques, and problems of multicollinearity, heteroscedasticity, and auto-correlation. Prerequisites: STAT285 or 340, MATH191 or 182. *Fall*

ECON427 Alt (3)
Economic Development
 A study of the problem of poverty in the world and theories about the growth of developing countries. The effects of population growth, trade and aid, alternative strategies for expansion, and challenges facing these countries are evaluated. Prerequisites: ECON225, 226. *Fall*

ECON440 Alt (3)
Public Finance
 The course integrates economic theory with applications in the field of public finance. Focuses on detailed microeconomic analysis of government functions, expenditures, and finance. Recent public finance issues are discussed. Prerequisites: ECON225, 334. *Fall*

ECON454 Alt (3)
International Economics
 A description and theoretical analysis of international trade, balance-of-payments accounts, the mechanisms of international economic adjustment, the theory of comparative advantage, and economic integration. Prerequisites: ECON225, 226. *Fall*

ECON505 (2)
Survey of Macroeconomics
 Analysis of national income and expenditures according to current theories. Inflation, economic growth, and unemployment are examined, as well as modern banking with the money supply. Not available for MBA program. *Fall, Spring*

ECON506 (2)
Survey of Microeconomics
 Explores theories currently used to explain how people choose what to consume and produce. Analysis extended to well-defined

groups such as business firms; also explores the phenomenon called “the market” with its prices and the way people react to them. Algebra used extensively. Not available for MBA program. *Fall, Spring*

ECON525 D (3)
Global Macroeconomic Analysis
 The study of global macroeconomic issues facing firms. Within the context of competing economic theories, the course considers domestic policies, international trade and payment issues, economic growth, international institutions and the spread of regional crises, and the impact of stabilization policies on firms. Development of a spreadsheet model of an economy is required. Prerequisite: ECON225 or 505. *Fall*

ECON530 D (3)
Managerial Economics
 The use of economic theory and optimization techniques as tools of management decision making within a business firm are studied. Statistical analyses such as regression techniques will be utilized. While microeconomics serves as a foundation, emphasis on quantitative approaches also requires knowledge of basic calculus and statistics. Prerequisites: ECON226 or 506, STAT285. Calculus recommended. *Spring*

Finance

FNCE206 (3)
Personal Finance
 Designed to explore the management of personal finances and to help the student understand household budgeting, the use and cost of credit, life, property and umbrella insurance, individual taxation, housing, estate planning, savings and investing. This course emphasizes the principles of stewardship; the recognition that our financial assets are God-given to not only satisfy our needs and wants, but to also be a blessing to others. This course applies towards general education requirements in the social sciences. *Fall, Spring*

FNCE317 (3)
Business Finance
 A managerial approach to financial analysis, planning, and control. Management of working capital, long-term assets, and long-term financing. Prerequisites: ACCT122, MATH166. *Fall, Spring*

FNCE330 Alt (3)
Financial Planning
 An integrative approach to financial planning incorporating time value of money, financial statements, federal taxation, risk management and insurance concepts. Emphasis will be placed on developing a framework for formulating sound financial plans. Prerequisite: FNCE317. *Spring*

FNCE394 Alt (3)
Futures and Options Markets
 The theory of futures pricing and options pricing, and the application of the theory to develop a framework for analyzing hedging and investment decisions using futures and options. Attention to practical considerations in the use of these investments. Prerequisite: FNCE317. *Fall*

FNCE397 (3)
Investments
 The techniques, vehicles, and strategies for implementing

investment goals in light of risk-return tradeoffs. Key factors that determine the composition of the individual or institutional portfolios emphasized. Prerequisite: FNCE317. *Spring*

FNCE410 (3)
Intermediate Business Finance
 A study of more advanced topics in corporate finance and an application of previously covered topics with the use of cases. Prerequisite: FNCE317. *Spring*

FNCE426 Alt (3)
International Finance
 The financial management of international enterprises. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage, taxation impacts, and global-risk diversification. Prerequisite: FNCE317. *Fall*

FNCE429 Alt (3)
Portfolio Theory
 Theories and techniques for management of portfolios; emphasis on the portfolio manager's role in diversification and meeting investors' goals, and a review of empirical literature. Prerequisite: FNCE317. *Spring*

FNCE430 Alt (3)
Finance Economics Seminar
 A survey of contemporary issues in financial markets, with an emphasis on financial market innovations, financial system stability, and the role of government. The class is taught in a seminar setting and relies on extensive selected reading from current trade books and periodicals. Prerequisites: FNCE317, ECON225, 226.

FNCE500 (2)
Survey of Business Finance
 A managerial approach to financial analysis, planning and control. Management of working capital, long-term assets, and long-term financing. Not available for MBA program. Prerequisites: ACCT121, 122 or 501, 502, and MATH166

FNCE526 (3)
Multinational Financial Management
 The financial management of international enterprises and global portfolio analysis. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage and taxation impacts. Research paper/ presentation is required. Prerequisite: FNCE317 or 500. *Summer*

FNCE675 D (3)
Financial Management
 An advanced study of major topics in corporate financial management. These topics include valuation of financial assets, investment in long-term assets, capital structure, dividend policy, working capital management, and other specialized topics, such as risk management, and international finance. Prerequisite: FNCE317 or 500. *Spring*

FNCE680 (3)
Investment Strategy
 Study of security risk-and-return concepts, security analysis, and concepts of market efficiency. Emphasizes equity investments, bonds, options, future, and international securities. Case analyses are required. Prerequisite: FNCE317 or 500. *Summer*

MANAGEMENT, MARKETING & INFORMATION SYSTEMS

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 W. Bruce Wrenn

Academic Programs	Credits
BBA in Management	69
BBA in Marketing	69
BBA in Information Systems	69
Minor in Management	21
Minor in Marketing	21
Minor in Information Systems	21
Graduate Programs are listed on p. 249	

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.

Management

Management is a broad-based discipline. The faculty offers courses for students who desire either a specific business emphasis within management or a general business degree. Most management graduates enter into an internship or training program where they can integrate their general business skills with specific job responsibilities.

All management majors must obtain a C (2.00) minimum grade in ACCT121, 122 and a C (2.00) minimum grade in BSAD355.

BBA in Management

General Option

Required courses for major—15

BSAD345, 384, 410, 436, 467

Elective major courses

Major Group A electives—3-12

BSAD courses not previously applied

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Major Group B electives—0–9

Electives may be selected from ACCT, ECON, FNCE, INFS or MKTG courses

BBA core—39

BBA cognates—3

Electives—11

General Education requirements—44

TOTAL CREDITS for the BBA—124

Since management is a broad field, variation is allowed in academic programs. Management majors are urged to focus their course work in an area of concentration. Also available are double degrees (BA/BBA) in International Business and Language (see p. 243).

Minor in Management

Required courses—15

BSAD345, 355, 384, 410; MKTG310

A minimum of a “C” letter grade must be earned in BSAD355.

Minor electives—6

Choose two courses from any courses in the School of Business Administration

TOTAL CREDITS for the Minor—21

Marketing

Organizations from every area of business are driven by marketing and its concepts. Marketing monitors and investigates the changing needs of businesses and non-profit organizations. Marketers then create a product/service designed to meet these needs including determining the price, distribution pattern and promotional plan. Marketing provides a well-rounded business education for those considering opening their own business or for careers in areas such as advertising and promotion, retail or marketing management, marketing research, sales, or international business. The marketing curriculum helps students attain general marketing skills as well as those needed for developing marketing strategies and policies.

All marketing majors must obtain a C (2.00) minimum grade in ACCT121, 122 and a C (2.00) minimum grade in MKTG310.

BBA in Marketing

Required courses in major—12

MKTG320, 368, 440, 456

Elective major courses

Major Group A electives—12

Choose four courses from the following: MKTG375, 435, 444, 450, 465; BSAD410, 487

Major Group B elective—3

One appropriate upper division elective approved by advisor.

BBA core—39

BBA cognates—3

Electives—11

General Education requirements—44

TOTAL CREDITS for the BBA—124

Minor in Marketing

Required courses—12

MKTG310, 320, 368, 440

A minimum of a “C” letter grade must be earned in MKTG310.

Minor electives—9

Choose three courses from the following: MKTG375, 435, 444, 450, 456 (with statistics background), 465; BSAD410

TOTAL CREDITS for the Minor—21

Information Systems

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.

BBA in Information Systems

Required major courses—21

INFS226, 235, 310, 318, 428, 436, 447

Elective major courses—6

INFS397, 457, BSAD487

BBA core—39

BBA cognates—3

Electives—11

General Education requirements—44

TOTAL CREDITS for the BBA—124

Minor in Information Systems

Required courses—15

INFS215, 226, 235, 310, 318

Electives—6

INFS397, 428, 457

TOTAL CREDITS for the Minor—21

Courses

(Credits)

See inside front cover for symbol code.

Business Administration

BSAD104

(2–3)

Introduction to Business

The nature of the American business system, including the role of business in society, examination of the functions of a business enterprise, contemporary problems, and future challenges. Career decision-making in terms of business careers. Does not apply towards management major during junior and senior years.

BSAD210

(3)

Small Business Management

A practical course on the principles and problems of organizing

and operating a small business. Topics include a procedural system for establishing a new business, providing physical facilities, financing, organizing, and management of the small business. Does not apply towards a management major during junior and senior years. *Fall*

BSAD297 (1-3)
Special Topics in: _____

Study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in-depth in other courses. Repeatable in different topics with approval of the department. Permission of the instructor required.

BSAD341 (3)
Business Law

Introduction to general legal principles focusing on business organizations, property laws, employment regulation, agency laws, business torts and crimes, regulation of negotiable instruments and contracts, and the Uniform Commercial Code.

BSAD345 (3)
Business and Society

A study of how business operates within the political, legal, and social environment, its relationship to government agencies and government controls, and how business relates its activities to various social problems. Ethical considerations of business decisions as related to this environment. *Fall*

BSAD355 (3)
Management and Organization

Introduces concepts of effective management in organizational settings. Primary emphases include the organizational processes necessary for organizational effectiveness (planning, organizing, leading, and controlling), the nature of individual and group behavior, and the role of management in facilitating a mutually satisfying fit between employee needs and organizational requirements.

BSAD365 (3)
International Environment of Business

A survey of the world environment in which international business is conducted, including both economic relations among nations and environmental factors that affect business operations within different nations. Topics include international trade and trade restrictions, the balance of payments, the international monetary systems, and the multinational corporation.

BSAD384 (3)
Human Resource Management

A survey of the objectives and issues associated with personnel management in organizations. Topics include studies in human resources planning and forecasting, job analysis and evaluation, personnel recruitment, selection and assessment, training and development, performance evaluation, compensation and benefits, grievance procedures and disciplinary actions. Prerequisite: BSAD355. *Spring*

BSAD397 (1-3)
Topics in _____

Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses. Repeatable in different topics with approval of department. Prerequisite: Permission of instructor.

BSAD410 (3)
Entrepreneurship

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

BSAD436 (3)
Motivation and Work Behavior

Advanced topics dealing with individual and organizational factors affecting employee motivation, performance, and satisfaction. Areas may include the work climate, organizational attachment, job design, goal-setting, emotional intelligence, group dynamics, and reward systems. Cases and projects. Prerequisite: BSAD355. *Spring*

BSAD438 (variable)
Workshop

BSAD450 Alt (3)
Multicultural Business Relations

A study of globalization and the increasing ethnic and cultural diversity in the workplace that requires managers to become more aware of and sensitive to the role of culture in business relations. Communication, negotiation, principles and practices of management in a cross-cultural context is the focus of study. *Fall*

BSAD467 (3)
International Management

Among the subjects considered are the decision process in making investments abroad, relationships with host governments, and organizational and operating problems of the multinational corporation including setting strategic goals, personnel management, planning, communication, and control. Assumes a background in management and in the international environment of business. Prerequisite or corequisite: BSAD355. *Fall*

BSAD470 (3)
Quality Management

Examines the history, theory and management of quality programs in business organizations. Topics include the quality management guiding principles of leadership commitment, customer focus, employee involvement, teamwork, continuous process improvement, and the systematic use of measurement data. Prerequisites: BSAD355, STAT285.

BSAD475 (3)
Operations Management

Analysis of problems and issues faced by production/operations managers in manufacturing and service industries. Concepts and techniques include operations scheduling, quality control, plant layout, facility location, line balancing, queues, production and inventory controls, forecasting and linear programming. Prerequisite: STAT285.

BSAD487 (3)
Internship in _____

A program of business experience. Student must be a Junior and have at least a B- cumulative GPA. A total of 225 hours of work experience is required. Full arrangements for a structured program must be made in advance. May be repeated if for a different major, but no more than 3 credit hours per major. Graded S/U.

- BSAD494** (3)
Business Strategy and Decisions
 The goal of this interdisciplinary course is to enable students to develop and/or fine tune skills in the analysis of strategic and organizational problems and issues. Prerequisites: BSAD355 previously completed. All other core BBA courses must be completed or concurrently enrolled.
- BSAD497** (1-3)
Advanced Topics in _____
 Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses. Repeatable in different topics with the approval of the department. Permission of the instructor required.
- BSAD498** (1-3)
Independent Readings/Study in _____
 Directed study or readings under the guidance of the instructor. Oral and reading reports may be required. Graded S/U. Permission of the dean required. Prerequisite: previous upper-division work in the discipline; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in business subjects.
- BSAD499** (1-3)
Independent Research in _____
 Study under the supervision of the instructor. Permission of the dean required. Prerequisites: previous upper division work in the discipline; minimum cumulative GPA of 2.75 and a minimum GPA of 3.00 in business subjects.
- BSAD500** (2)
Survey of Management
 Introduces concepts of effective management in organizational settings. Not available for MBA program.
- BSAD505** (2)
Survey of Operations Management
 Quantitative and computer-based methods of planning and controlling operations in manufacturing and service organizations are explored. Topics covered include forecasting, production planning, quality, operations scheduling, layout, inventory control, queuing, decision theory, and linear programming. Not available for the MBA program. Prerequisites: STAT285.
- BSAD506** (2)
Survey of Business Law
 This course examines basic legal principles that govern business conduct. Topics include the legal environment, contracts, commercial transactions, business organizations, and major legal problems encountered by business managers. Not available for the MBA program.
- BSAD515** D (3)
Organizational Behavior
 Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, emotions, motivation, leadership, decision making, communication, group processes, diversity, organizational change, self-awareness, and stress management. A research paper and case analyses are required.
- BSAD525** (3)
Organizational Behavior for Managers
 Explores basic and applied concepts as well as research findings in the management and organizational behavior areas to aid managers to effectively perform their duties. Topics include management functions (planning, organizing, leading, and controlling), learning, perception, personality, motivation, attitudes, performance, groups, teamwork, leadership, communication, diversity, decision-making, and organizational change. Not available for MBA program.
- BSAD526** (3)
Emergency Management
 Study of the ideas and concepts of emergency management. Expands basic principles covered in FEMA Independent Study (IS) modules, giving attention to leadership issues in managing change and making sound policy decisions and communicating during crisis incidents. Includes attention to specific hazards, laws, and standards of state government and federal requirements. Relationships between community preparedness and local emergency management programs will be emphasized. Emphasis will be given to the Integrated Command Systems (ICS) and Emergency Operations Center models of emergency management operations. Required course for Michigan PEM certification. Includes satisfactory completion of FEMA-provided modules in Professional Development Series. Prerequisites: BHSC/SOWK401 or IS modules IS-100 and IS-244.
- BSAD530** D (3)
Management of Not-for-Profit Organizations
 Issues facing managers in third-sector organizations. Studies of the mission and objectives pursued, strategic leadership and board composition, organizational structure and operation, marketing and fund-raising, financial management, training and motivation of volunteers, assessment of stakeholder satisfaction and overall operating effectiveness. A major field project and a library research project are required.
- BSAD545** Alt (3)
International Management
 Understanding the global enterprise and how management concepts, principles, and practice transcend national boundaries. Focus on global strategies, the importance of cultural differences to organizational effectiveness, management of people in international organizations, personnel selection and repatriation, political risks, ethics and social responsibility.
- BSAD556** (1-3)
Topics in _____
 Topics of current interest in the business area not ordinarily covered in-depth in regular courses. Repeatable to 15 credits.
- BSAD560** (3)
Intercultural Business Relations
 Study of the role of culture in business, aims to develop skills in cross-cultural communication and negotiations; and prepares the student for the increasing cultural diversity in the workplace. A research paper and a project are required.
- BSAD615** (3)
Management of Quality
 Provides a strategic 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. Prerequisites: BSAD515 and STAT285.

BSAD620 D (3)
Christian Ethics, Service & Society
 An exploration of the interrelationship among business, government and society. Stakeholder management, the analysis of the legal and regulatory environment, and the responsiveness of business in its service to society. A study of ethical problems encountered in business and the management of moral dilemmas.

BSAD648 (variable)
Workshop

BSAD650 (0)
MBA Extension Program Continuation

BSAD670 D (3)
Human Resources Seminar
 Topics may include human resources planning, job analysis and design, recruitment, screening and selection, training and career development, performance evaluation, compensation and rewards, affirmative action, discipline, unions, grievances, and conflict resolution. Emphasis on cases, projects, and research. Prerequisite: BSAD515 or permission of instructor.

BSAD689 (3)
Strategic Management
 Requires that students integrate relevant knowledge gleaned from previous core business-course experiences. Extensive case work and library research are demanded. Students work with a real organization to develop a comprehensive strategic plan. Assumes that the student has completed all MBA core requirements or is currently enrolled in the remaining courses. *Summer*

BSAD690 (1-3)
Independent Readings
 Designed for the individual needs of a student. Oral/written reports may be required. Graded S/U. Permission of the dean required. Prerequisite: Completion of 24 graduate business credits with a cumulative GPA of at least 3.25.

BSAD694 (2-3)
Independent Research
 Designed to fit the individual needs of the student. Permission of the dean required. Prerequisite: Completion of 24 graduate business credits with a cumulative GPA of at least 3.25.

Information Systems

INFS120 (3)
Foundations of Information Technology
 Explores computing history, software, web technologies, basic network security, ethics, and future trends in information technology. Labs are modularly designed to meet specific academic program needs which include Windows, Mac OSX, presentations, wordprocessing, spreadsheets, databases, use of online resources and basic web development. Recommended math placement exam score of M0 or better, or MATH092 or higher. Prerequisites: Familiarity with wordprocessing and keyboarding skills of 20 wpm. Credit for this class cannot be obtained by CLEP test. *Fall, Spring, Summer*

INFS215 (3)
Information Systems Theory and Application
 Focuses on extending the students skills in applications and explores information systems theory. Applications focused on include advanced spreadsheet, PC database usage, and the

development of interactive web pages. Students also gain an understanding of organizational systems, planning, the decision process, and decision support technologies. Prerequisite: INFS120. *Fall, Spring*

INFS226 (3)
Information Technology Hardware and Software
 Provides the hardware/software technology background to enable systems development personnel to understand tradeoffs in computer architecture of effective use in a business environment. Single-user, central, and networked computing systems; single and multi-user operating systems are all examined. *Spring*

INFS235 (3)
Business Programming
 Explores programming, computer concepts and the design of business applications using both object-oriented and procedural methodologies. Covers the logical and physical structures of both programs and data. Emphasizes data and file processing. Prerequisite: INFS120. *Spring*

INFS310 (3)
Networks and Telecommunications
 Covers data communications and networking, covering hardware and software. Emphasis upon the analysis and design of PC networking applications. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. Prerequisite INFS226. *Fall*

INFS318 (3)
Business Systems Analysis and Design
 Provides an understanding of the system development, modification, decision process, and choices in business process development and reengineering methodology. Emphasizes integration with users and user systems. Encourages interpersonal skill development, operations and maintenance of the system, and covers quality and decision theory, information theory, and practice. Prerequisite: INFS215. *Fall*

INFS397 (1-3)
Topics in _____
 Intensive study of selected topics of current interest in the sub-discipline area noted and not ordinarily covered in depth in other courses. Repeatable in different topics with approval of department. Prerequisite: Permission of instructor.

INFS428 (3)
Database Systems Design and Development
 Covers information systems design, theory, and implementation within a database management system environment. Students demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Prerequisite: INFS235, INFS318 or CPTR460. *Spring*

INFS436 (3)
Web-Based Business Systems
 Explores the technologies and strategies of current and emerging trends in e-business. Looks at electronic commerce system design and implementation, and the interaction between web pages and databases. Security and legal concerns are also addressed. Prerequisite: INFS310; Prerequisite or Corequisite: INFS428. *Fall*

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<p>INFS447 (3) Project Management Covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Focus is on management of development for enterprise-level systems. Prerequisite: INFS428. <i>Fall</i></p>	<p>MKTG435 Alt (3) Marketing Ethics and Contemporary Issues Emphasizes the ethical challenges that confront the decision maker and their impact on society at large as well as ethically-based contemporary issues. Marketing ethics topics include: survey of ethical decision-making theories, organizational processes, ethics research, and case histories. Contemporary issues are constantly updated. Prerequisite: MKTG310.</p>
<p>INFS457 (3) Certification Support Provides background and support necessary for students to pursue various software certification exams such as the MCSE series and the CNE exams. Prerequisite: INFS310. <i>Spring</i></p>	<p>MKTG440 (3) Marketing Management An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and considers marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major. Prerequisites: MKTG310, 320, 368 and 456, or permission of instructor.</p>
<p>INFS497 (3) Advanced Topics in _____ Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses. Repeatable in different topics with the approval of the department. Prerequisite: Permission of the instructor.</p>	<p>MKTG444 S (3) Not-for-Profit Marketing Examines the meaning and role of marketing concepts and tools in nonprofit institutions such as hospitals, schools, public agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non-profit sector. Prerequisite: MKTG310.</p>
<p>INFS510 (3) Management Information Systems Covers current issues that effective managers must address as their organizations grow increasingly dependent on information technologies. Topics include hardware, software, telecommunications, networking and the management challenges involving these technologies. Extensive use of case studies. Word processing and spreadsheet skills are assumed.</p>	<p>MKTG450 Alt (3) Retailing Designed to help students increase awareness of the retailing process, understand the changes in customer needs, demographics, and shopping behaviors, assess the emerging technologies which have a dramatic effect on retail operations, and analyze the strategic long-term plans which retailers are using for creating advantages in this rapidly changing environment. Prerequisite with concurrency allowed: MKTG310.</p>
<p>Marketing</p> <p>MKTG310 (3) Principles of Marketing A general survey of the major marketing methods, institutions, and practices examined from the viewpoint of their effects on exchange transactions linking producers with consumers. Assumes a working knowledge of micro-economics. <i>Fall, Spring</i></p>	<p>MKTG456 S (3) Marketing Research Focuses on the systematic collection of business and marketing-related data to provide information to decision makers. Emphasis on translating management problems into research questions, developing a research design to address these questions, and analyzing research results with recommendations to management. Prerequisites: STAT285, MKTG310. <i>Fall</i></p>
<p>MKTG320 (3) Consumer Behavior An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain, and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences, and consumer decision processes. Prerequisite or corequisite: MKTG310. <i>Fall</i></p>	<p>MKTG465 (3) International Marketing Marketing problems arising from various degrees of foreign involvement. Includes marketing research, project planning and development, pricing, promotion, distribution, and organization. Emphasis on management of these marketing functions in a multinational context where the parameters differ from those in domestic marketing. Prerequisite: MKTG310. <i>Fall</i></p>
<p>MKTG368 (3) Advertising and Promotion Focuses on the role of promotion and communication in the marketing mix. Explores the nature and types of promotion, including advertising and point-of-purchase display, the steps in developing an advertising campaign, and measures of advertising effectiveness. Explores the management of the promotion and advertising functions in an organization. Prerequisite: MKTG310. <i>Spring</i></p>	<p>MKTG500 (2) Survey of Marketing A general survey of the major marketing methods, institutions, and practices. Not available for the MBA program.</p>
<p>MKTG375 Alt (3) Direct Marketing Marketing goods and services directly to consumers, marketing through e-commerce, catalogs, direct-mail, telemarketing, kiosk shopping, TV and radio direct response, magazine and newspaper direct response. Prerequisite: MKTG310. <i>Spring</i></p>	<p>MKTG540 Alt (3) Marketing for Non-Profit Organizations Examines the meaning and role of marketing concepts and tools</p>

in non-profit institutions such as hospitals, schools, public agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non-profit sector. Prerequisite: MKTG680 or permission of instructor.

MKTG680**D (3)****Marketing Strategy**

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. *Spring*

Graduate Programs

Faculty*Accounting, Economics & Finance*Leonard K. Gashugi, *Chair*

Ann M. Gibson

Alan Kirkpatrick

LeRoy Ruhupatty

Carmelita Troy

*Management, Marketing & Information Systems*Robert C. Schwab, *Chair*

José R. Goris

William Greenley

Ben Maguad

Allen F. Stembridge

Jacquelyn Warwick

W. Bruce Wrenn

Master of Business Administration (MBA)

Mission

The mission of the MBA program is to prepare students from many cultural backgrounds for responsible positions in domestic and international business, in government, and in not-for-profit organizations. The program emphasizes the integration of business principles with Christian principles and philosophy to prepare students for leadership roles which require clear and critical thinking, wise judgment, effective communication, integrity in all actions, and recognition of opportunities for service.

MBA Program

With the appropriate business background, the MBA at Andrews University can be completed in three semesters. However, the MBA is also designed for students with any bachelor's degree. Students who enter the program without prior course work in business must take a two-year (5-semester) degree program, as prerequisites in the common body of knowledge are required to bring the student up to the minimum expectations of our graduate faculty. These prerequisite courses may be waived for students with appropriate undergraduate course work from an accredited institution. If the prerequisite courses are more than five years old or the grades earned are below C, students may be required to repeat these courses.

The prerequisite courses provide an introduction to the broad field of business administration. Such courses must be taken by the time the student has completed no more than 50% of his/her course work for the master's degree. The following courses constitute the prerequisites for the MBA degree: ACCT121, 122; BSAD341, 475; ECON225, 226; FNCE317; STAT285. Competency in computers is assumed.

The graduate courses, 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. All advanced courses are offered only at the graduate level.

MBA Course Work—33**Core Requirements—24**

These courses help the student view the business enterprise as an integrated unit operating in a complex economic, political, and social system: BSAD515, 610, 620, 689; ECON525, 530; FNCE675; MKTG680.

Elective courses—9

ACCT586, 615, 620; BSAD530, 545, 556, 560, 615, 670; FNCE526, 680; INFS510; MKTG540.

Standards of Scholarship. All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

The GMAT admission requirements must be met for regular admission status. Admission GMAT requirements can be obtained by one of the following:

1. Attain formula score of 1,000 points, calculated by taking the undergraduate cumulative GPA X 200 + GMAT score = or > 1,000.
OR
2. Five years of documented and approved work experience and earned a grade of at least 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.

Students admitted under provisional status must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll.

Only courses numbered above 500 may be used to meet MBA requirements. Other graduate programs in the School of Business Administration may include a limited number of 400-level swing courses.

A maximum of 6 credits in approved courses may be taken off-campus or in another school of the university.

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English Language Proficiency Requirements. The School of Business Administration does not permit students to register for graduate classes unless they have met the University requirements for Regular Admission Status for English proficiency (i.e. TOEFL=550(213) or MELAB=80). The School of Business Administration also does not permit graduate students to register for prerequisite courses for the MBA or MSA programs unless they are at the Advanced Level in ELI.

MBA Trinidad Extension Program

This program follows the on-campus MBA program admission and course requirements. School of Business Administration professors travel to Trinidad to teach course modules. Students enrolled in this program are required to take the last two courses on the Andrews University campus. This program is not open to new students, but is available to currently enrolled students only.

MBA Interactive Online Degree Program

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 over two years, with the final courses required on campus (2½ weeks) culminating with graduation exercises. The interactive online MBA program is available to students who are not able to attend classes on campus. Normal graduate admission requirements apply to this program (see above for complete details on the MBA program).

Fall

ACCT610	Managerial Accounting
ACCT620	Financial Statement Analysis
BSAD515	Organizational Behavior
BSAD670	Human Resources Seminar
ECON525	Global Macroeconomics

Spring

BSAD530	Management of Not-for-Profit Organizations
BSAD620	Christian Ethics, Service and Society
ECON530	Managerial Economics
MKTG680	Marketing Strategy

Summer

BSAD615	Quality Management (on AU campus)
BSAD689	Strategic Management (on AU campus)
FNCE675	Financial Management

MBA Interactive Online Degree Program—33 credits

Master of Science in Administration (MSA)

The Master of Science in Administration program is designed to prepare students for leadership in various industry-specific settings. The MSA degree is offered in church administration.

Church Administration

The MSA degree in church administration is for students seeking management roles in church or church-related organizations. Offered jointly by the School of Business Administration and the Theological Seminary, the program blends business management and church management.

Students must take any lacking prerequisite courses in addition to the 33 graduate credits required for the MSA degree.

MSA Degree Program—33

School of Business Administration core—9

BSAD515	Organizational Behavior	3
BSAD620	Christian Ethics, Business & Society	3
MKTG680	Marketing Strategy	3

School of Business Administration electives—6

(choose two courses)

ACCT620	Financial Statement Analysis (Prerequisites: ACCT121, 122)	3
BSAD530	Management of Not-for-Profit Organizations	3
BSAD560	Intercultural Business Relations	3
BSAD670	Human Resources Seminar (Prerequisite: BSAD515 or permission from instructor)	3
FNCE680	Investment Strategy (Prerequisite: FNCE317)	3
MKTG540	Marketing for Non-Profit Organizations (Prerequisite: MKTG680 or permission from instructor)	3

Seminary Courses

Core—15–18 credits

CHMN526	Conflict Management in the Church	2–3
CHMN543	Christian Leadership in a Changing World	3
GSEM541	Spiritual Formation	3
MSSN646	Ministry in Cultural and Religious Context	3
THST615	Doctrine of the Church	2–3
THST643	Christian Professional Ethics	2–3

Electives—0–3 credits

CHMN503	Marriage, Family & Interpersonal Relationships	3
CHMN552	Foundations of Pastoral Ministry	2
CHMN630	Leadership Development	2–3
GSEM626	Contemporary Adventist Theological Issues	2–3
MSSN630	Cross-Cultural Leadership Development	2–3
THST634	Christian Social Ethics	2–3

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SCHOOL OF DISTANCE EDUCATION

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www.griggs.edu

Alayne D. Thorpe, *Dean*

Mission Statement

The School of Distance Education extends access to Adventist education beyond campus, community and national boundaries. We support our faculty and students around the world by promoting best practices in distance education and creating a virtual community designed to nurture learning.

The School of Distance Education serves Andrews University by providing leadership, faculty and student support, and professional resources in the following areas: distance education, compliance and off-campus programs. The School of Distance Education also operates Griggs University and Griggs International Academy.

Core Values

To accomplish our mission, the School of Distance Education is committed to these core values:

Excellence: We view each student as a special creation, endowed by God with individual talents and abilities that we encourage them to develop by providing a quality, academically rigorous Seventh-day Adventist Christian education at all levels.

Respect: We believe that it is our responsibility to uplift one another by demonstrating respect and consideration for all parents, students, and educators through learning that is student-centered and redemptive, and customer service that is helpful and friendly.

Integrity: We recognize that mutual trust rests upon a foundation of honesty and transparency. We are honest and straightforward in our dealings, both business and academic, and expect no less from our parents, students, and faculty.

Community: We believe that a safe learning environment and an accepting community are important to effective learning, especially in distance education. We strive to create a learning community where all participants (parents, students, faculty, and administrators) feel valued and understand that they are part of a team by providing opportunities for constructive interaction, and sharing of experiences.

History

Griggs University/Griggs International Academy began its work in 1909, when the General Conference of Seventh-day Adventists voted to offer correspondence courses to meet the needs of its members and workers who were unable to attend a traditional campus-based school or college. GU/GIA was originally called Fireside Correspondence School and was founded by Frederick

Griggs, one of the pioneer educational leaders of the Seventh-day Adventist Church.

On July 18, 1909, the Fireside Correspondence School was launched; by October 4, 62 students had registered. Courses were offered at the elementary, secondary and college levels. Its first president was W.E. Howell (1909–1920), and it operated from one room in the General Conference of Seventh-day Adventists building on Eastern Avenue NW, Washington, D.C.

Under its second president, C.C. Lewis (1920–1923), the Fireside Correspondence School was moved to the campus of Washington Missionary College (presently known as Washington Adventist University) in Takoma Park, Md. It returned to the church's headquarters early in the presidency of M.E. Olsen (1923–1946). By 1931 the name of the school had been changed to Home Study Institute (HSI).

The fourth president of GU/GIA was W. Homer Teesdale (1946–1965). During his term of service the school first had a real "home." Property had been purchased in 1945 at 6940 Carroll Avenue, Takoma Park, Md. On it stood a large wooden dwelling that housed the school until a brick office was erected on the site in 1956.

In 1990, GU/GIA's main headquarters were moved to 12501 Old Columbia Pike, Silver Spring, Md. In October of that same year, permission was granted by the Maryland Higher Education Commission to meet the needs of the Seventh-day Adventist Church by offering degree programs in several disciplines.

The higher education division was named *Griggs University* in honor of the founding president, Frederick Griggs. In 2003, the Board of Directors voted to name the K–12 division *Griggs International Academy*. This name has been registered with the various agencies in the State of Maryland. In 2006, GU/GIA adopted a new logo and officially changed its name from GU/GIA to Griggs University/Griggs International Academy.

In 2009, the Seventh-day Adventist Church leadership formed a Commission on Distance Education Models and Structure. The intent of the commission was to conduct an in-depth investigation of current best practices for distance education and make recommendations to the Church on the possibility to using distance education to meet the needs of the worldwide constituency.

In 2010, the Commission brought a recommendation to the General Council and to Niels-Erik Andreasen, president of Andrews University, that ownership of Griggs University be transferred to Andrews University. During the summer of 2010, Andrews University faculty and administration met and deliberated on the impact that ownership of Griggs would make upon the University structure.

Andrews University and Griggs University had enjoyed a long-term partnership offering distance education degree programs and, through its academic schools, the university had also been offering a number of online courses and programs. Furthermore, the Andrews University Board indicated an interest in bringing Griggs to Andrews University in its entirety and began to include in its planning consideration of Griggs University and Griggs International Academy.

After researching many models and possible working relationships, Provost Andrea Luxton presented a plan recommending that Griggs University/Griggs International Academy fit into the general university structure as part of the new School of Distance Education.

Instead of a president for Griggs, there would be a dean and two associate deans (one for higher education and one for K–12) who would serve in place of vice presidents. General services for Griggs University (Records, Admission, Marketing, Human Resources, ITS, Enrollment, Finances) would be handled by

personnel dedicated to Griggs but located and working within the departments handling those services for other schools on campus.

These basic concepts (the creation of the School of Distance Education and the embedding of Griggs services on campus) became important principles in the transition process.

At the October 26, 2010, board meeting, it was also voted to ask Alayne Thorpe to serve as the dean of the School of Distance Education. She was also given the title of interim president to meet needs during the transitional period.

After analyzing the housing challenges on campus, Andrews University purchased a building on the edge of its campus that had been owned by the Lake Union Conference of Seventh-day Adventists. The Lake Union has relocated into one wing of the building, and the entire first floor of the other wing, as well as five offices on the second floor, now houses the School of Distance Education/Griggs University.

Renovations were completed by the end of June to allow for a physical relocation of Griggs in July 2011. In a nod to both a shared history (Frederick Griggs, the founder of GU/GIA was also an important person in the development of Andrews University) and the establishment of Griggs University on Andrews' campus, the building has been named Griggs Hall.

Distance Education Definitions

Andrews University definitions of distance education are aligned to the 2009 federal distance education definitions and the North Central Association Higher Learning Commission definitions of distance education.

Distance Education Programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.

Distance Education Courses: Distance-delivered courses are those in which all or the vast majority (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.

Andrews University has three main categories of distance education course formats that are in harmony with the Federal Definition listed in *34 Code of Federal Regulations 602.3*.

- **Correspondence:** Correspondence education is 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. Correspondence courses are typically self-paced. Correspondence 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.
- **Interactive Online:** 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 matches the federal definition for distance education.)

- **Blended Learning:** A blended learning course includes 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 matches the federal definition for distance education.)

Andrews University has two types of distance course enrollment:

- **Open enrollment** allows students to enroll at any time and complete the course within a set amount of time.
- **Fixed Enrollment** has specific start and end dates. Typically courses offered within fixed enrollment follow a semester or similar schedule, but may have other defined start and end times.

HIGHER EDUCATION

Griggs Hall, Room 130
269-471-6570

www.andrews.edu/distance/

Janine Lim, *Associate Dean*

Distance Education Programs

Andrews University offers two types of distance education programs: “interactive online” and “correspondence.” (See Definitions section above.)

Interactive Online Programs

These programs are offered via the interactive online format and have fixed enrollment periods.

- Business Administration¹ (MBA), p. 255
Contact: Jenny Liu, mba-info@andrews.edu,
269-471-3339
Web: www.andrews.edu/distance/degrees/business-administration-mba-au.html
- Curriculum and Instruction¹ (MA, EdS, EdD, PhD), p. 289
Contact: Beatriz Velasquez, anyalebo@andrews.edu,
269-471-6700
Web: www.andrews.edu/distance/degrees/curriculum-and-instruction.html

- Educational Leadership¹ (MA, EdS, EdD, PhD), p. 311
Contact: Glenda Patterson, glendap@andrews.edu, 269-471-3487
Web: www.andrews.edu/distance/degrees/educational-leadership.html
- Higher Education Administration¹ (MA, EdS, EdD, PhD), p. 314
Contact: Glenda Patterson, glendap@andrews.edu, 269-471-3487
Web: www.andrews.edu/distance/degrees/higher-education-administration.html
- Leadership¹ (MA, EdS, EdD, PhD), p. 318
Contact: Marjorie Bates, batesm@andrews.edu, 269-471-6580
Web: www.andrews.edu/distance/degrees/leadership.html
- Nursing (MS), p. 336
Contact: Leigh Everhart, everhal@andrews.edu, 269-417-3312
Web: www.andrews.edu/distance/degrees/nursing.html

¹ Includes some on-campus components. See the individual degree pages for more details.

Correspondence Programs

These programs are offered through a mixed paper and online correspondence format with open enrollment.

- General Studies: Humanities (BA), p. 167
Contact: Glynis Bradfield, glynisb@andrews.edu, 269-471-3432
Web: www.andrews.edu/distance/consortium/consortiumdegrees/general-studies-humanities-ba-au.html.html
- General Studies: Human Organization and Behavior (BS), p. 167
Contact: Glynis Bradfield, glynisb@andrews.edu, 269-471-3432
Web: www.andrews.edu/distance/consortium/consortiumdegrees/general-studies-human-organization-and-behavior-bs-au.html
- General Studies: Cross-Cultural Studies (BS), p. 167
Contact: Glynis Bradfield, glynisb@andrews.edu, 269-471-3432
Web: www.andrews.edu/distance/consortium/consortiumdegrees/general-studies-cross-cultural-bs-au.html
- Personal Ministries (AA), p. 205
Contacts: Paul Petersen, ppetersen@andrews.edu, 269-471-3178; Ruben Munoz-Larrondo, rmunoz@andrews.edu, 269-471-3185
Web: www.andrews.edu/distance/degrees/personal-ministries-gu.html
- Religion (BA), p. 205
Contacts: Paul Petersen, ppetersen@andrews.edu, 269-471-3178; Ruben Munoz-Larrondo, rmunoz@andrews.edu, 269-471-3185
Web: www.andrews.edu/distance/consortium/consortiumdegrees/religion-ba-au.html

General Education Requirements and Courses Available via Distance

For information about general education requirements for all Andrews undergraduate degrees, please see the General Education section of this bulletin (pp. 46–49). The courses that are available via distance to meet these requirements are listed below.

- **Religion:** RELB210, 304, 305, 335, 374, 375; RELG360, RELH316, 317; RELT100, 225, 235, 308, 320, 340; RELP290, 441; HIST 404
- **Language/Communication:** COMM104, ENGL115, FREN171, 172, 275
 - English Composition II is available through Consortium Partners Oakwood University and Washington Adventist University.
- **History:** HIST117, 118
- **Fine Arts/Humanities:** ENGL270, 375, 376, 464; MUHL214
 - Philosophy courses are available through Consortium Partners Oakwood University and Washington Adventist University.
- **Life/Physical Sciences:** FDNT230; PHYS110
- **Mathematics:** MATH165, 168; STAT285
- **Computer Literacy:** A computer literacy course is available through Consortium Partners Oakwood University and Washington Adventist University.
- **Service:** BHSC300 or GNST298, 498, 499 may be used (see p. 49 and p. 168)
- **Social Sciences:** PSYC101, PLSC104, SOCI119, BHSC220, 235
 - Macroeconomics is available through Consortium Partners Oakwood University and Washington Adventist University.
- **Fitness Education**
 - Healthier Living courses are available through Consortium Partners Oakwood University and Washington Adventist University.

Distance Education Courses

Interactive Online Courses

These courses are offered via the interactive online format and have fixed enrollment periods. Course descriptions are found in the appropriate departmental sections of this bulletin.

- Department of Leadership: p. 321
 EDAL520, 560, 565, 570, 635, 640, 645, 655, 664, 665, 667, 670, 674, 675, 676, 680; LEAD525, 530, 535, 615, 625, 635, 636, 637, 638, 645, 646, 647, 648, 675, 678, 680, 689, 690, 696, 698, 699, 756, 775, 778, 789, 798, 880, 886, 888, 899
- Department of Nursing: p. 337
 NRSG510, 515, 517, 530, 548, 555, 580, 638, 655, 658, 660, 665, 668, 670, 675, 680, 690, 698
- Department of Teaching, Learning & Curriculum: p. 292
 EDCI545, 547, 607, 620, 647, 648, 650, 676, 680, 684, 685, 686, 690, 695, 696, 699, 756, 795, 799, 870, 885, 886, 888, 889, 895, 899
- School of Business Administration: pp. 247–249, 252–255
 ACCT610, 620; BSAD515, 530, 620, 670; ECON525, 530; FNCE675; MKTG680

Online Correspondence

These courses are offered via the online correspondence format with open enrollment. Course descriptions are found in the appropriate departmental sections of this bulletin.

To find these courses in the course schedule, look for distance campus, and 999 sections.

- Department of Behavioral Sciences: pp. 131–134
PSYC101, 252, SOCI119
- Department of Communication: p. 151
COMM104
- Department of History & Political Science: p. 171
HIST316, 317, 404
- Department of Medical Laboratory Sciences p. 329
MLSC110
- Department of Music: p. 198
MUHL214
- Department of Nutrition & Wellness: p. 341
FDNT230
- Department of Physics: p. 202
PHYS110
- Department of Religion & Biblical Languages: pp. 206–209
RELB210, 304, 305, 335, 374, 375; RELG360, RELH316, 317;
RELT100, 225, 308, 340

DVD/VHS/Media Correspondence

These courses are offered via the video correspondence format with open enrollment. Course descriptions are found in the appropriate departmental sections of this bulletin.

- Department of Social Work: pp. 217–220
SOWK475, 675

Paper Correspondence

These courses are offered via the paper correspondence format with open enrollment. Course descriptions are found in the appropriate departmental sections of this bulletin.

To find these courses in the course schedule, look for distance campus, and 899 sections.

- Department of Behavioral Sciences: pp. 127–136
BHSC220, 235; GEOG260; PSYC269, 315, 364, 495;
SOCI425, 488
- Department of English: pp. 163–165
ENGL115, 270, 375, 376, 464
- Department of History & Political Science: pp. 171–172
HIST117, 118, 204, 205; PLSC104
- Department of International Language Studies: p. 182
FREN171, 172, 275
- Department of Mathematics: pp. 187–189
Note: Students must pass a Math Placement Exam to be admitted into any distance mathematics course.
MATH165, 168; STAT285
- Department of Religion & Biblical Languages: pp. 205–208
BIBL204, 205, 304, 305; RELP290, 441; RELT235, 320
- General & Interdisciplinary Studies: p. 169
GNST499
- School of Education Office of Distance Learning: pp. 276–277
EDCI631, 632, 633, 634, 635

Seminary Distance Courses

- Seminary Distance Learning Center: p.
GSEM510, 530, 534, 539, 626; NTST525, 550; OTST510,
545, 570; THST510, 616, 639

Educational Technology and Online Course Production

The School of Distance Education provides educational technology and online course production support to the campus.

Center for Digital Learning & Instructional Technology

Marsha Beal, *Educational Technologist*

Educational technology support provided to the campus includes support of Moodle, the campus learning management system; student response systems (clickers); and Adobe Connect Pro, the officially supported webinar software. In addition, Marsha provides training and support in the production and delivery of instructional technology.

Online Course Production

Janine Lim, *Associate Dean/Instructional Design*

Marsha Beal, *Educational Technologist/Instructional Design*

Bradley Austin, *Course Production Assistant*

The School of Distance Education provides online course production assistance to the campus, which includes instructional design advice and training; course materials design and conversion; and review and design of online programs.

Distance Education Course Approvals

Committee Chair: Janine Lim, *Associate Dean*

All distance education courses will meet Andrews University standards for distance education. Distance education courses must be approved by the faculty member's department chair, dean, and the Online Course Approvals Committee.

Griggs University Consortium

The Andrews University's School of Distance Education operates Griggs University, which provides consortium services for Oakwood University (since 1999) and Washington Adventist University (since 1969). This partnership makes distance learning programs available to students around the world through the Griggs University Consortium. Each partner plays a crucial role in providing flexible, portable degree programs and courses to students who have not been able to study on a college campus.

Full consortium course listing can be found online at andrews.edu/distance/consortium

STUDENT SERVICES

Griggs Hall, Room 124

269-471-6570

www.andrews.edu/distance/

Glynis Bradfield, *Director*

Scope of Service

The Office of Student Services supports students engaged in distance education through Griggs International Academy and Andrews University. Services include arranging student tutoring, K–12 parent coaching, disability accommodation, technology support, academic advising, complaints management, and communicating options for spiritual, physical and social development available to off-campus students.

Admission to Distance Degrees

Degree Students: Transfer and New Applicants

Students seeking an Andrews undergraduate or graduate degree through distance education must meet the same admission requirements as outlined in this bulletin for on-campus students. See also *Admission of Transfer Students* (p. 41).

The student is responsible for providing all requested information, transcripts, and other documents needed to complete the process. Admission begins with completing the application at www.andrews.edu/apply for both undergraduate and graduate students.

Transcripts and Life Experience

Students can estimate how previous course work may apply toward an Andrews distance degree by reviewing the degree and general education requirements as listed in this bulletin.

Prospective students may request an official evaluation of their transcripts using the online application process. Mature students may also use the Prior Learning Assessment (PLA) process to determine if their employment experiences or other life situations might translate to course or degree requirements. GNST298, 498, 499 are designed for this purpose. The PLA section of this bulletin under Special Learning Experiences gives further information (p. 44).

Permission to Take Classes (PTC)

Students wishing to pursue individual courses for personal growth, certification, or to supplement a program they are taking elsewhere need not meet the degree admission requirements. Guest or non-degree seeking students complete a PTC application using the same www.andrews.edu/apply online form. Following approval, PTC registration proceeds as for degree students. If a student later decides to apply for degree admission, up to 21 credits (either correspondence or interactive online) taken on a PTC basis may be accepted for degree credit, providing a minimum grade of C was earned.

Registration for Distance Courses

Enrollment in undergraduate correspondence courses or Consortium courses is open year-round. *Students have six months from the date of enrollment to complete open enrollment courses.* All undergraduate and graduate interactive online courses fit the fixed enrollment periods governed by on-campus registration policies outlined elsewhere in this bulletin.

All Andrews correspondence courses in either paper or online formats and interactive online courses are listed by department in this bulletin. Additional Griggs Consortium courses, available for transfer credit from Washington Adventist University and Oakwood University, are listed in the Consortium Catalog. Information about all Consortium partner course offerings, tuition rates, fees, payment information, and procedures is available online at www.andrews.edu/distance/consortium including Consortium enrollment forms. Printed catalogs can be requested from the School of Distance Education.

Andrews distance and on-campus degree students seeking to enroll in Andrews undergraduate distance courses can do so through Registration Central online. The student is fully responsible to:

1. Check with their academic advisor that distance courses will fulfill on-campus degree requirements,
2. Check with their financial advisor how enrolling in distance courses will impact their financial plan

For step-by-step instructions on how to register for open enrollment courses, visit www.andrews.edu/distance/students/registration/rcsteps.pdf.

Courses listed in the bulletin with C and including a V beside the course number (e.g. RELB335V) indicate open enrollment correspondence courses. The course schedule clarifies whether they are paper-based or online:

- **899** for paper correspondence courses
- **999** for online correspondence courses

Registration Holds. Please note that there are several different types of holds on the registration process.

1. Holds for health, insurance, bookstore, and residence halls do not apply to distance degree or PTC students.
2. Holds for international deposits and visas do not apply to international students who are only taking courses off-campus.
3. International graduate students coming to campus for one month or less do not pay the international deposit, but will require visas and insurance as listed in this bulletin for on-campus programs.
4. If any difficulty is experienced in registering online, contact the program advisor listed with each distance degree, or: Helena Gregor for Seminary Distance Learning courses

- sdlc@andrews.edu, 269-471-3962

Diana DeGuzman for Andrews undergraduate correspondence and Griggs Consortium courses

- enrollgu@andrews.edu, 269-471-6323

Tim Newkirk for Medical Terminology

- newkirk@andrews.edu, 269-471-3605

Financial Information

Fees and tuition for degree and PTC distance students are listed in the Financial Information section of this bulletin. The tuition table in this section summarizes tuition and fees for distance students. Financial policies specific to distance students are summarized hereafter.

Tuition

When the total cost of full-priced and discounted credits (see table on following page) exceeds the tuition package price, the amount will be adjusted to the tuition package price. The Andrews Partnership Scholarship is based on full-priced credits and can be pro-rated if less than 12 but a minimum of 6 full-priced credits are registered.

Enrollment Fee

Enrollment fees are paid by all distance degree students, and those registering for Andrews correspondence and Griggs Consortium courses. PTC distance students registering for any other online courses are not charged the enrollment fee. Andrews students completing main-campus degrees pay the Consortium enrollment fee once per semester in which they enroll in AU correspondence or Griggs Consortium courses.

Distance Fee

A technology and library use fee of \$108 per semester/registration period is charged to all distance graduate degree students, as well as distance undergraduate students and transfer credit/PTC students taking 5 or more credits. Undergraduate students taking less than 5 credits pay a \$30 distance fee.

Tuition, Enrollment and Distance Fees for Distance Degrees & PTC (other than Seminary)			
School & Program/Course	Tuition Per Credit	Enrollment Fee⁵	Distance Fee
CAS ⁴ Medical terminology course	Discounted ¹ rate \$245	\$30	<5 credits \$30 ≥5 credits \$108
SDE ³ Consortium & AU correspondence courses	Discounted ¹ rate \$360	\$80	
CAS ⁴ Masters in Nursing	\$887	\$40	\$108
SBA ⁴ Masters in Business Administration	Discounted ² rate \$495	\$40	\$108
SED ⁴ Online Masters Programs	\$887	\$40	\$108
SED ⁴ Online Doctoral Programs	\$1,032	\$40	\$108
³ See www.andrews.edu/distance for other service fees	¹ Full price: \$945	⁵ For all degree students & Consortium PTC students	
⁴ See Financial Information for other service fees	² Full price: \$887		

Other Fees

Additional fees apply to both main campus and distance students for specific services elected, or related to specific course registrations. See the Financial Information section of this bulletin, and www.andrews.edu/distance for miscellaneous fees applicable to students taking Griggs Consortium courses.

Financial Aid

When registering for Andrews correspondence or Griggs Consortium courses, it is important to speak to an Andrews University Financial Aid Advisor regarding your plans. Your course load determines your Financial Aid eligibility.

Andrews correspondence and Griggs Consortium courses may be eligible for Federal financial aid through Andrews University if the following conditions are met:

- The courses are registered by the add/drop date for an Andrews University semester.
- A minimum of 6 credits are registered.
- The courses need to be completed within the semester they are registered or they will affect Satisfactory Academic Progress requirements for completion.
- 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.

Financial aid from sources other than Andrews University may be applied toward the costs of correspondence courses as long as the student is taking an equivalent number of credits on-campus.

Course Load

A course load is the same for students studying on-campus, online or some combination of both. 12–16 credits is a full load for undergraduate students, and 8–12 semester credits is a full semester load for graduate students (learn more in the Academic section of this bulletin on p. 43). Permission to take more credits requires advisor and/or dean approval.

Mixed Load

When a mix of main campus and correspondence or distance courses are registered, financial aid is based on the number of full-priced credits plus a match of correspondence credits with a minimum of 6 total credits and 3 of those being full-priced to qualify for aid.

Andrews Partnership Scholarship only applies to full-priced credits and would be pro-rated according to the number of full-priced credits registered.

Correspondence Load Only

Federal regulations define correspondence students as half-time only. For Federal PELL grant, 6 credits is half-time, but any load of 6 or more correspondence courses will be considered half-time only and PELL will be pro-rated to half of a full award. PELL grants are not disbursed until 50% of correspondence course lessons are completed.

Federal loans can be applied at half-time enrollment. Federal regulations limit any financial aid to the cost of tuition and fees only for correspondence courses.

Cancellations/Refunds

On-campus students governed by fixed enrollment periods are subject to an alternate refund policy for Andrews correspondence and Griggs Consortium courses:

- 1st–10th day: full refund of tuition and enrollment fee, no cancellation fee
- 11th–17th day: 70% tuition refund, less enrollment and cancellation fee
- 18th–24th day: 40% tuition refund, less enrollment and cancellation fee
- After 25 calendar days, no refund will be given, no cancellation fee charged

Withdrawal Procedure

For on-campus students taking open enrollment courses:

- All withdrawals after 10 days, within the semester registered, require advisor-signed drop/add forms submitted to the Office of Academic Records.
- To withdraw after the semester has ended, students must submit a withdrawal form to Enrollment Management.

Course Repeat Policy

Please see the complete repeat policy on p. 37. If you use Federal financial aid and need to repeat a course, see your Student Financial Services advisor before registering.

General Academic Information

General academic policies covering course loads, grading scale, credit by examination, repeat courses, issuance of transcripts, and graduation described elsewhere in this bulletin apply to distance degree programs. Open enrollment correspondence courses are not subject to the main campus (fixed enrollment) deadlines and late fees. As Griggs-Andrews University transition continues, please contact the School of Distance Education for clarification.

Pacing Correspondence Courses

With the benefits of flexibility that open enrollment courses provide, comes responsibility for self-regulation. Students are urged to plan their study in order to submit lessons on a regular basis. Such scheduling makes it possible for students to learn from graded assignments. Andrews correspondence and Griggs Consortium course submissions can be handed in at the School of Distance Education (keep a copy), scanned and submitted via email or uploaded directly online.

Proctored Examinations

Correspondence courses and some interactive online courses require exams be taken under supervision. School/college registrars, testing center personnel, librarians, or other official (who is not a family member or friend) where the student resides could be requested to serve as exam proctor or supervisor. Students in the Armed Forces may take their examinations under the supervision of the education officer. Students should make the necessary arrangements and then fill in the required information about the proctor using the exam request form provided with course materials.

Main-campus students taking correspondence courses need to take their exams at the School of Distance Education. If all assignments have been turned in, and an exam request is brought to the office at least two hours before closing, the exam can be taken on the same day.

Library Access

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

- Access to the James White Library Catalog (JeWeL)
- Access to James White Library's Online Databases which include full-text articles from many thousands of periodicals
- Online Instruction, Tutorials and Research Guides
- Interlibrary Loan and Document Delivery Services
- Reference and Consultation Services
- Download software, such as Endnote
- FAQs and Ask-a-Librarian—www.andrews.edu/library/RefDesk/services/ask.html

Online access to these services is available through Andrews username and password supplied during the admission process. Off-campus program students, staff and faculty may apply for Andrews University username and password through the Off-Campus Library Services Web page:

www.andrews.edu/library/ocls/offcamp.html

Phone: 269-471-3283

Advisors

Graduate and undergraduate students studying at a distance can contact the School of Distance Education Office of Student Services for help in navigating admissions and registration, connecting with main-campus services, and student success support. Financial advisors are assigned based on student last name. Undergraduate students are assigned academic advisors, based on the major chosen, by the Student Success Center (see p. 21 and p. 42). Graduate students are assigned academic advisors by the department offering their selected program of study.

Other Distance Student Services

Students studying at a distance are included in an increasing number of services available through technology:

- The current *Andrews University Bulletin* at www.andrews.edu/academics/bulletin/ communicates policies and procedures, and key contact information for all campus services.
- The *Andrews Agenda* at www.andrews.edu/agenda/ provides weekly news, announcements and updates.
- The Andrews Directory at www.andrews.edu/directory/ includes contact information for all current faculty, staff and students.
- Departmental updates are emailed to students registered in specific programs of study.
- Weekly worship services and chapels are streamed online, two radio stations and an online chaplain (see links at www.andrews.edu/distance/students/spiritual-life.html) provide spiritual life opportunities for all studying at a distance.
- Access to counseling, tutoring, degree planning and accommodation for learning disabilities while studying at a distance can be arranged through the School of Distance Education Student Services Director (learn more at www.andrews.edu/distance/students/student-services.html).

OFF-CAMPUS PROGRAMS

Griggs Hall, Rooms 210, 212, 216
269-471-6590; FAX: 269-471-6590
affiliations@andrews.edu

Lyn Bartlett, *Director*
Stephen Rivers, *Associate Director*
Cheryl Jetter, *Coordinator*

Introduction

Andrews University has a long history with off-campus programs around the world. Partnering with Seventh-day Adventist educational and church institutions, the university delivers these programs in 16 different locations, primarily outside the United States. Currently, nearly 4,000 students are enrolled in off-campus programs.

When Andrews University assumed ownership of Griggs University in 2011 the number of off-campus programs increased. While the Griggs University programs will be absorbed into the fabric of Andrews University over the coming years, both entities will continue to operate individual off-campus programs for the duration of the 2012–2013 school year.

Accreditation

Many of the Andrews University schools have partnerships with educational institutions in North America and abroad, authorized by the North Central Association of Colleges and Schools and other controlling organizations. The types of partnerships include academic monitoring of existing institutional programs, extension campuses, and examination centers for graduate and undergraduate education. The programs of study vary from individual courses in a variety of disciplines to full degree programs.

Details of specific courses, approved curricula and programs are available from the Office of Off-Campus Programs. The Off-Campus Programs Committee authorizes and reviews all University policies related to such affiliations and extensions.

Once accepted into an Andrews University program, students may transfer between home and extension campuses.

Off-Campus Program Definitions

Additional Location. An *Additional Location* is a location distinct from the campus of Andrews University, at which students can complete an Andrews University degree, or 50% or more of courses leading to an Andrews University degree or certificate.

Course Location. A *Course Location* is a location distinct from the campus of Andrews University, at which students can complete credit bearing courses, which total less than 50% of an Andrews University degree or certificate. This does not include Study Abroad locations unless they provide 25–50% of an Andrews University degree or certificate program.

Other Classifications

- In-State—The location is within the state of Michigan
- Out-of-State—The location is outside of the state of Michigan
- Out of USA—The location is outside of the 50 United States, and includes U.S. territories

Undergraduate Off-Campus Programs

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

Graduate Off-Campus Programs

Graduate off-campus programs are offered in a number of disciplines by the various schools of Andrews University.

The College of Arts & Sciences offers the MA-TESL in Seoul, Korea. The School of Education offers the MA (Education) and the MEd degrees at Spicer Memorial College, India. It also offers the MA (Leadership) at Brazil Adventist University in São Paulo, Brazil.

The Seventh-day Adventist Theological Seminary offers the MA (Religion) at Middle East University, Lebanon; Romanian Adventist Theological Institute, Romania; Spicer Memorial College, India; and Zaoksky Adventist Seminary, Russia. It offers the Doctor of Ministry at Adventist University of Africa, Kenya; Spanish Adventist Seminary, Spain; and Zaoksky Adventist University, Russia. In North America, the Seminary offers the MA in Pastoral Ministry degree and courses toward the Master of Divinity and Doctor of Ministry degrees at several locations.

In addition, the University offers the interdisciplinary, interschool MIDA degree (International Development) at seven sites: Canada, Chile, Ghana, Italy, Japan, Kenya and South Africa.

Other International Educational Opportunities

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

Contact the chair of the Department of International Language Studies for further information.

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

Governance

All off-campus programs for Andrews University, Griggs University and Griggs International Academy are administered by the Office of Off-Campus Programs. The director of Off-Campus Programs reports to the dean of the School of Distance Education. The director of Off-Campus Programs works with other academic deans and department chairs to maintain quality control of specific courses and to ensure that off-campus program requirements are equivalent to on-campus program requirements.

Periodic audits are conducted at each Off-Campus Program site. The length of time between audits is determined by the audit team. Each audit team reviews the programs, facilities, and various academic processes; interviews administrators, faculty, and students; and makes recommendations of improvements needed to enhance the quality of the off-campus programs.

Current Programs

Andrews University offers off-campus programs on five continents: Africa (Ghana, Kenya, Rwanda, South Africa); Asia (India, Japan, Korea, Lebanon); Europe (England, Italy, Norway, Romania, Russia); North America (Canada, Mexico, and all North American Division Union Conferences); South America (Brazil, Chile, Trinidad).

Griggs University (GU) & Griggs International Academy (GIA) offer off-campus programs on five continents: Africa (GIA: Botswana, Cote d'Ivoire, Ghana); Asia (GIA: China, Korea, Taiwan; GU: Hong Kong, India, Korea, Lebanon, Saudi Arabia, Taiwan, Thailand, Vietnam); Europe (GU: Latvia, Russia); North America (GIA: APLE schools, Cooperative arrangements with selective North American Division schools, Job Corps Centers; GU: Select independent Seventh-day Adventist institutions); Central America (GIA: Inter-America Division); South America (GIA: Brazil).

COMPLIANCE

Griggs Hall, Room 208
269-471-6515
ethanj@andrews.edu

Ethan Jones, *Compliance Officer*

The Compliance Officer assists the School of Distance Education to carry out its academic mission with integrity and in accordance with the policies of Andrews University and our accrediting bodies, and in compliance with federal, state and international regulations.

Accreditation

Griggs University and Griggs International Academy, operated by the School of Distance Education, are accredited by:

- The Accrediting Commission of the Distance Education and Training Council
- The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities
- Middle States Association for Colleges and Schools (K–12 program)
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (K–12 program)

GRIGGS INTERNATIONAL ACADEMY (GIA)

Griggs Hall, Room 124
269-471-6570; FAX 269-471-2804
griggs@andrews.edu
www.griggs.edu

La Ronda Forsey, *Associate Dean K–12/GIA Principal*

The School of Distance Education operates Griggs International Academy (GIA), which offers an accredited K–12 Adventist distance education program that serves students in North America and internationally. There are a variety of delivery styles offered through GIA: online courses, paper-based courses, school sites—adapting to the needs of individuals or supplementing a school program. The mission of GIA is to provide educationally sound, values-based, guided independent study and distance education programs that build a foundation for service to God, church and society. These programs and courses respond to learner needs in the context of a lifetime learning experience.

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SCHOOL OF EDUCATION

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James R. Jeffery, *Dean*

History

The School of Education has its roots in the Normal Department of Battle Creek College, the progenitor of Andrews University established in 1874 in Battle Creek, Michigan.

In 1901, Battle Creek College moved to Berrien Springs and became Emmanuel Missionary College (EMC). The Department of Education at EMC took on formal structure in the early 1900s. The preparation of church-school teachers gained importance as the church placed greater emphasis on Christian elementary and secondary schools. During those years it was not unusual for one-third of the college graduates to complete programs qualifying them to teach elementary or secondary school.

In 1956, responding to the need for graduate education within the church, the Autumn Council of the Seventh-day Adventist General Conference authorized the organization of a university-type educational institution. In 1958 the School of Graduate Studies and the Seventh-day Adventist Theological Seminary merged with EMC in Berrien Springs to become Andrews University.

By 1960 the Education Department offered master's degree programs. Curriculum development was rapid with frequent changes in the course offerings and programs to keep up with the demands of students, society, and the church.

During the late 1960s, Andrews University began to consider application for National Council for the Accreditation of Teacher Education (NCATE) accreditation. The council considered and approved the university's request for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate- and master's-degree levels beginning September 1, 1970.

The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral-degree-granting institution in 1979.

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 pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come.

In the highest sense the work of education and the work of redemption are one.” Ellen G. White (1903), *Education*, Mountain View, CA; Pacific Press 13, 30.

The Andrews University School of Education embraces this vision as the organizing theme for its conceptual framework and mission.

A *conceptual framework* is a way of looking at the world that affects our values, goals and practices. It influences our work and how we think about what we do.

The School of Education, as part of Andrews University, has developed its conceptual framework by considering the University’s mission statement—*Seek Knowledge. Affirm Faith. Change the World.*—with respect to our specific task in training educational professionals.

Our conceptual framework helps us to clarify our purpose and mission—serving as a continual reminder of what we consider important and of how we approach our goals.

Dispositions

Dispositions are the personal characteristics our graduates will display, making them exceptional educators committed to fairness and learning for all students.

Elements

The six elements of our conceptual framework outline the principles driving our instruction and articulate particular dispositions and skills our graduates will take with them into the workplace. The elements are incorporated into all our courses and activities.

Element One: *Worldview*

We appreciate the perspectives of others and value the development of a personal philosophy from which action and service arise.

Our graduates will:

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Disposition: We value fairness, service and diversity.

Element Two: *Human Growth and Change*

We want to see growth, development and learning used to effect positive change.

Our graduates will:

- Describe human development
- Apply current theories of learning

Disposition: We believe that all students can learn.

Element Three: *Groups, Leadership and Change*

We want to encourage principles of group behavior that effect positive change for individuals and organizations.

Our graduates will:

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial and special interest groups
- Identify political and legal issues
- Manage human, financial and material resources
- Demonstrate servant leadership

Disposition: We recognize personal leadership responsibility.

Element Four: *Communication and Technology*

We want to use technology to enhance communication, whether oral, written, intrapersonal or interpersonal.

Our graduates will:

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching and research

Disposition: We value respectful communication.

Element Five: *Research and Evaluation*

We both conduct and value disciplined inquiry for decision-making.

Our graduates will:

- Read and evaluate research
- Conduct research
- Report research findings

Disposition: We are committed to inquiry.

Element Six: *Personal and Professional Growth*

We believe in holistic personal and professional growth.

Our graduates will:

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual and social development

Disposition: We value personal and professional growth.

Mission Statement

To educate is to redeem
Educar Es Redimir

Philosophy

We believe that God is the ultimate reality and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation.

Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

Academic Calendar

In addition to the campus-wide calendar in the front of this bulletin, the following dates are specific to the School of Education.

2012

June

9, 10	Thu, Fri	EdD/PhD comps (8:30 a.m.–2:30 p.m.)
10	Fri	MA comps (8:30–11:30 a.m.; 1–3 p.m.)
10, 13	Fri, Mon	EdS comps (8:30 a.m.–12:30 p.m.)
13, 14	Mon, Tue	EdD/PhD comps (8:30 a.m.–2:30 p.m.)

July

16–20	Mon–Fri	Leadership Orientation
22–23	Sun–Mon	AU Leadership Conference
25–27	Mon–Wed	Leadership Roundtable Conference

August

6	Fri	Fall semester student teacher orientation assembly
6–24		First Days of School Experience (Register for credit summer of 2012 or in the semester of student teaching)
22		RMES & AA begin
30–Dec 15		Fall semester student teacher schedule

October

20, 21	Thu, Fri	EdD/PhD comps (8:30 a.m.–2:30 p.m.)
21	Fri	MA comps (8:30–11:30 a.m.; 1–3 p.m.)
21, 24	Fri, Mon	EdS comps (8:30 a.m.–12:30 p.m.)
24, 25	Mon, Tue	EdD/PhD comps (8:30 a.m.–2:30 p.m.)

November

10	Thu	Spring semester student teacher orientation assembly
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25	Fri	Deadline for application to student teaching
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Spring Semester—2013

January

3–April 28		Spring semester student teacher schedule
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March

28, 29	Thu, Fri	EdD/PhD comps (8:30 a.m.–2:30 p.m.)
30	Fri	MA comps (8:30–11:30 a.m.; 1–3 p.m.)
30	Fri	EdS comps (8:30 a.m.–12:30 p.m.)

April

2	Mon	EdS comps (8:30 a.m.–12:30 p.m.)
2, 3	Mon, Tue	EdD/PhD comps (8:30 a.m.–2:30 p.m.)
10	Tue	2011–2012 Student teacher orientation assembly

May

4	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 the Department of Teaching, Learning & Curriculum on p. 295.

Graduate Programs

The School of Education offers master's, specialist, and doctoral degrees. A general description of each degree is provided below. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty. Requirements for specific degrees offered in the three departments of the School of Education are described under the departmental headings.

MAT: Master of Arts in Teaching. The MAT program is an inter-departmental curriculum for teachers who desire a combination of professional preparation and subject-matter specialization in their graduate study. A teaching certificate is required for graduation. Degrees are offered in the Department of Teaching, Learning & Curriculum.

MA: Master of Arts. The MA program is a one- or two-year program beyond the bachelor's degree and is offered in all three departments of the School of Education.

MS: Master of Science. The MS program is a one- or two-year program beyond the baccalaureate degree for certified teachers who desire an endorsement in Special Education/Learning Disabilities. The degree is offered in the Department of Graduate Psychology & Counseling.

EdS: Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

EdD: Doctor of Education and PhD: Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

Admission

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Graduate Psychology & Counseling: students are encouraged to apply by March 1.

Application Procedure. In addition to meeting the general requirements for graduate admission as listed on pp. 44–49, applicants to the School of Education should note the following GRE requirements.

- Official scores from the Graduate Record Examination (GRE) General Test taken within the last five years must be submitted. MA, MAT, and EdS students may be considered for provisional admission without these scores. School Psychology Program students must submit GRE scores before they are considered for any type of admission.

Scholarships/Financial Aid

Named scholarships are allocated in the spring semester for the following school year. Students wishing to apply for scholarships should obtain an application form from the School of Education Dean's Office. The deadline for submitting applications is February 7. 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 of this bulletin for further information.

General Academic Information

Academic Advisement. A student's initial contact is with the department chair/program coordinator. Normally during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Student Responsibilities. Students are expected to know the regulations governing academic matters. This bulletin covers general questions relating to academic policies. Although the policies in this bulletin have the weight of faculty action, practice, and precedent, special circumstances may occasionally warrant an exception. In such circumstances, students may use the petition process coordinated by the Graduate Programs Office, Room 164.

Procedures to follow in meeting the degree requirements are detailed in the handbooks which have been prepared for the master's, specialist, and doctoral programs.

Responsibility for meeting degree requirements and following the specified procedures rests with the student. Each student is expected to be aware of the various requirements and procedures as published in both the bulletin under which he/she proposes to graduate and the handbook for the program in which he/she is studying. A student may choose to meet the requirements of any bulletin in force while he/she is continuously enrolled as defined for each degree program.

Student Grievance Procedure. Andrews University has a grievance (appeal) procedure for students who may oppose or question any practice, decision, and/or policy. The details of this procedure are found in each of the School of Education graduate handbooks and in the undergraduate *Student Handbook*.

Continuous Registration-Active Status. (Leadership students, please see p. 319, Educational Leadership students please see note on p. 311 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 continuous registration is not possible. Students who need to temporarily suspend their studies must apply for a leave of absence through their advisor and committee chair. If the leave is approved, the student is placed on inactive status. Inactive status does not negate the policy which requires that all credits counted toward the degree or certificate, including transfer credits, be earned within appropriate period for a given degree prior to graduation. Students who fail to make continuous progress (see Continuous Registration) or to obtain an approved leave of absence may be removed from active status.

Inactive Status. Graduate students who do not have continuous registration or an approved leave of absence will be placed on inactive status. Students who fail to request reactivation within the allowed time for program completion will be removed from a graduate program.

Doctoral students who do not make any progress on their dissertations for a period of 12 months may be asked to revise the composition of their dissertation committees. The dissertation chair and committee may reconsider their commitment to the student's dissertation.

After being inactivated, students must make a request for reinstatement to a graduate program through the department. (See Reinstatement to Active Status.)

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) must re-apply to the department for reactivation into the graduate program and pay a reactivation fee of \$500. Students seeking reactivation must register for EDUC560 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:
 1. The MAT/MA: a minimum GPA of 3.00 in all courses for the degree and in all courses applied to the major/emphasis.
 2. The EdS: a minimum GPA of 3.20 in all post-master's courses for the degree and in all courses applied to the major/emphasis.
 3. The EdD/PhD: a minimum GPA of 3.30 in all post-master's courses (or post-specialist courses if EdS was received before admission to the doctoral program) for the degree and in all courses applied to the major/emphasis.
- Students whose cumulative GPA drops below the minimum in any given semester are placed on academic probation. Such students must work with their advisors to develop a schedule of courses that ensures raising the cumulative GPA above the required minimum in a timely manner (normally the following semester). The Graduate Programs Office must approve the plan. Students who fail to meet the terms of such a plan are asked to withdraw.
- No grade of D or F or U may count toward a degree. Courses with a grade less than a B- do not count toward the major or emphasis.
- If a student receives an unsatisfactory grade (normally a D or F), the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for course work repeated on campus.
- Any student who receives a grade below B- (including U) in more than four courses in an MA program and in more than three courses (in addition to the four from the MA) in an EdS/EdD/PhD program is asked to withdraw.
- Students may not apply credits earned by examination toward a graduate degree.
- Candidates for the MA degree must pass comprehensive examinations and (if thesis option is chosen) formally defend a master's thesis. Candidates for EdS degrees must pass comprehensive examinations. Candidates for PhD/EdD degrees must pass comprehensive examinations and formally defend a dissertation.

Satisfactory Academic Progress. See the section on SAP Policy for Graduate Students with Financial Aid on p. 78.

Transfer Credits. General requirements for transfer credits are found on p. 51. In addition, graduate course work taken at any Seventh-day Adventist college in the United States offering an MA degree may transfer up to 50% of the minimum credits required. Graduate credits taken in the MDiv program may be transferred into MA, EdS or doctoral programs in the School of Education. However, 1 Master of Divinity credit will be marked down to .75 School of Education credits. Transfer credits from other Seminary programs need to be evaluated on a case-by-case basis.

Time Limits. A student must complete the requirements for a master's degree normally within six years, but no more than

ten years from the beginning of the first semester of class work irrespective of admission classification. Leadership students please see Leadership program sections regarding program time limits. Course work taken more than six years but less than ten years prior to the graduation year must be updated in order to apply to the degree, if taken at Andrews University. Transfer courses for which advanced credit is requested must be taken within six years of the graduation year.

Master's Degrees (MA/MAT/MS)

The master's degrees (MA/MAT/MS) prepare personnel for leadership and specialized positions in education beyond the bachelor's degree. While additional specific departmental requirements are described under the different departments, some general requirements are indicated below. Students are responsible for reading the Academic Information section of this bulletin. Also, students should consult the *Handbook for Master's Students* or the *Handbook for Master of Arts in Teaching (MAT) Students and Faculty*.

Admission to MA/MAT/MS Programs. See the General Admission Requirements and the Minimum Academic Standards for Admission to Graduate Programs sections of this bulletin on pp. 44–49.

General Requirements (MA/MAT/MS)

- Students are responsible to note the requirements in the Academic Information section of this bulletin on pp. 48–52.
- The candidate's undergraduate background for advanced study must be approved by the department in which enrollment is sought. An applicant who receives provisional admission while having undergraduate deficiencies must remove these deficiencies with approved undergraduate or graduate credits before completing 50% of his/her course work. *These credits do not apply to the degree program.*
- Students must satisfactorily complete a minimum of 32-48 credits (as determined by the program chosen). One-half of these credits must be in courses numbered 500 or above.
- MAT students must satisfactorily complete at least 12 credits in the area of emphasis required by their chosen program.

General Requirements (MA/MS ONLY)

- The program must include EDFN500 and EDRM505.
- All MA students must pass a comprehensive examination after they are advanced to degree candidacy. The examination, which is scheduled on specific dates each semester (see the School of Education academic calendar), consists of one 3-hour session and one 2-hour session. An *Application for Advancement to Candidacy* form is filed upon completion of 50% of the student's course work.
- All MA students planning on taking comprehensive exams must register for the EDUC670 Master's Comprehensive Exam course for 0 credits of the term in which they will be taking the exam. Students who fail the 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), consists of one 3-hour session and one 2-hour session.

Preparation and Presentation of a Thesis. To fulfill the thesis option for a master's degree, the student must write a thesis and successfully defend it in an oral examination at an officially designated time and place. See *Handbook for Master's Students*.

The format of the thesis must conform to the guidelines found in the *Andrews University Standards for Written Work*.

Students elect to take either a thesis or non-thesis option. Those who plan to take additional graduate study should elect to write a thesis. Students who do not plan to pursue a specialist degree or a doctoral degree may substitute 3 semester credits of course work in the major area of emphasis in place of the thesis.

Guidelines for Practicums. Students in the MAT program which requires certification endorsements must take a practicum in accordance with these guidelines:

- Students should take the practicum experience toward the end of their program after completing all required prerequisites.
- Students must submit an application to the Certification, Screening, and Petitions Committee before January 31 to be eligible to take the practicum experience the next academic year.
- The director of student teaching makes all arrangements for placement in schools.
- Students must make a pre-practicum visit to the school before placement is finalized.

Transfer From One Program to Another. Acceptance into an MA or MAT program in the School of Education does not include the option of automatic transfer to another program at a subsequent time. A student in one of the programs may be permitted to reapply for the other degree program until the last day of the second semester. Upon application for transfer, advisors re-evaluate the student's current program and make adjustments for the new degree requirements. Following that re-evaluation, those courses which are relevant to the second degree may be transferred.

Progression Through the MA/MAT/MS Degree Programs

Academic Advisement. Students initially contact the department chair or program coordinator. Then, during the first semester of registration, a permanent advisor is selected. The advisor's major tasks are to counsel with the student about academic requirements and expectations, and to help develop a course plan which meets these requirements.

Advancement to Degree Candidacy. For information regarding advancement to degree candidacy for master's degree students, see the Academic Information section of this bulletin on p. 48.

Educational Specialist Degree (EdS)

The specialist degree prepares personnel for leadership and specialized positions in education. It builds upon the master's degree in providing a more focused program of study. In some cases the specialist program accommodates persons desiring career shifts and advancement in certification. Because the educational specialist program emphasizes practice rather than research, a dissertation and advanced research course work are not required.

The specialist degree should be considered a terminal program. However, doctoral students may elect to complete the specialist degree as a component of the doctoral program. Such an arrangement should be made in consultation with the student's advisor and approved by the Graduate Programs Office no later than the first semester of course work.

Students are responsible for reading the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin. Also, students should consult the *Handbook for Educational Specialist Students*.

Admission to the EdS Program. Admission to a specialist program is based on the total profile of the student. To qualify for regular admission, the student must

- Have a master's degree or its equivalent from an accredited university (see Department of Graduate Psychology & Counseling for possible exceptions).
- Give evidence of ability to pursue advanced study in graduate-level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information sections of this bulletin beginning on pp. 44, 48.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses:
EDFN500 Philosophical Foundations for Professionals—3
and one of the following:
Historical
EDFN517 History of Seventh-day Adventist Education—2
Philosophical
EDFN610 History and Philosophy of Education—3
Psychological
GDPC514 Psychology of Learning—3
GDPC520 Life Span Development—2-3
GDPC615 Advanced Human Development—3
GDPC625 Biopsychology—3
GDPC626 Cognitive Psychology—3
Sociological
EDFN689 Seminar in Foundations—2-3
Theological
EDFN688 Integration of Faith and Learning—1-2
- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:
1. Course work in research and/or statistics.

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2. An advanced project featuring the systematic development of a significant educational product.
 3. A research study.
- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
 - A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

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

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect.
2. By application to the Graduate Educational Programs Committee with all new requirements.

Progression Through the EdS Degree Program

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the Dean's office or the Graduate Programs office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must

1. Remove all deficiencies
2. Demonstrate English Language proficiency (where required)
3. Achieve regular admission status
4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University specialist course work. Students applying for comprehensive examination must register for EDUC870 *Specialist Comprehensive Exam*. Students who fail the 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 (pp. 44–54). Also, students should consult the *Handbook for Doctoral Students*.

Admission to a Doctoral Program. Admission is based on the total profile of the student. To qualify for admission, the student must meet all the admissions standards listed in the Graduate Admissions section of this bulletin, including

- Earned master's degree or its equivalent from an accredited university with adequate preparation for the proposed doctoral specialization (see the Department of Graduate Psychology & Counseling and the Leadership program for possible exceptions).
- Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements

Leadership students should see the Leadership Program section. All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the bachelor's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 74 credits of graduate work, plus 16 credits for the dissertation. At least two-thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program, and a 3.00 GPA overall in graduate work taken at Andrews University.
- Students must take the following educational foundations courses:
 - EDFN500 Philosophical Foundations for Professionals—3 and one course from two of the following areas:
 - Psychological*
 - GDP514 Psychology of Learning—3
 - GDP520 Life Span Development—2-3
 - GDP615 Advanced Human Development—3
 - GDP625 Biopsychology—3
 - GDP626 Cognitive Psychology—3
 - Sociological*
 - EDFN689 Seminar in Foundations—2-3
 - Theological*
 - EDFN688 Integration of Faith and Learning—1-2
- Students must follow specific program requirements in the area of research (see *Research Requirements*).
- Students must establish residency as follows:
 1. **PhD Residency.** A sequence of two out of three consecutive terms (semester or summer) at a full-time load.
 2. **EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take a minimum of 16 dissertation credits and write and defend a dissertation.
- Students who have registered for the minimum of 16 dissertation credits and have not graduated and are still within the program time limit will register for dissertation continuation until graduation.
- Students who registered for the total required minimum of 16 dissertation credits but have not graduated within the program time limit must register for one (1) dissertation credit each semester until graduation.

Time Limits

- Time limits are determined by the specific program and the time length is counted from the first registration for AU

doctoral course work. Students in the Department of Teaching, Learning & Curriculum must complete all requirements, including dissertation, within 10 years. Students in the Department of Graduate Psychology & Counseling must complete all requirements, including dissertation, within seven years. Students from the Department of Leadership must complete all requirements, including dissertation, within seven years.

- All course work and the comprehensive examination must be completed within 5 years of first registration for AU doctoral course work.
- The dissertation must be completed within 7 years of first registration for AU doctoral course work.

Full-time Status. For students who have completed all classes for the degree except dissertation and/or internship, full-time status requires the following:

- Registering for one or more credits of dissertation, dissertation continuation, or internship every semester until graduation.
- Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year
- Receiving confirmation by the dissertation chair or internship supervisor that full-time work is being done.

For students who have not completed all classes for the degree, full time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship
- Registering for 4 or more credits of dissertation
- Registering for one or more credits of dissertation or internship; doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year; and having approval by the dissertation chair or internship supervisor that full-time work is being done. Students may not take more than 16 credits during a semester.
- Registering for LEAD600 allows a student to be considered a full-time student.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

Transferring from one doctoral program to another within a department. Transfers between EdD and PhD degrees within the same department shall be by petition to the Graduate Educational Programs Committee and can be made at any time during the student's program. Original time limits are maintained.

Transferring between departments. Students who wish to transfer between departments must submit new applications to the Graduate Educational Programs Committee.

Returning to doctoral-degree program from a specialist program. After receiving the specialist degree, students who had previously been admitted to a doctoral program may return to the program by either of the following two options:

- By petition with all previous requirements (such as doctoral course plan and time limits) in effect.

- By application to the Graduate Educational Programs Committee (GEPC) on the basis of the requirements of the current bulletin.

Progression Through the EdD/PhD Degree Program

Leadership students should see the Leadership Program section.

Course Plan. Normally within the first 16 credits, the student and advisor work out a proposed course plan to complete degree requirements. This must be approved by the department chair and the Graduate Programs office.

Research Requirements. Research requirements for the doctoral degrees include breadth, depth, and flexibility. Requirements are designed to enable doctoral students to critique journal articles that use common methodologies, statistics, and techniques; conduct research using appropriate methodologies; write research reports, including the dissertation; and continue scholarly research activity beyond the dissertation.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University doctoral course work. Students applying for comprehensive examination must register for EDUC870 *Doctoral Comprehensive Exam*. Students who fail the doctoral comprehensive exam will have only one more opportunity to retake the exam. Students who fail the exam on their second attempt may be removed from the program.

Advancement to Degree Candidacy. An *Application for Advancement to Degree Candidacy* form is filed after the student

- Applies for the comprehensive examination
- Completes all course requirements or registers for them
- Removes all curriculum deficiencies
- Removes any language deficiency.

The student is advanced to degree candidacy when the comprehensive examination is passed.

Preparation and Presentation of a Dissertation. Students should consult pp. 53–54 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 116
1-800-471-6210 option #1
odl@andrews.edu
www.andrews.edu/sed/pdc/

Faculty and Staff

Heidi Labbe, *Supervisor*

Partnership Courses

Courses have been designed especially for K–12 practicing teachers who are not on campus but who want to take a course

for professional development, personal enrichment, continuing education credit, or degree requirements. Students must have **prior approval** from a state regional teacher certification board or from the university which is providing their advanced degree or planned program to include these courses in their planned program.

New courses are added during the year. Please refer to the website for a complete list.

EDCI631 (Partner is Performance Learning)

- 001 Action Research for the Classroom
- 002 Action Research in the E-Learning Environment
- 003 Building Online Collaborative Environment
- 004 Cultural Competence
- 006 Developing 21st Century Literacy Skills
- 007 Differentiated Instruction in Today's Classroom
- 008 Educating the Net-Generation
- 009 Facilitating Online Learning Communities
- 010 Geometry for Middle School Teachers
- 011 Infusing Arts into the Curriculum
- 012 Instruction Design for Online Educators
- 013 Merging Educational Goals
- 014 Reading Across the Curriculum
- 015 Simulations and Gaming Technologies
- 016 Strategies for Middle School Science Teachers
- 017 Successful Teaching for Accepting Responsibility
- 018 Teaching Algebra to Middle School Students
- 019 Teaching the English Language Learner
- 020 Using Online Resources
- 021 Thinking Mathematically—Elementary Edition
- 022 Creating Professional Learning Communities
- 023 Purposeful Learning Through Multiple Intelligences
- 024 Response to Intervention
- 041 Classroom Management: Orchestrating a Community of Learners
- 042 Teaching Through Learning Channels
- 045 Blended and Synchronous Design
- 046 Writing Across the Curriculum
- 047 Foundations of Literacy—Begin to Read
- 048 Rigor, Relevance & Relationships

EDCI632 (Partner is Quality Education)

- 051 Teaching Students Responsible Behavior
- 052 Cooperation in the Quality Classroom
- 053 Teaching in the Quality Classroom
- 054 Responsibility, Respect & Relationships
- 055 Dealing with Discipline Problems
- 056 Teaching in the 21st Century
- 057 Improving Student Achievement
- 059 Building Home School Relationships
- 060 Every Student Can Succeed
- 061 Teaching in the Inclusive Classroom
- 062 Differentiated Instructional Strategies
- 063 Differentiated Assessment Strategies
- 064 Introduction to Differentiation
- 065 Creating Your Professional Portfolio
- 066 Differentiation and Literacy
- 067 Classroom of Choice
- 068 Teaching Students Responsible Behavior Part II

EDCI633 (Partner is Teacher Online Education)

- 071 Classroom-Based Assessment
- 072 Differentiated Instructional Strategies for Today's Classroom
- 073 Best Practices for Brain-Based Classrooms
- 074 Boys and School: Challenge Underachievement

EDCI634 (Partner is Teachscape)

- 001 Assessment & Intervention for Struggling Readers
- 002 Reading in the Content Area

- 003 The Reading and Writing Connection
- 004 The Thinking and Learning Brain
- 005 Student-Directed Learning to Foster, Motivate & Engage
- 006 Classroom Assessment for Today's Teacher
- 007 Inquiry Based Science
- 008 The 21st Century Learner
- 082 Fundamentals of Mathematics: Teaching for Conceptual Understanding
- 084 Foundations of Reading & Literacy
- 085 Teacher as Leader
- 086 Instructional Design
- 087 Understanding Teaching and Learning
- 088 Measurement and Geometry Elementary
- 089 Proportional Reasoning Middle Grades
- 090 Meeting the Needs of All Students
- 091 Effective Assessment
- 092 Problem Solving K–5
- 093 Problem Solving 6–8
- 094 Research-Based Instructional Strategies
- 095 Algebra, K–5
- 096 Algebra, 6–8
- 097 Measurement and Geometry, 6–8
- 098 Data & Analysis & Probability, K–5
- 099 Data & Analysis & Probability, 6–8

EDCI635 (Partner is Virtual Education)

- 001 Advance Classroom Management
- 002 Attention Deficit Disorder
- 003 Autism & Asperger's Syndrome
- 004 Behavior is Language
- 005 Child Abuse
- 006 Drugs and Alcohol in School
- 007 ECE Family Centered Services
- ECE Observation & Assessment
- 009 ECE Program Planning
- 010 ECE Typical & Atypical Development
- 011 Educational Assessment
- 012 Harassment, Bullying & Cyber-Intimidation
- 013 Inclusion
- 014 Infant and Toddler Mental Health
- 015 Learning Disabilities
- 016 Reading Fundamentals #1
- 017 Reading Fundamentals #2
- 018 Reading Fundamentals #3
- 019 Talented and Gifted
- 020 Teaching Diversity
- 021 Traumatized Child
- 022 Understanding Aggression
- 023 Violence in Schools
- 024 Teaching Elementary Math Conceptually
- 026 Why DI? An Introduction to Differentiate Instruction

TEACHING, LEARNING & CURRICULUM

Bell Hall, Room 014
269-471-3465

www.andrews.edu/sed/tlc/

Faculty

R. Lee Davidson, *Chair*
Nancy Agnetta
Michelle Bacchiocchi
Larry D. Burton
Faith-Ann McGarrell
Raymond J. Ostrander
Barbara A. Reid

Emeriti

M. Louise Moon
Millie U. Youngberg

Programs of Study

The Department of Teaching, Learning, & Curriculum (TLC) offers undergraduate degrees, graduate degrees, and teacher certification programs. Programs leading to BA or BS degrees are discussed in the “Teaching, Learning, & Curriculum Undergraduate Programs” section. The department also offers master's programs in the following areas: Master of Arts in Teaching, Master of Arts and Master of Arts: Education with an emphasis in Curriculum and Instruction, and a Master of Science. Finally, TLC offers three advanced degrees: EdS: Curriculum & Instruction and EdD/PhD: Curriculum & Instruction. (Information on these master's and advanced degree programs is found in the TLC Graduate Programs section.)

Field-based Delivery of Graduate Programs

Designed for three–four summers (4–8 weeks) on Andrews University campus and online courses during two–three school years, for working professionals. The field-based master's, specialist and doctoral programs allow participants to meet program competencies within the context of their current career positions. This immediate application of learning strengthens authenticity, provides relevancy, and benefits the place of employment.

Field-based programs are offered through a combination of summer intensives, regional group sessions, and Internet study. Opportunities for cognate study are offered in business, technology, computer studies, and other areas of interest to persons employed in formal as well as non-formal learning organizations.

Program Approvals

Andrews University is approved for teacher education and certification by the North American Division Office of Education of the General Conference of Seventh-day Adventists, the State of Michigan Board of Education, and the National Council for the Accreditation of Teacher Education (NCATE). Students acquiring Michigan Certification at Andrews University are eligible through reciprocal agreements for teacher licensure in most other states and the Canadian provinces.

The Consortium for Outstanding Achievement in Teaching with Technology

Andrews University is a founding member of the Michigan-based Consortium for Outstanding Achievement in Teaching with Technology (COATT). This consortium of higher education institutions and supporting P-12 organizations exists to promote the use of technology in P-12 schools. COATT issues certificates of recognition for pre-service and in-service teachers who demonstrate an exemplary use of technology in teaching. Details on the application process may be found on the Consortium's web site: www.coatt.org. If you are interested in pursuing COATT recognition, contact either Dr. Lee Davidson or Dr. Ray Ostrander.

Phases of Teacher Preparation Program

Undergraduate and graduate teacher preparation at Andrews University is a three-phase process. Students proceed through the teacher preparation program via a series of formal applications and evaluations. The three phases of the program are:

- Pre-Teacher Preparation (contains General Education)
- Teacher Preparation (contains Professional Education requirements plus major and minors)
- Student Teaching

Teacher Education “Report Card,” Annual Title II Report

These data are supplied as mandated by Federal regulations. Individual copies of the “Report Card” are available from the Department of TLC. The data reported are specific to completers of the Andrews University teacher preparation program September 2008 through August 2009.

Data Type	Data
Number taking MTTC Basic Skills Exam	28
% passing MTTC Basic Skills Exam	93
Number taking MTTC Subject Area Exams	32
% passing MTTC Subject Area Exams	84
Number of students in the Andrews University Teacher Preparation Program	144
Number of student teachers supervised (may include guests from other universities)	19
Number of faculty who supervised student teachers	3
Student teacher/faculty ratio	1:6

TEACHING, LEARNING & CURRICULUM UNDERGRADUATE PROGRAMS

Undergraduate Academic Programs	Credits
BS: Elementary Education (BSELED) (requires a content major or two minors)	
Emphasis Areas	
Integrated Science	36 major/29 minor
Language Arts	36 major/24 minor
Social Studies	44 major
BS with Secondary Certification	
Emphasis Areas	
Integrated Science (includes minor)	64
Social Studies (includes minor)	56

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 pre-service teacher demonstrates knowledge and skill in the following areas:

1. Worldview
2. Human growth and change
3. Groups, leadership, and change
4. Communication and technology
5. Research and evaluation
6. Personal and professional growth
7. Content knowledge

Pre-Teacher Preparation Status. All undergraduate students admitted into the School of Education are in a Pre-Teacher Preparation status until they are formally admitted into the teacher preparation program. Only the following teacher preparation courses can be taken without admission to the program or special permission: GDPC302, EDTE165, 228 and 408. (Students need to take EDTE165, 228, GDPC302 and EDTE408 in order.) If a student receives a grade of a C- or below in any two of the first four classes required for admission to the Teacher Preparation Program they will not be allowed to continue to take Education courses.

Admittance into the Teacher Preparation Program. A formal application for admittance into the teacher preparation program and for Student Teaching must be submitted to the Department of Teaching, Learning & Curriculum upon completion of EDTE408. Transfer and graduate students should do this during the semester they take EDTE408. The Basic Skills portion of the *Michigan Test for Teacher Certification (MTTC)* must be passed before admittance to the teacher preparation program. See the Teacher Education Program and Certification Procedures for specific details, pp. 301–303.

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.

BS in Elementary Education

The Bachelor of Science in Elementary Education degree is a professional degree with emphasis in the curriculum and methodology of teaching in the elementary school.

Michigan Department of Education Definition of “Program Completers”

Elementary Education “Program Completers” must qualify for graduation. This includes the following:

- Completion of general education core
- Passing score on the *MTTC Basic Skills Exam*
- Completion of professional education courses*
- Completion of planned program minor*
- Completion of an approved subject content major* **or** two minors*
- Passing score on the *MTTC Elementary Education Exam* (additional subject area exams are optional)
- Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
- Recommendation for certification

* **EACH** of these areas must have a 2.50 GPA with no grade of C- or below, in addition to a minimum cumulative GPA of 2.75.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

General Education Core Requirements

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Professional Elementary Education Requirements

Professional Education Courses

GDPC302	Educational Psychology—3
EDTE165	Phil. & Social Foundations of Education—4
EDTE408	Principles of Teaching and Learning—3
EDTE425	Multi-grade/Multi-age Education—1
EDTE444	Elementary Language Arts Methods—2
EDTE445	Elementary Mathematics Methods—3
EDTE446	Elementary Science and Health Methods—3
EDTE447	Elem. Social Studies & Character Educ. Methods—3
EDTE487*	Student Teaching Seminar—1
EDTE488*	Student Teaching (Level)—1-15

*(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)

The Planned Program Minor (all courses must be completed)

EDTE228 Strat for Educ Exceptional & Diverse Learners—3

EDTE418	Methods for Teaching Beginning Reading—3
EDTE420	Literacy Intervention Strategies—3
EDTE424	Classroom Testing and Evaluation—2
EDTE448	Methods for Integ Arts & Movement in Elem Curr—3
EDTE476	Methods for Integrating Instructional Tech—2
EDTE480	First Days of School Experience—2
EDTE484	Developmental Reading Methods—2
ENGL407	Literature for Children—2 or 3
GEOG110	Survey of Geography—3 or
GEOG475	Regional Geography: _____—3
MATH220	Geometry and Numbers—3

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.

General Education Requirements—58+

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion—12*

RELT100, 225, RELH400⁺ or RELT308. **Note:** If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.

Language/Communication—9-13

ENGL115, 215; COMM450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST204, 205

Fine Arts/Humanities—5

ENGL407 (2)

One course from:

Studio Art (3), MUHL214, Ensemble Music (3), PHTO115, PHTO210

Life/Physical Sciences—14

Students must take BIOL165 & 166 **and** choose one from PHYS110 or 115

Mathematics—3

MATH220

Computer Literacy: requirement met in EDTE476

Service—4

EDTE165

Social Sciences—3

PLSC104

Fitness Education—3

HLED120 plus two Fitness Education courses

* **Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

+ RELH400 covers both RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Content Majors and Minors for Elementary Education

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen

from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements on p. 279.

The required courses for an approved major or minor in Integrated Science, Language Arts, Reading, and Social Studies are listed in the chart below. All other approved majors and minors are listed and described under the appropriate department in the College of Arts & Sciences, School of Architecture, Art & Design and School of Health Professions sections of this bulletin.

Subject Content Areas	BA	BS	Minors
Group A: Language Arts			
Language Arts*		36	24
Reading (K-8)*			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			21
French (K-12)	36#		24
Spanish (K-12)	36#		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 Major (36)

Advising for this major is done by the Department of TLC.

Required courses:

Life Science/Biology—16 credits

- BIOL221 Anatomy and Physiology I—4
- BIOL222 Anatomy and Physiology II—3
- BIOL165 Foundations of Biology—5
- BIOL208 Principles of Environmental Science—4

Physical Science—8 credits

- CHEM110 Intro to Inorganic and Organic Chemistry—4
- PHYS115 Mythbusting—4

Earth/Space Science—8 credits

- BIOL330 History of Earth and Life—4
- PHYS110 Astronomy—4

Integrated Science—4 credits

- IDSC456 Integrated Science—4

Electives may be chosen from BIOL, CHEM and PHYS under advisement

Language Arts Major (36)

Advising for this major is done by the Department of TLC.

Required courses:

- COMM280 Voice and Diction—3
- COMM450 Communication in the Classroom—3
- EDTE418 Methods for Teaching Beginning Reading—3
- EDTE420 Literacy Intervention Strategies—3
- EDTE436 Writing K-8—2

- EDTE484 Developmental Reading Methods—2
- ENGL267 Approaches to Literature—3
- ENGL300 Modern English Grammar—3 or 4
- ENGL407 Literature for Children—2 or 3
- SPPA435 Comm Dev & Disorders for Classroom Teachers—3

Two courses from:

- ENGL273 American Literature to 1865—3
- ENGL274 American Literature 1865 to 1914—3
- ENGL371 English Literature to 1600—3
- ENGL372 English Literature 1600–1800—3
- ENGL373 English Literature 1800–1914—3
- ENGL403 20th Century Literature in English—3

One from:

- ENGL430 Topics in: (a course in writing content)—3
- ENGL437 Teaching & Tutoring Writing—3
- ENGL438 Advanced Composition—3
- ENGL454 The Writing Life—3
- ENGL467 Creative Writing—3

Remaining credits from:

- COMM320 Interpersonal Communication—3
- COMM436 Intercultural Communication—3
- COMM456 Group Dynamics and Leadership—3
- COMM475 Professional Presentations—3
- ENGL404 New Global Literature—3
- ENGL460 Linguistics—3
- SPPA234 Intro to Speech-Language Path & Audiology—3
- SPPA321 Normal Language Development—3

Social Studies Major (44)

Advising for this major is done by the Department of History & Political Science.

Required courses:

- ECON225 Principles of Macroeconomics—3
 - ECON226 Principles of Microeconomics—3
 - FNCE206 Personal Finance—2
 - GEOG110 Survey of Geography—3
 - GEOG260 Cultural Geography—3
 - HIST117 Civilizations and Ideas I—3
 - HIST118 Civilizations and Ideas II—3
 - HIST204 American Experience I—3
 - HIST205 American Experience II—3
 - HIST290 Research Seminar—3
 - PLSC104 American Government—3
 - PLSC120 Analyzing Politics—3
 - PLSC225 Comparative Politics—3 or
 - PLSC230 International Relations—3
 - PLSC237 Individual State & Marketplace—3
 - PLSC435 Public Policy—3
- Remaining credits may be chosen from history, political science, geography, and economics.

Integrated Science Minor (29)

All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of TLC.

Required courses:

Life Science/Biology—9 credits

- BIOL165 Foundations of Biology—5
- BIOL208 Environmental Science—4

Physical Science—8 credits

- CHEM110 Intro to Inorganic and Organic Chemistry—4
 PHYS115 Mythbusting—4

Earth/Space Science—8 credits

- BIOL330 History of Earth and Life—4
 PHYS110 Astronomy—4

Integrated Science—4 credits

- IDSC456 Integrated Science—4

Language Arts Minor

Advising for this minor is done by the Department of TLC.

(24)**Required courses:**

- COMM450 Communication in the Classroom—3
 EDTE418 Methods for Teaching Beginning Reading—3
 EDTE420 Literacy Intervention Strategies—3
 EDTE436 Writing K–8—2
 EDTE484 Developmental Reading Methods—2
 ENGL267 Approaches to Literature—3
 ENGL300 Modern English Grammar—3 or 4
 ENGL407 Literature for Children—2 or 3

One course from:

- ENGL273 American Literature to 1865—3
 ENGL274 American Literature 1865 to 1914—3
 ENGL403 20th Century Literature in English—3

Select remaining courses from:

- COMM280 Voice and Diction—3
 COMM436 Intercultural Communication—3
 ENGL404 New Global Literature—3
 ENGL460 Linguistics—3
 SPPA234 Intro to Speech-Lang Pathology & Audiology—3
 SPPA321 Normal Language Development—3
 SPPA435 Communication Development & Disorders for Classroom Teachers—3

Reading Minor

Advising for this minor is done by the Department of TLC.

(20)**Required courses:**

- EDTE417 Teaching Reading in the Second Content Areas—3
 EDTE418 Methods for Teaching Beginning Reading—3
 EDTE420 Literacy Intervention Strategies—3
 EDTE460 Reading Practicum—1–4
 EDTE484 Developmental Reading Methods—2
 EDTE485 Adv Methods for Elem Classroom Literacy—3

Choose electives from:

- COMM280 Voice and Diction—3
 EDTE160 College Reading Efficiency—2
 EDTE164 Dynamic Reading Strategies—1–2
 ENGL407 Literature for Children—2–3
 ENGL408 Literature for Young Adults—2–3
 ENGL460 Linguistics—3
 SPPA321 Normal Language Development—3
 SPPA435 Comm Dev & Disorders for Classroom Teachers—3

Bachelor of Arts (BA) Option

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. Requirements for General Education, professional education courses and the planned program minor are the same as for a Bachelor of Science in Elementary Education.

Bachelor of Science (BS)—Individualized Program

This degree may be planned for students who have career goals and/or special interests in the area of education not requiring K–12 teaching credentials or for individuals planning on earning certification in a five-year program ending with an MAT degree. The degree includes two main parts:

- (1) an appropriate general education component, and
- (2) an interdepartmental area of concentration totaling at least 66 credits, 20 of which must be education course credits. Admission to the program or transfer from another program must be granted by program faculty before any education courses may be taken.

Secondary Certification with a BA or BS Degree

Students preparing for teaching in secondary schools (grades 6–12) may choose from either the Bachelor of Arts or the Bachelor of Science degree programs. These degrees are granted by the College of Arts & 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.

Secondary Certification General Education Requirements—63–66

See professional program requirements, p. 43, and note the following **specific** requirements:

Religion—12*

RELT100, 225, RELH400⁺ (recommended) or RELT308.

Note: If you take RELT308 you will need HIST404 as well. An additional 3-credit class chosen in consultation with your SED advisor.

Language/Communication—9–13

ENGL115, 215; COMM450

Foreign Language (BA only) Intermediate Language (4)

History—6

HIST117, 118

Fine Arts/Humanities—3

Choose one course from:

ARTH220, PHTO210, Studio Art (3), ENGL255, PHIL224, MUHL214, Ensemble Music (3)

Life/Physical Sciences—8

Take one course from Life Science and one from Physical Science

Mathematics—3

MATH145 or higher-level course

Computer Literacy: INFS120 or competency exam**Service—4**

EDTE165

Social Sciences—6

GDPC302 and EDTE228

Fitness Education—3

HLED120 plus two activity courses

* **Religion Credits for Transfer Students.** Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews University or another Seventh-day Adventist college or university.

+ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Michigan Department of Education Definition of Program Completers

Secondary Education “Program Completers” must qualify for graduation or hold a bachelor's degree. Additional requirements for “Program Completers” include the following:

- Completion of general education core
 - Passing score on the *MTTC Basic Skills Exam*
 - Completion of professional education courses*
 - Completion of approved subject content teaching major*
 - Completion of approved subject content teaching minor*
 - Passing score on the *MTTC Subject Area Exams* for both major **and** minor
 - Recommendation for certification.
- * *EACH of these areas must have a 2.50 GPA, with no grade of C- or below, in addition to a minimum cumulative GPA of 2.75.*

Content Majors and Minors for Secondary Education

Descriptions of the Integrated Science and Social Studies majors are listed in the following chart. 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 Areas	BA	BS	Minor
Biology		42	22
Chemistry		40	24
Communication Arts		36–38	20
Computer Science (K–12)		40#	20
English+	42		21
ESL			21
French (K–12)	36#		24
History	54		39
Integrated Science (includes minor)		64	
Mathematics		39	20
Mathematics Education		36	
Music Education (K–12)+ (BMus degree includes minor)	82		
Physics		40	20
Physics Education+		30	
Political Science	42		33
Social Studies (includes minor)		56	
Spanish (K–12)	36#		21
Religion (Secondary Education Emphasis— SDA Certification only)	32+		20
Visual Arts Education (K–12) (includes minor)		53	
+ pending State of Michigan approval			
# K–12 Endorsement in major area only			

Secondary Professional Education Courses

GDP302	Educational Psychology—3
EDTE165	Philosophical & Social Found of Education—4
EDTE228	Strat for Educ Exceptional & Diverse Learners—3
EDTE408	Principles of Teaching and Learning—3
EDTE417	Teaching Reading in the Secon Content Areas—3
EDTE424	Classroom Testing and Evaluation—2
EDTE459	Methods for Teaching Secondary School: Area—3
EDTE476	Methods for Integrating Instructional Tech—2–3
EDTE480	First Days of School Experience—2

- EDTE487 Student Teaching Seminar—1
EDTE488* Student Teaching (Level)—1–15

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

Integrated Science Major (64)

(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

- BIOL165 Foundations of Biology—5
BIOL166 Foundations of Biology—5
BIOL208 Principles of Environmental Science—4
BIOL348 General Ecology—3
BIOL371 Genetics, Cellular and Molecular Biology I—3
BIOL372 Genetics, Cellular and Molecular Biology II—3

Chemistry—minimum 12 credits

- CHEM131 General Chemistry I—4
CHEM132 General Chemistry II—4
CHEM231 Organic Chemistry I—3
CHEM241 Organic Chemistry Lab—1

Physics—minimum 8 credits

- PHYS141 General Physics—4
PHYS142 General Physics—4
(PHYS241, 242 Physics for Scientists and Engineers—4, 4 may be substituted for PHYS141, 142)

Earth/Space Science—minimum 15 credits

- BIOL330 History of Earth and Life—4
GEOG240 Physical Geography—3
IDSC456 Integrated Science—4
PHYS110 Astronomy—4

Required Cognates—6 credits

- MATH191 Calculus 1—4
EDTE456 Secondary Science Methods—2

Electives chosen by advisement from the above areas to complete the requirements.

The State of Michigan recommends that students pass MTTC subject exams in biology, physics and chemistry.

BS: Secondary Education Social Studies Major (56)

(This major contains a built-in minor in History)

- BHSC235 Culture, Place and Interdependence—3
ECON225 Principles of Macroeconomics—3
ECON226 Principles of Microeconomics—3
FNCE206 Personal Finance—2
GEOG110 Survey of Geography—3
GEOG260 Cultural Geography—3
HIST117 Civilizations and Ideas I—3
HIST118 Civilizations and Ideas II—3
HIST204 American Experience I—3
HIST205 American Experience II—3
HIST277 History/Political Science Colloquium—0
HIST290 Research Seminar—3
HIST404 Adventist Heritage—3
HIST459 Special Meth in Teaching History & Soc Studies—3
PLSC104 American Government—3
PLSC120 Analyzing Politics—3

- PLSC225 Comparative Politics—3 or
- PLSC230 International Relations—3
- PLSC237 Individual State & Marketplace—3
- PLSC435 Public Policy—3

All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details. Advising for this major is done by the Department of History & Political Science.

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Teacher Education Program and Certification Procedures

Application for Admission to the Teacher Preparation Program and Student Teaching. An application for admission to the Teacher Preparation Program and Student Teaching must be completed during the semester EDTE408 Principles of Teaching 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 EDTE165, EDTE228, GDPC302 and EDTE408.
- Choose appropriate teaching major and/or minor(s).
- Pass the *MTTC Basic Skills Test* (students are only allowed to take this test three times).
- Have a cumulative GPA of 2.75.
- Obtain a recommendation from three sources: a professor from a methods course, and a professor from your major and minor.
- Demonstrate clearance as in regard to felony or misdemeanor conviction as an adult.
- Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
- Submit a plan for completing the required MTTC Michigan Subject Area Exam(s).
- Applications will be processed as they are received and completed. It is the student's responsibility to see that all paperwork is in and the application is processed in a timely manner.

Once admitted to the teacher education program students must:

- Maintain good and regular status.
 - Maintain a 2.50 GPA in each of the following areas:
 1. Major(s)*,
 2. Minor(s)*,
 3. Professional education courses*, and
 4. Overall course work.
- *A course with a grade less than 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 (began in EDTE165).
 - Demonstrate the professional disposition of an educator.

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 week preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed on the tasks teachers must perform in the weeks before school opens, organizing and conducting the all-important first day, and the tasks teachers encounter during the first weeks of school.

These tasks include

1. Short- and long-range planning
2. Constructing units of instruction
3. Selecting materials and supplies
4. Organizing and managing the classroom
5. Establishing discipline procedures
6. Record keeping (including the daily register)

Student Teaching Semester. The student-teaching semester consists of a minimum of 14 weeks of full-time observation, participation and teaching under supervision in an elementary or secondary school. If the beginning and ending dates do not coincide with the university semester calendar, the student-teaching calendar takes precedence over the university calendar.

Orientation for student teaching is conducted before the students go to their assigned schools. The time and date of orientation are announced by the Director of Student Teaching. During orientation, each student receives a packet of materials containing information about student-teaching requirements and evaluation procedures.

A weekly student-teaching seminar meets after school hours during the semester. The specific time is announced by the Director of Student Teaching.

The student may not take other courses during the student-teaching semester (including courses from Griggs University). Work for remuneration should be suspended. Full attention to teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

Teacher Certification Procedures

Michigan Tests for Teacher Certification. All applicants for State of Michigan K–12 teaching credentials must pass the *MTTC Subject Area Exams* before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC 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.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Students are responsible to see that official transcripts are sent directly to the certification Registrar in the Department of Teaching, Learning & Curriculum for all schools attended other than Andrews University. Andrews University approves recommendations of applicants who apply to the Michigan Department of Education and qualify for certification. Students qualifying for Seventh-day Adventist certification receive a Verification of Eligibility Certificate that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements is found on pp. 297–300.

Graduation Requirements

In addition to meeting the general requirements for a baccalaureate degree on p. 287 or p. 290, students who seek baccalaureate degrees with elementary or secondary certification must:

- Complete requirements for approved major, minor(s), and professional education courses as described under each specific degree. (Due to scheduling complexities, students seeking certification may take more than four years to complete a degree.)
- Have a minimum GPA of 2.50 overall, and a 2.50 in the following:
 1. major(s)*,
 2. minor(s)*,
 3. area of concentration*, and
 4. professional education courses*

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)
- Earn a 2.00 minimum GPA in all other credits at Andrews University
- Complete the Senior Exit examination, and major field exam if required, which serves as the senior-level evaluation
- Take a minimum of 30 of the final 37 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)

- Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.
- Verify that all official transcripts have been received.
- Apply for a MEIS Account with the Michigan Department of Education.

Teacher Certification Information (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 Griggs University, to include the following areas:

Doctrines of the Seventh-day Adventist Church

Biblical Studies. Courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White. *Choose one:*
 GSEM534 Issues in Ellen G. White Studies—2 or 3
 RELT308 Gift of Prophecy—3
 RELH400⁺ SDA History & Prophetic Heritage—3

Seventh day Adventist Church History. *Choose one:*

CHIS504 Adventist Heritage—3
 HIST404 Adventist Heritage—3
 EDFN517 History of Seventh-day Adventist Education—2
 RELH400 SDA History and Prophetic Heritage—3

Health Principles. A course in health based on the Bible and the writings of Ellen G. White. *Choose one:*

CHMN547 The Ministry of Healing—2 or 3
 HLED120 Fit for Life—1

⁺ RELH400 will count for RELT308 and HIST404 but will not replace HIST404 if it is a requirement for a major or minor.

Adventist School Experience. All candidates for Adventist certification must have significant structured experiences in a Seventh-day Adventist school. To fulfill this certification requirement at Andrews University, any one of the following experiences are considered appropriate.

- Full-semester student teaching in an approved Seventh-day Adventist school.
- A lab experience for EDTE165 in a recognized Seventh-day Adventist school.

- Three weeks of pre- or post-student teaching experience in a recognized Seventh-day Adventist school.
 - Other verified experiences may fulfill this requirement.
- Requests to have these considered must be made on a petition form available at the Department of Teaching, Learning & Curriculum office. Such petitions should be submitted at least one semester before student teaching begins.

Multi-grade/Multi-age Teaching Experience (Elementary only). For the *Elementary Teaching* endorsement, multi-grade teaching experience is required. The unique curriculum, instructional strategies, and scheduling which characterize the multi-grade classroom are the focus of the course program and its 50-hour fieldwork experience. Arrangements to take EDTE425 Multi-grade/Multi-age Education should be made with the Director of Student Teaching immediately following admission to the teacher preparation program.

Renewal of Adventist Basic Certificate. The *Basic Teaching Certificate* is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See *Manual for SDA Certification Requirements K-12* for specifics.

Adventist Standard Certificate

The *Standard Teaching Certificate* may be issued to an applicant who

- Meets initial General Eligibility Requirements.
- Meets the requirements for a *Basic Teaching Certificate*.
- Completes a minimum of three years of full-time teaching or equivalent.
- Completes 6 credits of professional education or courses in area(s) of endorsements beyond the requirements of the *Basic Teaching Certificate*.

Renewal of Adventist Standard Certificate. The *Standard Teaching Certificate* is valid for five years. It can be renewed by completing 9 semester credits of advanced/graduate professional education or approved subject-area courses. See *Manual for SDA Certification Requirements K-12* for specifics.

Adventist Professional Certificate. Seventh-day Adventist teachers desiring *Professional Certification* must meet the following criteria:

- Meet initial general eligibility requirements.
- Qualify for the *Standard Teaching Certificate*
- Meet one of the following:
 1. Hold a master's degree.
 2. Complete a prescribed fifth-year program for teachers.
 3. Earn 40 semester hours of graduate/post-baccalaureate upper-division credit. Have 30 semester credits in professional education courses and/or in no more than two areas of certification endorsement.
 4. Earn graduate/post-baccalaureate upper-division credit in at least two of the areas listed below:
 - Curriculum
 - Improvement of instruction
 - Learning theory/style
 - Education of the exceptional child
 - Trends and issues in education
 - Multi-cultural education

Renewal of Adventist Professional Certificate. The *Professional Teaching Certificate* is valid for five years. Renewal of

the certificate requires 6 additional semester credits. See *Manual for SDA Certification Requirements* for specific details.

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
- 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/0,4615,7140-6530_5683_14795---,00.html and choose "Facts on Educator Certification in Michigan."

Michigan Provisional Certificate. The *Provisional Certificate* is issued to certification candidates who have completed the requirements for a bachelor's degree, including a major and minor (elementary has a major **or** two minors option) and the professional education component. (Refer to the specific requirements for the provisional certificate in the Andrews University Elementary and Secondary Education program sections of this bulletin.)

The Provisional Teaching Credential is valid for six years. By the end of that period, each certificate holder who wishes to upgrade or keep his/her Michigan credential current must qualify for a certificate renewal or their Michigan Provisional Teaching Credential or a Michigan Professional Teaching Credential.

Renewal of Provisional Certificate. To qualify for the renewal, the applicant must complete at least 9 semester credits of approved course work in a planned program after the *Provisional Certificate* is issued. Work taken by correspondence does not qualify.

Michigan Professional Certificate. To qualify for a Michigan *Professional Education Teaching Credential*, applicants must show that they have completed the following:

- Three years of successful teaching under the authority of and after the issuance of a valid *Provisional Teaching Credential*.
- Eighteen (18) semester credits of study after issuance of the state *Provisional Teaching Credential* in a planned course of study that includes the reading credits required by the State of Michigan.
- Completion of the appropriate reading methods course work: 3 semester hours for the secondary level certificate; 6 for the elementary. (If the course work is **completed at a Michigan teacher preparation institution**, refer to your institution to be recommended. If the course work was **completed outside of Michigan**, request an application for the Professional Education certificate from the Michigan Department of Education or obtain a copy from the website.)
- Satisfactory completion of the additional 3-credit state-required course of study in the diagnosis and remediation of reading disabilities and differentiated instruction, including field experiences—EDCI645.

(Beginning July 1, 2009, all teachers advancing to the Professional Education Certificate must have completed 3 semester credits of reading diagnostics and remediation, which includes a field experience, in accordance with Michigan Revised School Code MCL 380.1531(4)**; The following link provides a list of approved Michigan courses that meet this requirement:
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_14795---,00.html)

Renewal of Professional Education Certificate. A *Professional Education Certificate* is valid for up to five years. It may be renewed, with proper application, for up to an additional five years. Renewal assumes that the applicant has completed 6 semester credits from an approved teacher-preparation institution, or submitted evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the state board, or completed any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

How to Apply for a Michigan Educator Certificate

All Michigan educator certificates and renewals must be applied for through the Michigan Online Educator Certification System (MOECS). The following steps need to be taken to obtain access to MOECS and apply for your certificate, renewal or additional endorsement:

1. Go to www.michigan.gov/moecs
2. Click on “Click Here to go to the MOECS Login Page” Logo
3. Click on the “Create new Login Name/Password” link
4. Follow the instructions and provide the required information to create your login name and password.
5. Print the confirmation page that contains your login name, password, and Michigan Education Information Systems (MEIS) account number.
6. Click on the link to return to MOECS.
7. Log into MOECS using the login name and password that you created.
8. After logging in, select “Educator” from the dropdown list.
9. Click on “Continue.”
10. Follow the instructions and provide the required information to self-register in MOECS.
11. Once you have successfully self-registered in MOECS, you will be sent an e-mail that contains a link to activate your account.
12. Click on that link and the MOECS login screen will appear.
13. Log into MOECS again, using the login name and password that you previously created.
14. Update and save your demographic information.
15. After you update and save your demographic information, the left navigation menus will appear on the screen.
16. Select “Apply for Educator Certificate or Renewal” from the left navigation menus.
17. Select the type of educator certificate that you are applying for or renewing from the dropdown list.*
18. Follow the instructions and answer all the questions.
19. Once you have completed the application process, a summary of your application will appear on the screen.
20. Review the summary and make sure that all the information and answers that you provided are correct.
21. After you have determined that the information on the application is correct, click on “continue.”
22. Read the advisory and check the boxes to verify that you have read and understood the advisory and that the information on the application is correct and true.
23. Enter your electronic signature and submit the application.
24. Once your application has been successfully submitted, you will receive a confirmation message.
25. If you completed your program or renewal credits through a college or university outside the State of Michigan, the confirmation message will list the documents that you need to submit to the Michigan Department of Education and provide an address where the documents must be sent. Evaluation of your credits or program for the purpose of Provisional certification, Provisional renewal or advancement to the Professional certificate will not occur until payment is made.
26. If you completed your program or renewal credits through a Michigan college/university, that college/university will contact you if they need you to provide additional documentation.

Adding Endorsements to Adventist and Michigan Credentials

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available.

Procedures for Adding Another Level of Certification—Elementary or Secondary

- Develop a program for securing the additional level of certification in counsel with the Certification Registrar.
- Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented.
- Apply for admission to the program and student teaching on the new level.
- Pass the *MTTC Subject Area Exams(s)* for any new endorsements.
- Apply to the Certification Registrar for a teaching certificate one semester of completing the program.

Adding an Elementary Endorsement to a Secondary Certificate

To add an elementary-level teaching endorsement to a secondary certificate, one must:

- Have a valid secondary-teaching certificate

- Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, p. 288.)
- Pass the *MTTC Subject Area Exam(s)* for any new endorsement area(s) and the Elementary Professional Exam
- Complete professional education courses and the planned program minor (See p. 279 for specific requirements.)
- Apply for new endorsement

Adding a Secondary Endorsement to an Elementary Certificate

To add a secondary-level teaching endorsement to an elementary certificate, one must:

- Have a valid elementary teaching certificate
- Complete a major and a minor appropriate to the secondary level (See list of approved majors and minors under secondary certification at post-baccalaureate level, p. 282.)
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Teaching Reading in the Secondary Content Areas—3
- Take EDTE459 Methods for Teaching Secondary School: Area—3
- Complete 6 credits of student teaching at the secondary level
- Apply for new endorsement

Teaching, Learning & Curriculum Graduate Programs

Graduate Programs	Credits
Non-Degree Graduate-Level Teacher Certification and Endorsement Programs (Elem) Adventist and MI Certification (Sec) Adventist and MI Certification	variable variable
Master of Arts in Teaching Elementary Education specialization Secondary Education specialization Content Area Specialization (Biology, English, ESL, History, Spanish, French)	32 32 32
MA: Education Emphasis Areas Curriculum and Instruction Emphasis	32
EdS: Curriculum and Instruction	64
EdD/PhD: Curriculum and Instruction	91/92

Master of Arts in Teaching (MAT)

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

1. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
2. Persons who hold teacher certification at either the elementary or secondary level and seek certification at the other level.
3. Persons who hold a teaching certificate and want to strengthen or add a specific subject area endorsement.

Candidates for the MAT degree must hold or qualify for a Seventh-day Adventist or State of Michigan teaching certificate or its equivalent before the degree can be granted. The 32 credits listed for the completion of this degree represent the mini-

imum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis (Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

1. An undergraduate degree with a major and/or a minor(s) in teaching area(s).
2. Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

Michigan Department of Education Definition of Program Completers

To qualify as a “Program Completer,” MAT students seeking their initial Elementary Teaching certificate must satisfactorily complete the following:

- A bachelor's degree
 - Professional education courses*
 - Planned program minor*
 - Approved subject content major or two minors*
 - The *MTTC Elementary Education Exam* (subject area exams are optional)
 - Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * *EACH of these areas must have a 2.50 GPA if taken at the undergraduate level, a 3.00 GPA must be maintained at the graduate level.*

To qualify as a “Program Completer,” MAT students seeking their initial Secondary Teaching certificate must satisfactorily complete the following:

- A bachelor's degree
 - Professional education courses*
 - Approved subject content teaching major*
 - Approved subject content teaching minor*
 - The *MTTC Subject Area Exams* for both major and minor
 - Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * *EACH of these areas must have a 2.50 GPA if taken at the undergraduate level, a 3.00 GPA must be maintained at the graduate level.*

MAT Program Procedures

- Apply for admission to the Andrews University School of Education
- Request evaluation of transcripts by the Certification Registrar
- Develop a course plan in collaboration with advisor

- Take initial classes during the first semester
- Take the Basic Skills section of the MTTC during first semester
- Students transferring in a major and/or minor must pass the relevant MTTC Subject Exams during their first semester of enrollment
- Apply for admission to the teacher preparation program and student teaching candidacy during EDTE408 (see p. 283)*
- Continue course work
- Take the Subject Area section(s) of the MTTC
- Complete course work, including EDTE588 & EDCI696.
- Apply for teaching certificate (see p. 284).
- Students should apply for Advancement to Candidacy at the time they begin First Days of School Experience or the summer prior to Student Teaching.

MAT: Required Courses

Educational Foundations—3

EDFN500 Philosophical Foundations for Professionals—3

Professional Education Core—9–12

GDFC525 Psych & Educ of the Exceptional Child—3

3 credits of instructional methods by advisement

EDTE476 Meth for Integrating Instructional Tech—2–3

EDCI696 Project Implementation—1–4

Specialization and Electives—17–20

Choose one of the following areas of specialization.

Elementary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Secondary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Content Area Specialization. Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Eligibility for Certification—variable*

Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

TOTAL degree credits—32**

- * Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.
- ** A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 293.

Teacher Certification Information

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.

GDFC514 Psychology of Learning—3

EDTE408 Principles of Teaching and Learning—3

EDTE424 Classroom Testing and Evaluation—2

EDTE480 First Days of School Experience—2
(EDTE424 & EDTE480 are part of the Planned Program minor)

EDTE630 Seminar: Philosophical & Sociological Foundations of Education—2

EDTE444 Elementary Language Arts Methods—2

EDTE445 Elementary Mathematics Methods—3

EDTE446 Elementary Science and Health Methods—3

EDTE447 Elementary Social Studies & Character Education Methods—3

EDTE448 Methods for Integrating Arts & Movement in Elementary Curriculum—3

Student Teaching*

EDTE487 Student Teaching Seminar—1

EDTE588 Graduate Student Teaching: Level—1–10

- * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching.

- All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.
- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- **Approved Majors and Minors for Elementary Certification.** Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to the Planned Program minor. See the list of approved majors and minors for elementary certification on p. 288.
- **Planned Program Minor.** For requirements, see the undergraduate teacher education section on p. 287. Courses at the 400-level must be taken for graduate credit to count for MAT requirements.

Secondary Certification Requirements. Students must take sufficient course work in three areas to be eligible for Michigan secondary certification: (1) Professional education courses, (2) a content major, **and** (3) minor in a qualifying area of instruction.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan secondary-teaching credentials. If students have taken the undergraduate course, they do not need to repeat the graduate-level course. Graduate students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

GDPC514	Psychology of Learning—3
GDPC525	Psychology & Education of Exceptional Children—2–3
EDTE408	Principles of Teaching and Learning—3
EDTE417	Teaching Reading in the Secondary Content Areas—3
EDTE424	Classroom Testing and Evaluation—2
EDTE459	Methods for Teaching Secondary School: Area—3
EDTE476	Methods for Integrating Instructional Technology—2 or 3
EDTE630	Seminar: Philosophical & Sociological Foundations of Education—2

First Days of School Experience

EDTE480	First Days of School Experience—2
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Student Teaching*

EDTE487	Student Teaching Seminar—1
EDTE588	Graduate Student Teaching: Level—1–10

- * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of Teaching, Learning & Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.

- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- **Approved Majors and Minors for Secondary Certification.** Seventh-day Adventist and State of Michigan secondary certification require a major and minor teaching area. Seventh-day Adventist certification also recognizes additional majors and minors. See the list of approved majors and minors for secondary certification on p. 290.

Teacher Certification Procedures

Michigan Tests for Teacher Certification (MTTC). All persons in the Andrews University teacher preparation program must pass the MTTC Subject Area Exams before being recommended for certification. For details on what the tests are and when they are offered, see the Department of Teaching, Learning & Curriculum secretary.

Non-Degree Teacher Certification Programs. Post-baccalaureate teacher certification and endorsement programs not leading to a degree are available.

Post-Baccalaureate/Graduate Level. Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and or State of Michigan elementary and secondary certification. Students may work towards certification without being in a degree program or they may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit all transcripts for evaluation by the Certification Registrar in the Department of Teaching, Learning & Curriculum and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty advisor in the Department of Teaching, Learning & Curriculum and in major/minor departments as needed.
4. Take the prescribed courses.
5. Pass the *MTTC Basic Skills Exam*
6. Apply for admission to the teacher preparation program and student teaching. (See Admission to the Teacher Preparation Program on p. 291 for additional criteria.)
7. Continue course work.
8. Pass the *MTTC Subject Area Exams*
9. Complete program of study and apply for certification. (This must be done at least one semester before completing all requirements for certification.)
10. Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and endorsement.

MA: EDUCATION

Reading Emphasis
(Not currently enrolling students in this program)

Curriculum & Instruction Interactive Online Degrees

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

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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.

Degree Options

The C&I Program offers four degrees to suit a variety of student needs. They include the following:

- Master of Arts (MA)
- Educational Specialist (EdS)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)

Program Characteristics

Interactive Online Course Delivery. 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.

Face-to-face Orientation. In order to create a vibrant learning community from the beginning, all new C&I students participate in a week-long orientation session. This is typically held on the Andrews University campus in Berrien Springs during the summer months.

Developing Instructional Expertise. To change the way we teach, we need to experience new ways of teaching and learning ourselves. It is not enough to read about and discuss alternative methods of instruction. Mastery of a new teaching strategy requires understanding of the theory underlying the strategy, participation as a learner in the strategy, and feedback in shaping use of the strategy. For this reason all C&I students participate in one- or two-week face-to-face instructional institutes. As with the C&I Orientation these institutes are typically scheduled on the Berrien Springs campus during the summer months.

Focus on Holistic Development. We take the mind-body-spirit connection seriously. Planned experiences throughout the C&I program provide opportunities for students to develop as whole beings-mentally, spiritually, socially, and physically.

Role-based Curriculum. Curriculum scholars around the world fulfill specific roles when designing, developing, implementing and evaluating the educational enterprise. The learning outcomes for this program, which are based on the SED conceptual framework, are designed to help individuals develop competence in these roles within the context of educational practice. Successful mastery of these roles promotes the development of a service-focused, scholarly mindset. (See p. 269 for the SED conceptual framework.)

Documenting Mastery of Outcomes. Program candidates may demonstrate mastery of the program outcomes by taking classes (face-to-face or online) or completing a Course Competency Contract. Previous or current work experience may be included in the Course Competency Contract.

Annual Intake. While the C&I program accepts applications for enrollment any time during the year, the official start for new students in the program is during the summer C&I orientation on the Berrien Springs campus. International cohorts begin their programs at announced times and locations.

Collaborative Scholarship. Planned experiences help foster true collaboration throughout the C&I program. Students have opportunity to co-research, co-present, or co-author with other students and/or faculty members.

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. Note: MA students may receive provisional acceptance without GRE scores, but will need to complete the exam within four months of course enrollment.
- Documentation of English proficiency. See University Graduate Programs General Admission Requirements for details (p. 42). Please consult the Graduate Programs Admission section of this bulletin for complete information regarding admissions requirements.

Prerequisites at the master's level include at least 9 semester credits of course work in educational philosophy, educational psychology, or instructional methods. Persons who seek admission without such a background may be required to include such courses in their course plan. These prerequisites may add to the total number of credits needed to complete the degree.

Graduation Requirements

All students:

- Complete course work within time limits and GPA guidelines
- Complete a major Curriculum and Instruction project
- Complete an initial research project (EDRM505)
- Complete comprehensive examinations
- Document mastery of program outcomes through the development and presentation of the portfolio

Specialist students:

- Qualify for Seventh-day Adventist and/or public-school certification in the area(s) of specialty prior to graduation.
- Achieve a minimum of two years satisfactory classroom experience prior to receiving the EdS degree.

Doctoral students:

- Meet residency requirements
- Complete basic research method project
- Complete advanced research method project (PhD only)
- Submit an article to a peer-reviewed journal, based on the dissertation and co-authored by the chair
- Complete and successfully defend doctoral dissertation

MA Education: Curriculum and Instruction Emphasis

DEGREE REQUIREMENTS

Prerequisites: Nine semester credits of education courses including an undergraduate (or graduate equivalent) in educational psychology

MA Core: 19 credits

EDCI525	Master's Orientation Seminar—1
EDCI545	Assessment & Evaluation of Learning—3
EDCI547	Foundations of Curriculum Studies—3
EDCI565	Improving Instruction—2
EDCI595	Master's Portfolio—1
EDCI620	Systems Concepts & Change—3
EDCI650	Curriculum Design and Development—3
EDCI684	International Perspectives on Curriculum—3

MA Foundations: 3 credits

EDFN500	Philosophical Foundations for Professionals—3
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MA Research: 4–8 credits

EDCI696	Project Implementation—1–2
EDCI699	Thesis (optional)—1–3
EDRM505	Research Methods—3

MA Electives: 2–6 credits

Course electives are selected by advisement to fit the student's professional goals.

TOTAL MA degree credits—32

EdS: Curriculum and Instruction

DEGREE REQUIREMENTS**EdS Background Courses: 17 credits**

EDCI545	Assessment & Evaluation of Learning—3
EDCI547	Foundations of Curriculum Studies—3
EDCI565	Improving Instruction—2
EDCI620	Systems Concepts & Change—3
EDCI650	Curriculum Design and Development—3
EDFN500	Philosophical Foundations for Professionals—3

EdS Core: 15 credits

EDCI606	Teaching in Higher Education—2
EDCI665	Advanced Instructional Models—1–3
EDCI686	Curriculum Past & Present—3
EDCI725	Doctoral Orientation Seminar—1
EDCI795	Specialist Portfolio—1
EDCI884	Internationalizing Curriculum Studies—3
EDRM636	Program Evaluation—3

EdS Specialization: 8–12 credits

Electives are selected by advisement to expand personal development within targeted roles. Examples of specializations and cognates for the EdS degree are listed below with those for the doctoral degrees.

EdS Foundations: 3 credits

GDPC514	Psychology of Learning—3
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EdS Research: 4–6 credits

EDRM505	Research Methods—3
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EDRM611	Applied Statistical Methods I—3
EDCI799	Advanced Project—1–3

EdS Electives: 2–6 credits**TOTAL EdS degree credits—64**

Edd/PhD: Curriculum and Instruction

Doctor of Philosophy (PhD). As the research-oriented degree, the PhD is designed for individuals who wish to be educational leaders. This is accomplished by original, theoretical and conceptual research along with immersion in the field. Individuals taking this degree typically enter higher education, government and/or advanced positions in K–12 education. Program requirements for this degree include an additional research course.

Doctor of Education (EdD). As the more professionally-oriented degree, the EdD is designed for educational leaders who contribute to the field of education through their work in the field, developing curricula, supervising, and leading out in instructional improvement and school change. Additional program requirements for this degree include an internship (EDCI799).

Edd/PhD Background Courses: 17 credits

EDCI545	Assessment & Evaluation of Learning—3
EDCI547	Foundations of Curriculum Studies—3
EDCI565	Improving Instruction—2
EDCI620	Systems Concepts & Change—3
EDCI650	Curriculum Design and Development—3
EDFN500	Philosophical Foundations for Professionals—3

Edd/PhD Core: 18 credits

EDCI606	Teaching in Higher Education—2
EDCI686	Curriculum Past & Present—3
EDCI725	Doctoral Orientation Seminar—1
EDCI730	Curriculum Theory—3
EDCI884	Internationalizing Curriculum Studies—3
EDCI889	Doctoral Seminar—2
EDCI895	Doctoral Portfolio—1
EDRM636	Program Evaluation—3
LEAD535	Principles of Academic Writing—1–2

Edd/PhD Foundations: 5–6 credits

GDPC514	Psychology of Learning—3
	One additional foundations course—2–3

Edd Research: 13 credits

EDRM505	Research Methods—3
EDRM611	Applied Statistical Methods I—3
EDRM710	Seminar in Research Methodology—1
	Two of the following
EDRM605	Qual Research Meth in Educ & Psych—3
EDRM704	Design & Anal of Educ & Psych Surveys—3
EDRM712	Applied Statistical Methods II—3
EDRM713	Applied Statistical Methods III—3
EDCI885	Applied Research—1–8

PhD Research: 16 credits

EDRM505	Research Methods—3
EDRM611	Applied Statistical Methods I—3
EDRM710	Seminar in Research Methodology—1
	Three of the following:
EDRM605	Qual Research Meth in Educ & Psych—3
EDRM704	Design & Anal of Educ & Psych Surveys—3
EDRM712	Applied Statistical Methods II—3
EDRM713	Applied Statistical Methods III—3
EDCI885	Applied Research—1–8

EdD/PhD Dissertation: 16+ credits

- EDRM880 Dissertation Proposal Development—2 or
 LEAD880 Dissertation Proposal Development—2
 EDCI899 Doctoral Dissertation—14+*

PhD Electives: 7–13 credits**EdD Electives: 10–14 credits**

Electives are selected by advisement to expand personal development within targeted outcomes. Examples of specializations and cognates for doctoral degrees are listed below. Please refer to the C&I Program Handbook for detailed information regarding electives.

TOTAL EdD/PhD degree credits—92+

EdD and PhD Specializations and Cognates. Within the EdS, EdD, and PhD degree options, the following specializations or cognates are available:

Specializations

Teaching in Higher Education
 Curriculum Leadership
 Instructional Leadership
 Teacher Education

Cognates

Educational Foundations
 Educational Research
 Religious Education
 Educational Psychology
 Educational Leadership
 Special Education

*Beginning the semester after registering for EDRM/LEAD880, candidates must register for at least 1 dissertation credit during each semester until their dissertation is successfully defended.

Courses

See inside front cover for symbol code.

D—Distance delivery options available

\$—Course fee assessed

(Credits)**Curriculum and Instruction**

EDCI525 **\$ (1)**

Master's Orientation Seminar

Survey of essential principles and practices underlying the Curriculum & Instruction program. Open to MA level students only.

EDCI545 **D (3)**

Assessment & Evaluation of Learning

Exploration and application of effective assessment practices and technology tools for measuring and documenting student learning and development.

EDCI547 **D (3)**

Foundations of Curriculum Studies

The relationship of the purposes of education to the design, implementation, and evaluation of curriculum at any level. Criticism of contemporary curriculum theories from a Christian perspective. Basic to other courses in curriculum and instruction.

EDCI565 **(2)**

Improving Instruction

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.

EDCI600 **\$ (0)**

Program Continuation

The Curriculum & Instruction student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.

EDCI606 **(2)**

Teaching in Higher Education

Teaching in Higher Education consists of two modules. The first module includes evaluation, analysis, and practice of a variety of instructional approaches, specifically, but not limited to collaborative learning and direct instruction in the university classroom. The second module includes evaluation and analysis of issues specific to faculty in higher education, such as workload, advancement, Integration of Faith and Learning, and instructional planning. (Letter grade, not DG eligible.)

EDCI607 **D (2–3)**

Curriculum: _____

Topics such as Designing Online Courses, Integrated Design, Standards-based Design, and Adventist Curriculum Studies. Repeatable by topics.

EDCI610 **(2–3)**

Teaching the Adult Learner

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

EDCI611 **(3)**

Design and Development of Training Programs

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.

EDCI617 **(2–3)**

Instruction: _____

Topics such as Instructional Design, Technology Integration, Differentiated Instruction, and Developmentally Appropriate Instruction in the area of special education, mild cognitive disorders. Repeatable by topics.

EDCI620 **D (3)**

Systems Concepts and Change

Theoretical and applied study of curriculum change and organizational development in learning organizations.

EDCI631–635

Professional Development Courses

Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students.

- EDCI637** D \$ (3)
Technology: _____
 Topics such as Classroom Software Applications, Educational Media Production, Classroom Computer Management, Teaching with the Internet, and Curriculum Productivity Tools. Repeatable by topics.
- EDCI645** \$ (3)
Advanced Diagnosis & Educational Therapy in Reading
 Advanced course for diagnosis and remediation or prevention of reading disabilities. Prerequisite: EDTE420.
- EDCI647** D (2)
Diversity: _____
 Topics such as Multicultural Education and Inclusive Education.
- EDCI648** D (1-3)
Workshop: _____
- EDCI650** D (3)
Curriculum Design and Development
 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.
- EDCI665** (1-2)
Advanced Instructional Models: _____
 Introduction and practice of advanced teaching strategies and/or Special Education Academic Intervention that rely on a system of instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to increase teaching repertoire. Students develop the ability to reflect on their own performance and provide effective feedback and support to others. Prerequisites: EDCI565 or EDTE444, 445, 446, 447 or EDTE459.
- EDCI665 (option)** (1, 2)
Advanced Instructional Models: Writing Process Methods
 Designed for the student to apply teaching principles and methods to the role of the teacher in organizing a writing workshop, including methods for connecting reading and writing; developing the writing process; conferencing with student writers; incorporating appropriate usage; editing, revising, and proofreading; assessing writing; writing with related technologies; and writing across the curriculum.
- EDCI676** D \$ (2)
Technology for Learning
 The use, selection and evaluation of media/technology for learning organizations. An overview of technologies for teaching and learning including opportunities for hands-on application. (See EDCI637 for additional topics.)
- EDCI678** (0-3)
Researching & Theorizing Curriculum Studies: (Tour Location)
 A structured travel-based learning experience which immerses the learner in the researching and/or theorizing contexts of Curriculum Studies. Learners will join renowned scholars, emerging scholars, and others to engage in complex conversations with each other. Tours visit major international or domestic conferences such as the World Curriculum Studies Conference (WCSC), the American Association for the Advancement of Curriculum Studies Conference (AACCS), the Bergamo Conference, the ASCD Annual Conference,
- and/or the annual conference of the American Educational Research Association (AERA). Fee may apply. Graded S/U.
- EDCI680** D (1-3)
Field Work: _____
 Supervised curriculum and instruction experiences in approved educational institutions, agencies, and learning organizations. Offered in areas such as Elementary Education, Middle-level Education, Secondary Education, Higher Education and Teacher Education. Permission of supervisor and plans required one semester in advance of registration. Graded S/U.
- EDCI684** D (3)
International Perspectives on Curriculum
 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. (Letter grade, not DG eligible.)
- EDCI685** D (0)
Comprehensive Exam Preparation
 Summer, Fall, Spring
- EDCI686** D (3)
Curriculum Past and Present
 Survey of curriculum events, ideas, and trends since 1890. Special attention is given to landmark studies and seminal curriculum documents. Students investigate one historical topic and one current trend.
- EDCI690** D (1-3)
Independent Study: _____
 Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited prior approval by the advisor and instructor.
- EDCI695** D (1)
Master's Portfolio
- EDCI696** D (1-3)
Project Implementation
 Students are expected to make practical application of an educational theory through practical implementation and supervision of an instruction and/or curriculum project. Students are expected to collect field-based data related to such functions, and, with such data, revise the original project. Repeatable.
- EDCI699** D (1-3)
Thesis
- EDCI725** \$ (1)
Doctoral Orientation Seminar
 Survey of essential principles and practices underlying the Curriculum and Instruction program. Open to specialist and doctoral students only.

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EDCI730 (3)
Curriculum Theory
 The examination of philosophical and theoretical underpinnings to educational issues. Emphasis upon theorizing within student's research interest. Includes student's development of theoretical frameworks. Prerequisite: EDCI686 or permission of instructor.

EDCI756 D (1-3)
Advanced Studies: _____
 Investigation of the knowledge base of a given area of study, including a comprehensive search of the literature and seminar presentations. Offered in areas such as Curriculum Leadership, Instructional Leadership, The Professorate, and Research on Teacher Education.

EDCI795 D (1)
Specialist Portfolio

EDCI799 D (1-6)
Advanced Project: _____
 This empirically based product should be constructed using sound principles of curriculum/instruction design. A final written report documents project development and performance. Prerequisite: permission of instructor.

EDCI870 D (0)
Comprehensive Exam Preparation
Fall, Spring, Summer

EDCI884 (3)
Internationalizing Curriculum Studies
 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. (Letter grade, not DG eligible.)

EDCI885 D (1-8)
Applied Research: _____
 Planned research experience dealing with an actual educational situation. Students identify a faculty member with whom to engage in collaborative research study leading to joint publication. Course meets the advanced methodology requirement for PhD students.

EDCI886 D (1-8)
Internship: _____
 Students, under the supervision of a C&I faculty member, work in responsible positions with specialists in cooperating institutions, school systems, or agencies. Internships available in Curriculum Leadership, Instructional Leadership, Teaching in Higher Education, Teacher Education and accreditation processes. *Fall, Spring, Summer*

EDCI888 D (0)
Dissertation Continuation

EDCI889 D (1-3)
Doctoral Seminar
 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.

EDCI895 D (1)
Doctoral Portfolio

EDCI899 D (1-14+)
Doctoral Dissertation
 A minimum of 14 credits required. Repeatable. *Fall, Spring Summer*

EDUC560 \$ (0)
Degree Reactivation

EDUC670 (0)
Master's Comprehensive Exam

EDUC870 (0)
Doctoral Comprehensive Exam

Foundations

EDFN500 (2-3)
Philosophical Foundations for Professionals
 Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.

EDFN517 (2)
History of Seventh-day Adventist Education
 Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

EDFN610 (3)
History and Philosophy of Education
 A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3-4 topics.

EDFN688 (1-2)
Integration of Faith and Learning
 An interdisciplinary consideration of faith-maturing activities in the school: philosophy, curriculum, and teaching strategies. Attention directed toward classroom practice in the secondary school and college, although the general principles under review have direct implications for Christian education in the elementary and junior high school.

EDFN689 (2-3)
Seminar in Foundations:
 Examination of leadership, education and psychology. Topics may include historical, philosophical, psychological, sociological, and curricular foundations of education, as well as fundamental issues of leadership, finance, law, diversity and international understanding. The course is comprised of presentations by experts on the topics selected, and discussion based on assigned readings. Each student chooses two areas for in-depth study and makes presentations to the class. Repeatable by topics.

Note: Other courses that fulfill the foundations requirements for programs in the School of Education are listed on p.300.

Teacher Education

EDTE165, 228, GDPC302 and EDTE408 must be taken in order. For enrollment in any EDTE course above 408, the student must be accepted into the Teacher Preparation Program or have permission of the department.

All education courses required for certification have a clinical or field-experience component.

- | | |
|---|-------------------|
| <p>EDTE110 (1–2)
Basic Reading/Language Skills
Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.</p> | <p>◆ (3)</p> |
| <p>EDTE140 (1–2)
Reading Vocabulary Development
Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.</p> | <p>◆ \$ (3)</p> |
| <p>EDTE160 (2)
College Reading Efficiency
Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.</p> | <p>S ◆ (3)</p> |
| <p>EDTE164 (1–2)
Dynamic Reading Strategies
Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.</p> | <p>S ◆ \$ (3)</p> |
| <p>EDTE165 (4)
Philosophical and Social Foundations of Education
An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational practice. 30-hour field experience required outside of class time. <i>Fall, Spring</i></p> | <p>S ◆ \$ (3)</p> |
| <p>EDTE228 (3)
Strategies for Educating Exceptional and Diverse Learners
An introduction to the characteristics and educational needs of learners from various backgrounds. Emphasis is placed on meeting these students' educational needs in regular classrooms. 20-hour field experience. Prerequisite: EDTE165. <i>Even Summer, Fall, Spring</i></p> | <p>◆ (2)</p> |
| <p>EDTE376 (1–3)
Topics:
Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. <i>As scheduled</i></p> | <p>◆ \$ (1)</p> |
| <p>EDTE389 (variable)
Work Conference: Topic
In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. <i>As scheduled</i></p> | <p>◆ (2)</p> |
| <p>EDTE408
Principles of Teaching and Learning
Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Prerequisite: EDTE165, 630 or equivalent, 228 and GDPC302. <i>Fall, Spring, Summer</i></p> | <p>◆ (3)</p> |
| <p>EDTE416
Individualized Reading Instruction
Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. Offered on extension campuses only.</p> | <p>S ◆ (3)</p> |
| <p>EDTE417
Teaching Reading in the Secondary Content Areas
Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience. Prerequisites: GDPC302 or 514, EDTE408. <i>Spring, Even Summers</i></p> | <p>S ◆ \$ (3)</p> |
| <p>EDTE418
Methods for Teaching Beginning Reading
Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. Prerequisites: GDPC302 or 514, EDTE408. <i>Spring, Odd Summers</i></p> | <p>◆ (2)</p> |
| <p>EDTE420
Literacy Intervention Strategies
Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings. Field experience included in class meeting time. Prerequisites: GDPC302 or 514, EDTE408, 418. <i>Fall, Even Summers</i></p> | <p>◆ \$ (1)</p> |
| <p>EDTE424
Classroom Testing and Evaluation
Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Prerequisite: admission to student teaching. <i>Fall, Odd Summers</i></p> | <p>◆ \$ (1)</p> |
| <p>EDTE425
Multi-grade/Multi-age Education
Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience. <i>Spring</i></p> | <p>◆ (2)</p> |
| <p>EDTE436
Writing K–8
A theoretical and practical examination of instructional methodologies used for elementary writers.</p> | <p>◆ (2)</p> |

- EDTE438** (1–3) ◆ (1–4)
Workshop:
 Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*
- EDTE444** ◆ (2)
Elementary Language Arts Methods
 Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: GDPC302 or 514, EDTE408. Corequisite: EDTE484. *Fall, Odd Summers*
- EDTE445** S ◆ \$ (3)
Elementary Mathematics Methods
 Application of principles of effective instruction to Mathematics. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Prerequisites: MATH220, GDPC302 or 514, EDTE408. *Spring, Even Summers*
- EDTE446** S ◆ \$ (3)
Elementary Science and Health Methods
 Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. Prerequisites: GDPC302 or 514, EDTE408. *Spring, Even Summers*
- EDTE447** S ◆ (3)
Elementary Social Studies and Character Education Methods
 Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K–8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: GDPC302 or 514, EDTE408. *Fall, Even Summers*
- EDTE448** S ◆ \$ (3)
Methods for Integrating Arts & Movement in Elementary Curriculum
 Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: GDPC302 or 514, EDTE408. *Spring, Odd Summers*
- EDTE456** ◆ (2)
Secondary Science Methods
 Materials and methods for science instruction with particular emphasis on inquiry teaching, use of technology and safety issues in the 6–12 classroom. Prerequisite: EDTE459 and EDTE408, and acceptance into the teacher education program.
- EDTE459** ◆ (3)
Methods for Teaching Secondary School: Area
 Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: GDPC302 or 514, EDTE408. *Fall, Odd Summers*
- EDTE460** ◆ (1–4)
Reading Practicum
 Observation and supervised instruction with individual students and reading classes on the elementary level. Repeatable to 4 credits. Prerequisites: EDTE417, 420, 485. May be graded S/U.
- EDTE467** (1)
School and Society
 The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.
- EDTE476** ◆ \$ (2–3)
Methods for Integrating Instructional Technology
 Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. Prerequisites: INFS120 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*
- EDTE480** ◆ (2)
First Days of School Experience
 An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Prerequisite: Admission to Student Teaching. *Summer*
- EDTE484** ◆ \$ (2)
Developmental Reading Methods
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time. Corequisite: EDTE444. Prerequisites: GDPC302 or 514, EDTE408. *Fall*
- EDTE485** Alt ◆ (3)
Advanced Methods for Elementary Classroom Literacy
 Methods and materials for literacy teaching in grades K–8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Even Summers*
- EDTE487** ◆ (1)
Student Teaching Seminar
 A weekly seminar for student teachers. Corequisite: EDTE488 or 588. *Fall, Spring*
- EDTE488** (1–15)
Student Teaching (Level)
 The student-teaching experience requires full participation in an elementary (K–8) or secondary (7–12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. *Fall, Spring*
- EDTE499** (1–3)
Independent Study:
 Individual research and study under the guidance of an instructor. A minimum of 45 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior

approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

EDTE588 (1-10)

Graduate Student Teaching: Level

Instructional and/or supervisory experience in an elementary (K-8) or secondary (7-12) school under supervision. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. Graded S/U. *Fall, Spring*

EDTE600 (0)

Program Continuation

The Teacher Education student may register for this title while clearing deferred (DG) and/or incomplete (I) grades with advisor approval only. Registration for this title indicates full-time status.

EDTE630 (1-4)

Seminar:

Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*

Topics:

EDTE630:03

Seminar: Reading

Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

EDTE630:05

Seminar: Classroom Testing and Evaluation

Odd Summers

EDTE630:06

Seminar: Classroom Management

Even Summers

EDTE630 (2)

Seminar: Philosophical and Social Foundations of Education

Fall, Spring

EDTE648 (1-3)

Workshop:

Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE690 (1-3)

Independent Study:

Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

EDUC560 \$ (0)

Degree Reactivation

Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC670 (0)

Master's Comprehensive Exam

EDUC870 \$ (0)

Doctoral Comprehensive Exam

GRADUATE PSYCHOLOGY & COUNSELING

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Jerome D. Thayer

Academic Programs	Credits
Adventist Specialty Endorsement	12
MA: Clinical Mental Health Counseling	60
MA: Educational Psychology	30-33
Emphasis Areas	
Developmental Psychology	
General	
Instructional Psychology	
Research	
MA: School Counseling	60
MS: Special Education (MI-LD Certification)	43
EdS: School Psychology	69
EdD: Educational Psychology	90+
Emphasis Areas	
General	
School Psychology	
PhD: Educational Psychology	90+
Emphasis Areas	
General	
School Psychology	
PhD: Counseling Psychology	95+
Emphasis Areas	
Adult Concentration	
Child/Family Concentration	
Cultural Diversity Concentration	
Health Psychology	

Mission

The mission of the Department of Graduate Psychology & Counseling is to:

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas in the Department of Graduate Psychology & Counseling at Andrews University:

- Clinical Mental Health Counseling (MA)
- School Counseling (MA)

The Clinical Mental Health Counseling program at Andrews University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2012. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

The Michigan State Department of Education has approved the following programs:

- School Counseling (MA)
- Special Education (MS)
- School Psychology (EdS)

MASTER OF ARTS PROGRAMS

MA Degree Requirements

- The general requirements for admission to MA programs in the School of Education are stated in the Graduate Programs portion of the Admissions and Academics section of this bulletin.
- Students must submit GRE scores prior to consideration of regular admission.
- Students wishing to enter either of the counseling programs described below must apply to the Department of Graduate Psychology & Counseling through Graduate Admissions.
- All other program requirements are stated in the description of each program.
- Because of the sequential nature of the School Counseling and Clinical Mental Health Counseling programs, students must begin full-time study in the fall semester if they are to complete these programs in two academic years.

- The 30–33 credit program (MA: Educational and Developmental Psychology) may be completed in one year of full-time study.
- Students in the counseling programs are required to attend a minimum of eight weekly personal-counseling sessions during the first semester of enrollment. These sessions may be arranged with the university's Counseling & 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 and School Counseling programs is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a counselor.
- A 600-hour supervised internship is required in the Clinical Mental Health Counseling and School Counseling programs. Usually the student is placed in an approved agency or school for 20 hours per week for 30 weeks.
- Students planning further graduate work are encouraged to include GDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty.

MA: Clinical Mental Health Counseling

The Clinical Mental Health Counseling program is designed to prepare students to function as professional clinical mental health counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

MA DEGREE REQUIREMENTS

Common Core—30

EDFN500	Philosophical Foundations for Professionals—3
GDPC520	Life Span Development—3
GDPC554	Career Development—3
GDPC635	Theories and Techniques of Counseling—3
GDPC638	Group Processes—3
GDPC640	Multicultural Issues for Counselors & Psychologists—3
GDPC644	Psychological Testing—3
GDPC645	Prof Ethics for Counselors & Psychologists—3
EDRM505	Research Methods—3
EDRM611	Applied Statistical Methods I—3

Specialty Area—18

GDPC600	Family Counseling—3
GDPC610	Marital Counseling—3
GDPC619	Professional Issues in Clinical Mental Health Counseling—3
GDPC624	Addictions and Addictive Behaviors—3
GDPC629	Psychopathology: Classification & Treatment—3
GDPC630	Personality Assessment—3

Clinical Instruction—9

GDPC650	Practicum in Counseling—3
GDPC655	Internship in Counseling—6

Electives —3 (Choose one)

GDPC686	Interventions and Diagnosis with Children and Adolescents—3
GDPC687	Counseling and Therapeutic Interventions for Adults—3

TOTAL MA degree credits—60

Continuation in the Clinical Mental Health Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.

A student who wishes to seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Clinical Mental Health Counseling program.

MA: School Counseling

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling program must sign a Conviction Clearance form in which they certify that they have not been convicted of (or pleaded no contest to) a misdemeanor or felony at three points in their program: prior to registering for their first class, prior to registering for GDPC655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University. Having a prior conviction may make it impossible to complete the program.

MA DEGREE REQUIREMENTS

Common Core—30

EDFN500	Philosophical Foundations for Professionals—3
GDPC520	Life Span Development—3
GDPC554	Career Development—3
GDPC635	Theories and Techniques of Counseling—3
GDPC638	Group Processes—3
GDPC640	Multicultural Issues for Counselors & Psychologists—3
GDPC644	Psychological Testing—3
GDPC645	Prof Ethics for Counselors & Psychologists—3
EDRM505	Research Methods—3
EDRM611	Applied Statistical Methods I—3

Specialty Area—21

GDPC525	Psychology & Educ of Exceptional Children—3
GDPC530	Professional Issues in School Counseling—3
GDPC540	Behavioral & Emotional Problems of Children—3
GDPC545	Administration of Guidance Services—3
GDPC600	Family Counseling—3
GDPC624	Addictions and Addictive Behaviors—3
GDPC686	Interventions and Diagnosis with Children and Adolescents—3

Clinical Instruction—9

GDPC650	Practicum in Counseling—3
GDPC655	Internship in Counseling—6

TOTAL MA degree credits—60

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.

MA: Educational Psychology

Educational psychologists are involved in the following settings: classroom teaching at the elementary, secondary, and higher education levels; research related to schools, learning and human growth and development; the construction, administration, and evaluation of tests; early childhood education programs; training programs in business and industry; and residence-hall directors.

Each student in the Educational Psychology program will select one of the following emphases: Instructional, Developmental, Research or General.

The student and advisor plan a provisional sequence of experiences in accordance with the student's professional objectives, the general requirements of the MA degree and the chosen emphasis.

Continuation in the Educational Psychology program is based upon a periodic review, by the department, of the student's academic performance and personal qualifications as they pertain to an educational psychologist.

Educational Psychology: Developmental Psychology Emphasis

This emphasis is aimed at those who wish to specialize in the area of human development. It is of interest to people who wish to work in children's or adult facilities or community colleges and desire a strong psychological understanding of development. Graduates from this program may also go on to do a doctorate in Educational Psychology, Developmental Psychology or School Psychology.

Foundations/Research/Statistics—9

EDFN500	Philosophical Foundations for Professionals—3
EDRM505	Research Methods—3
EDRM611	Applied Statistical Methods I—3

Concentration (Developmental Psychology)—15

GDPC514	Psychology of Learning—3
GDPC615	Advanced Human Development—3
GDPC625	Biopsychology—3
GDPC626	Cognitive Psychology—3
GDPC676	Theories of Personality—3

Electives—6

Two courses from the following:

GDPC525	Psychology & Educ of Exceptional Children—3
GDPC540	Behavioral & Emotional Problems of Children—3
GDPC554	Career Development—3

OR choose one and write a thesis

TOTAL credits for Developmental Psychology Emphasis—30

Educational Psychology: Instructional Psychology Emphasis

This emphasis is specifically designed for teachers who wish to expand their understanding of the teaching and learning process. It is also recommended for those students who plan to continue in the EdS in School Psychology program or obtain qualification as psychological associates. The courses are designed to assist the teacher and others who wish to broaden their understanding of the learner and learning environments. This emphasis is of interest to teachers who wish to renew their certification or move up on the salary scale and at the same time improve their understanding of children and how they learn.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations for Professionals—3
- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3

Concentration (Instructional Psychology)—18

- GDP514 Psychology of Learning—3
- GDP525 Psychology & Educ of Exceptional Children—3
- GDP540 Behavioral & Emotional Problems of Children—3
- GDP615 Advanced Human Development—3
- GDP644 Psychological Testing—3
- SPED645 Reading Assessment & Intervention—3

Electives—3

Three credits to be chosen in consultation with an advisor. It is presumed that this course will assist in the understanding of the learner and/or the learning environment.

TOTAL credits for Instructional Psychology Emphasis—30**Educational Psychology: Research Emphasis**

The MA program in Educational Psychology with an emphasis in research is designed for those interested in applying research and statistical principles for solving problems in educational, psychological and social settings. Graduates of the program may be consultants in research agencies, instructors in colleges and universities, and/or pursue doctoral degrees in research, statistics, measurement and evaluation.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations for Professionals—3
- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3

Educational Psychology Core—9

- GDP514 Psychology of Learning—3
- GDP615 Advanced Human Development—3
- GDP644 Psychological Testing—3

Concentration (Research)—15

- GDP699 Thesis—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM712 Applied Statistical Methods II—3
- EDRM713 Applied Statistical Methods III—3

TOTAL credits for Research Emphasis—33**Educational Psychology: General Emphasis**

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations for Professionals—3
- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3

Educational Psychology Core—9

- GDP514 Psychology of Learning—3
- GDP520 Life Span Development—3
- GDP644 Psychological Testing—3

Electives—12

Twelve credits by advisement, limited to courses from the above emphases, GDP courses, or courses in instruction from the School of Education. Three credits may be fulfilled by writing a thesis.

TOTAL credits for General Emphasis—30**MS: SPECIAL EDUCATION****Special Education (Learning Disabilities K–12 Endorsement)**

Completion of required course work leads to a Michigan State Teaching Endorsement in Special Education in the area of Learning Disabilities and a Master of Science in Education. Students who have been accepted into the MAT program, or those without current certification, can petition to be concurrently accepted into the MAT/MS program.

The State of Michigan requires students to possess a valid State of Michigan Elementary or Secondary Education Teaching Certification prior to the submission of an application for a Special Education/Learning Disabilities Endorsement. Completion of the portfolio requirements and a “pass” grade on the MTTC Subject Area (Learning Disabilities) Exam is required. All students seeking this degree will be expected to meet the requirements in effect as set forth by the State of Michigan at the time of graduation.

MS DEGREE REQUIREMENTS**Prerequisites**

Must have Teacher's Certification or be accepted into the MAT program.

General Requirements—15

- EDFN500 Philosophical Foundations for Professionals—3
- EDRM505 Research Methods—3
- GDP514 Psychology of Learning—3
- GDP615 Advanced Human Development—3
- GDP644 Psychological Testing—3

Core—19

- GDP540 Behav & Emotional Prob of Children—3
- SPED525 Psych & Educ of Exceptional Children—3
- SPED588 Graduate Student Teaching: SPED K–5—2
- SPED588 Graduate Student Teaching: SPED 6–12—2
- SPED618 Legal & Ethical Issues in Schools—3
- SPED651 Behavioral and Educational Assessment—3
- SPED672 Psychoeducational Consultation—3

Specialty—9

- SPED610 Instructional Design for Special Education—3
- SPED630 Education of Students with Math and Writing Disabilities—3
- SPED645 Reading Assessment and Intervention—3

TOTAL MS degree credits—43**Special Education (Adventist Specialty Endorsement)**

This endorsement, created especially for Seventh-day Adventist teachers already having denominational certification, emphasizes teaching strategies for students with disabilities in special education and/or inclusive education (special needs in the regular classroom). It is offered in combination with other departments within the School of Education. Program courses may include fieldwork.

Components of the Program

- GDP540 Behavioral & Emotional Problems of Children—3
- GDP644 Psychological Testing—3
- SPED525 Psych & Educ of the Exceptional Child—3
- SPED610 Instructional Design for Special Education—3

TOTAL for GC (NAD) Endorsement—12 credits

Persons completing certificate requirements who currently hold a standard Adventist teaching credential will be recommended for an Adventist specialty endorsement in special education.

EdS: School Psychology

The EdS in School Psychology provides training for a professional career as a certified or licensed school psychologist. EdS-level school psychologists work primarily in public and private school systems, preschool settings, and child-development centers. Typical responsibilities are assessment, diagnosis, consultation, program planning, and intervention services to preschool and school-age children with educational, emotional and behavioral problems.

Admission. Students may enter the EdS program in School Psychology if they have a master's degree in psychology, education or a related field. An applicant with a good academic record may enter without a master's degree, provided the applicant has an undergraduate major in psychology, education or a related field; a GPA of 3.00; introductory courses in the following areas: statistics, learning theories or educational psychology and human development; and current satisfactory scores on the GRE General Tests. Applicants must also meet the general requirements listed in the Graduate Programs and Academic Information portions of the Admissions and Academics section of this bulletin.

Students admitted to the EdS without a master's degree may elect to receive an MA en route or may proceed directly to the EdS degree. Students who want the MA degree must take and pass the MA comprehensive examinations. Students continuing to the EdS without receiving the MA are not required to take these exams. Students will be required to take and pass the EdS comprehensive examinations.

Students are required to pass the ETS School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony and have fingerprints on file with the Michigan State Police. Having a prior conviction may make it impossible to complete the program.

Students must demonstrate computer competency.

Transfer Credits for EdS in School Psychology. The program requires a minimum of 69 semester credits of post-baccalaureate study. At least 24 semester credits (excluding practicum and internship) must be completed within the EdS program at Andrews University.

Students who come to the program with a baccalaureate degree in psychology, education or a related field can only complete 20% of their MA or EdS outside Andrews University, and 80% of their overall program must be completed at Andrews University. The 20% does not include internship or practicum. It is recommended that this 20% not include courses that are examined on the comprehensive exam.

EdS DEGREE REQUIREMENTS

Psychological Foundations—11

- GDPC514 Psychology of Learning—3
- GDPC615 Advanced Human Development—3
- GDPC640 Multicult Issues for Counselors & Psychologists—2
- GDPC676 Theories of Personality—3

Professional Core—46

- GDPC525 Psychology & Educ of Exceptional Children—3
- GDPC540 Behavioral & Emotional Problems of Children—3
- GDPC555 Early Childhood Issues and Assessment—1
- GDPC618 Legal and Ethical Issues in Schools—3
- GDPC625 Biopsychology—3

- GDPC626 Cognitive Psychology—3
- GDPC635 Theories & Techniques of Counseling—3
- GDPC644 Psychological Testing—3
- GDPC654 Practicum in School Psychology—3
- GDPC651 Behavioral and Educational Assessment—3
- GDPC652 Cognitive Assessment—3
- GDPC672 Psychoeducational Consultation—3
- GDPC686 Interventions and Diagnosis with Children and Adolescents—3
- GDPC753 Psych Decision Making and Interventions—3
- GDPC810 Internship in School Psychology—6

Interdisciplinary Area—3

- SPED645 Reading Assessment & Intervention—3

Educational Foundations—3

- EDFN500 Philosophical Foundations for Professionals—3

Research/Statistics/Measurement—6

- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3

TOTAL EdS degree credits—69

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications necessary to be a successful school psychologist.

DOCTORAL DEGREE PROGRAMS

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admissions and Academics section of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Graduate Psychology & Counseling must complete an interview with the coordinator of the program to which the individual is applying and two other program faculty members. Additional requirements for admission to the Department of Graduate Psychology & Counseling are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

EdD: Educational Psychology

EdD: Educational Psychology—General Emphasis

This emphasis prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality and learning and instruction. Educational psychologists also work in schools, businesses, industries and various human-development settings.

DEGREE REQUIREMENTS

Professional Core—39

- EDRM636 Program Evaluation—3
- GDPC514 Psychology of Learning—3
- GDPC525 Psych and Education of Exceptional Children—3
- GDPC615 Advanced Human Development—3
- GDPC625 Biopsychology—3
- GDPC626 Cognitive Psychology—3
- GDPC644 Psychological Testing—3
- GDPC651 Behavioral and Educational Assessment—3
- GDPC670 Advanced Social Psychology—3

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- GDP676 Theories of Personality—3
- GDP675 Cross-Cultural Ethics and Research—3
- GDP673 Field Work in Educational Psychology—3
- GDP683 Seminar in Educational/School Psychology—3

Educational Foundations—6

- EDFN500 Philosophical Foundations for Professionals—3
- GDP620 History and Systems of Psychology—3
or a non-psychological foundations course

Research—15

- EDRM505 Research Methods—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM710 Seminar in Research Methodology—1
- EDRM712 Applied Statistical Methods II—3
- EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM712. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—16

By advisement.

Dissertation—14+

TOTAL EdD degree credits—90+

EdD: Educational Psychology—School Psychology Emphasis

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the EdS program as outlined in this bulletin must be completed as part of the doctoral program.

DEGREE REQUIREMENTS

EdS—EdS in a state-approved School Psychology program (69 credits if taken at AU)

Focus Area—9

School Psychology Focus

- GDP629 Psychopathology: Classification & Treatment—3
- GDP670 Advanced Social Psychology—3
- GDP683 Seminar in Educational/School Psychology—3

Supervision Focus

- EDAL560 K–12 Law—3
- EDAL570 Principles of Educational Supervision—3
- EDAL635 Human Resources Administration—3

Research Area—15

- EDRM505 Research Methods—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM710 Seminar in Research Methodology—1
- EDRM712 Applied Statistical Methods II—3
- EDRM880 Dissertation Proposal Development—2

Electives—0–9

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students

who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- GDP626 Cognitive Psychology—3
- GDP676 Theories of Personality—3
- GDP686 Interventions and Diagnosis with Children and Adolescents—3

Dissertation—14+

TOTAL EdD degree credits—90+

Continuation in the Educational Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as an educational school psychologist.

PhD: Educational Psychology

This concentration (PhD) prepares individuals for educational psychology positions. It prepares college and university instructors, generally in the areas of human development, personality, learning and instruction, measurement, statistics and research design. Educational psychologists also work in schools, businesses, industries and various human-development settings.

PhD: Educational Psychology—General Emphasis

Professional Core—39

- EDRM636 Program Evaluation—3
- GDP514 Psychology of Learning—3
- GDP525 Psych and Education of Exceptional Children—3
- GDP615 Advanced Human Development—3
- GDP625 Biopsychology—3
- GDP626 Cognitive Psychology—3
- GDP644 Psychological Testing—3
- GDP651 Behavioral and Educational Assessment—3
- GDP670 Advanced Social Psychology—3
- GDP676 Theories of Personality—3
- GDP675 Cross-Cultural Ethics and Research—3
- GDP673 Field Work in Educational Psychology—3
- GDP683 Seminar in Educational/School Psychology—3

Educational Foundations—6

- EDFN500 Philosophical Foundations for Professionals—3
- GDP620 History and Systems of Psychology—3
or a non-psychological foundations course

Research—21

- EDRM505 Research Methods—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM710 Seminar in Research Methods—1
- EDRM712 Applied Statistical Methods II—3
- EDRM713 Applied Statistical Methods III—3
- EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM712 and 713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—10

By advisement.

Dissertation—14+

TOTAL PhD degree credits—90+

PhD: Educational Psychology—School Psychology Emphasis

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, pre-school and child-development centers and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to pre-school and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable. If certification has not been met prior to enrollment in the doctoral program, the sequence of courses for the EdS program as outlined in this bulletin must be completed as part of the doctoral program.

DEGREE REQUIREMENTS

EdS—EdS in a state approved School Psychology program (69 credits if taken at AU)

Focus Area—9

School Psychology Focus

- GDPC629 Psychopathology: Classification & Treatment—3
- GDPC670 Advanced Social Psychology—3
- GDPC834 Seminar in Educational/School Psychology—3

Supervision Focus

- EDAL560 K–12 Law—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3

Research Area—21

- EDRM505 Research Methods—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM710 Seminar in Research Methods—1
- EDRM712 Applied Statistical Methods II—3
- EDRM713 Applied Statistical Methods III—3
- EDRM880 Dissertation Proposal Development—2

Research Experience: This requirement is met in EDRM712 and EDRM713. Transfer students who have taken related courses elsewhere must see their advisor for appropriate procedures.

Electives—0–9

Students completing the 69-credit School Psychology program at Andrews University need not take any electives. Students who obtained their EdS at an institution other than Andrews University must complete 9 credits of doctoral electives at Andrews University. Included in these credits must be EDFN500 and courses missed from Andrews University required courses. If students received their EdS in School Psychology at Andrews University, the following courses must have been included:

- GDPC626 Cognitive Psychology—3
- GDPC638 Group Processes—3
- GDPC686 Interventions and Diagnosis with Children and Adolescents—3

Dissertation—14+

TOTAL PhD degree credits—90+

Continuation in the Educational Psychology program is based upon a periodic performance review and personal qualifications as an educational school psychologist.

PhD: Counseling Psychology

The PhD in Counseling Psychology prepares students for the practice of psychology in schools, colleges, agencies, hospitals, churches, businesses, industries and private settings. It is the intent of the program to prepare graduates for licensure as professional psychologists in the U.S. and with eligibility to practice internationally. Students should consult with the appropriate authorities regarding requirements in the states or countries in which they wish to practice. Counseling psychology students must specialize in one of the listed areas of concentration: Adult, Child/Family, Cultural Diversity and Health Psychology. Specialty concentrations should be developed within a student's course plan in close consultation with their advisor to coincide with the student's dissertation topic.

Admissions. Students entering the PhD program in Counseling Psychology should have a master's degree in counseling or a related field.

An applicant with an outstanding academic record may enter without a master's degree, providing the applicant has an undergraduate major in psychology and a satisfactory GPA, and presents satisfactory scores on both the GRE General Test and it is strongly suggested that the student applicant also take the Advanced Test in Psychology. A master's degree may be received en route to the doctoral degree in which case students may be asked to terminate at the master's level if they do not demonstrate ability to continue toward the doctoral degree. Students who choose to receive a master's degree en route to the doctoral degree or who are asked to terminate at the master's level take the MA comprehensive examinations. Students who proceed directly to the doctoral degree are not required to take the MA comprehensive examinations.

The PhD course requirements assume a prior master's degree that includes graduate courses in the following areas. If courses in these areas have not been taken prior to admission, the indicated Andrews University course must be taken as part of the degree, in addition to PhD courses listed below:

- EDFN500 Philosophical Foundations for Professionals
- GDPC514 Psychology of Learning
- GDPC520 Life Span Development
- GDPC635 Theories & Techniques of Counseling
- GDPC638 Group Processes
- GDPC640 Multicultural Issues for Counselors and Psych
- GDPC644 Psychological Testing
- GDPC650 Practicum in Counseling
- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3

PHD COURSE REQUIREMENTS

Psychological Foundations—21

- GDPC616 Psychology of Religious Experience—3
- GDPC620 History and Systems of Psychology—3
- GDPC625 Biopsychology—3
- GDPC626 Cognitive Psychology—3
- GDPC629 Psychopathology: Classification & Treatment—3
- GDPC676 Theories of Personality—3
- GDPC670 Advanced Social Psychology—3

Professional Studies—45

- GDPC554 Career Development—3
- GDPC645 Prof Ethics for Counselors & Psychologists—3
- GDPC652 Cognitive Assessment—3
- GDPC686 Interventions and Diagnosis with Children and Adolescents—3

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- GDPC687 Counseling and Therapeutic Interventions for Adults—3
- GDPC735 Clinician Self-Assessment for the Treatment of Culturally Diverse Populations—3
- GDPC745 Practicum in Counseling Psychology—4
- GDPC750 Personality Assessment—3
- GDPC753 Psych Decision Making and Interventions—3
- GDPC765 Seminar in the Supervision of Counselors—2
- GDPC820 Internship in Counseling Psychology—3
- GDPC835 Seminar in Counseling Psychology—3

Select one of the following Specialty Concentrations:

Adult Concentration—9

- GDPC688 Group Therapy—3
- GDPC720 Marital Therapy—3
- Electives By advisement—3

Child/Family Concentration—9

- GDPC710 Family Therapy—3
- GDPC720 Marital Therapy—3
- Electives By advisement—3

Cultural Diversity Concentration—9

- GDPC730 International Psychology—3
- GDPC755 Refugee & Displaced Populations Clinical Interventions—3
- Electives By advisement—3

Health Psychology Concentration—9

Electives by advisement. Courses must be health psychology related.

Research/Statistics/Measurement—15

- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM710 Seminar in Research Methodology—1
- EDRM712 Applied Statistical Methods II—3
- EDRM713 Applied Statistical Methods III—3
- EDRM880 Dissertation Proposal Development—2

Dissertation—14+

- GDPC899 Doctoral Dissertation
- Student's dissertation topic must coincide with their specialty concentration.

TOTAL PhD degree credits—95+

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.

Courses

(Credits)

See inside front cover for symbol code.

Where courses are offered for variable credit, students should assume that programs requiring the course will require it for the maximum number of credits offered unless specified otherwise in the program description. If there is a question about the number of credits required, students should consult their advisors.

Graduate Psychology & Counseling

EDUC560 **\$ (0)**

Degree Reactivation

Students who have 2 semesters of break in enrollment must register for this reactivation course.

EDUC670 **(0)**

Master's Comprehensive Exam

EDUC870 **(0)**

Doctoral Comprehensive Exam

GDPC115 **(2)**

Academic Learning Assessment

A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

GDPC116 **(1-6)**

Academic Development

A tutorial application of the principles of academic success. Includes one-on-one, as well as group-learning experiences. Repeatable to 6 credits.

GDPC301 **(3)**

Human Development

An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

GDPC302 **(3)**

Educational Psychology

Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.

GDPC430 **◆ (2)**

Introduction to Residence-hall Administration

Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.

GDPC438 **(1-4)**

Workshop

GDPC499 **(1-3)**

Independent Study: Topic

Repeatable. Permission of curriculum advisor and independent study supervisor required.

GDPC514 **(3)**

Psychology of Learning

The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.

GDPC520 **(3)**

Life Span Development

A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

- GDPC525** (3)
Psychology and Education of Exceptional Children
 A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. 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 (lab graded S/U). Prerequisite: A course in human development.
- GDPC530** (3)
Professional Issues in School Counseling
 A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters.
- GDPC540** (3)
Behavioral and Emotional Problems of Children
 Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.
- GDPC545** Alt (3)
Administration of Guidance Services
 A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs.
- GDPC554** (3)
Career Development
 An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.
- GDPC555** (1)
Early Childhood Issues and Assessment
 A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. Students are also required to register for GDPC555 PO5 (lab graded S/U). Lab fee required. Prerequisite: GDPC652 or approval by instructor.
- GDPC600** (3)
Family Counseling
 Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. Prerequisite: GDPC650 or equivalent. (Master's-level)
- GDPC608** (1)
Topics in Legal and Ethical Issues in Schools
 Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty.
- GDPC609** (1)
Topics in Professional Issues in Clinical Mental Health Counseling
 Study tour involving attendance, and possibly presentation, at a mental health counseling conference as proposed by faculty. Students must also be enrolled in GDPC619 for 2 credits
- GDPC610** (3)
Marital Counseling
 Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. Prerequisite: GDPC650 or equivalent. (Master's-level)
- GDPC615** (3)
Advanced Human Development
 Critically evaluates contemporary research and theories of human development across the life span. The course has three focuses: a critical analysis of contemporary developmental psychology, the relevance of theory and research findings to educational practice and family context and the analysis of the interaction of the individual and the environment (culture, family and institutions). Prerequisite: A course in human development, or permission of the instructor.
- GDPC616** (3)
Psychology of Religious Experience
 Psychological factors in the religious experience.
- GDPC618** (2-3)
Legal and Ethical Issues in Schools
 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 GDPC618 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom (lab graded S/U). Student must take either 3 credits of GDPC618 or 2 credits of GDPC618 and 1 credit of GDPC608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor.
- GDPC619** (2-3)
Professional Issues in Clinical Mental Health Counseling
 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 GDPC609 (Topics in Clinical Mental Health Counseling) in consultation with advisor.
- GDPC620** (3)
History and Systems of Psychology
 The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals.

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<p>GDPC622 (1-6) Seminar on Special Topics Repeatable to 6 credits. Repeatable with different topics.</p>	<p>GDPC640 (2-3) Multicultural Issues for Counselors and Psychologists Cultural factors which influence the psychological development of individuals from diverse cultural backgrounds and the effects of these factors on the psychological and educational practices of counselors and psychologists working in a pluralistic society.</p>
<p>GDPC624 (3) Addictions and Addictive Behaviors Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</p>	<p>GDPC644 (3) Psychological Testing An introduction to measurement theory. Selection, administration, and interpretation of standardized tests and non-standardized tools for the purpose of assessment of ability, achievement, aptitude, interest, and personality. Social, legal, and ethical implications of testing.</p>
<p>GDPC625 (3) Biopsychology A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.</p>	<p>GDPC645 (3) Professional Ethics for Counselors and Psychologists Ethical standards of counselors and psychologists, standards for psychological providers, standards for educational and psychological tests, ethical principles in conducting research with human participants.</p>
<p>GDPC626 (3) Cognitive Psychology Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: GDPC514.</p>	<p>GDPC648 (1-5) Workshop</p>
<p>GDPC628 Alt (3) Seminar in the Psychology of Women The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.</p>	<p>GDPC650 \$ (3) Practicum in Counseling Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: GDPC635, 638, 644; 8 weekly personal counseling sessions; and departmental approval.</p>
<p>GDPC629 (3) Psychopathology: Classification & Treatment Basic historical concepts, current paradigms, and assessment of psychopathology based on American Psychiatric Association (APA) diagnostic classification system and implications for counseling/clinical approaches to treatment.</p>	<p>GDPC651 \$ (3) Behavioral and Educational Assessment 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 PO3 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required. Prerequisites: GDPC514 and 644, or permission of instructor. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor.</p>
<p>GDPC630 \$ (3) Personality Assessment Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Prerequisites: GDPC644 and a course in abnormal psychology. Students are also required to register for GDPC630 PO8 (lab graded S/U). Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Master's level.)</p>	<p>GDPC652 \$ (3) Cognitive Assessment 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 PO4 (lab graded S/U). Lab fee required. Prerequisite: GDPC644. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology or School Counseling, or by permission of instructor.</p>
<p>GDPC635 (3) Theories and Techniques of Counseling An introduction to the theory and practice of counseling and psychotherapy. Attention given to counseling therapy models, the therapeutic relationship, the function and role of counselors/therapists, and the systematic development of counseling skills and intervention strategies.</p>	
<p>GDPC638 (3) Group Processes Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.</p>	

<p>GDPC654 (1–6) Practicum in School Psychology Supervised experience in school psychology. A minimum of 55 clock hours of experience is required for 1 credit. Prerequisites: The completion of a prescribed set of 21 credits in school psychology and permission of supervisor one semester in advance of registration. Repeatable to 6 credits.</p>	<p>GDPC686 (3) Interventions and Diagnosis with Children and Adolescents A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues. Prerequisites: 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.</p>
<p>GDPC655 (1–6) Internship in Counseling Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. Prerequisite: GDPC650. Limited to students enrolled in MA in Clinical Mental Health Counseling or School Counseling programs. Repeatable to 6 credits.</p>	<p>GDPC687 (3) Counseling and Therapeutic Interventions for Adults A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisite: GDPC635 or equivalent. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling programs.</p>
<p>GDPC660 \$ (0) Program Continuation See section on Continuous Registration-Active Status.</p>	<p>GDPC688 Alt (3) Group Therapy Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisites: GDPC638, 650 or equivalent.</p>
<p>GDPC669 \$ (0) MA Thesis Continuation</p>	<p>GDPC690 (1–3) Independent Study Repeatable. Permission of instructor required.</p>
<p>GDPC670 (3) Advanced Social Psychology Emphasis on conceptual and research approaches to social thinking, social influence and social relations. Application of social psychological theories to education, counseling, health and work.</p>	<p>GDPC699 (1–3) Thesis Must be repeated to 3 credits.</p>
<p>GDPC672 (3) Psychoeducational Consultation A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system. Prerequisite: GDPC651.</p>	<p>GDPC710 (3) Family Therapy Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. Prerequisite: GDPC650 or equivalent. (Doctorate-level)</p>
<p>GDPC675 (3) Advanced Internship in Mental Health Counseling Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Prerequisites: GDPC655 and departmental approval. Limited to students enrolled in the Clinical Mental Health Counseling track.</p>	<p>GDPC720 (3) Marital Therapy Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. Prerequisite: GDPC650 or equivalent. (Doctorate-level)</p>
<p>GDPC676 (3) Theories of Personality Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.</p>	<p>GDPC725 (3) Cross-Cultural Ethics and Research 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.</p>
<p>GDPC678 \$ (1–6) Study Tour Travel to destinations relevant to individual programs of study. Classes will be selected from departments(s) offerings. Fee may be required.</p>	<p>GDPC730 (3) International Psychology 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</p>
<p>GDPC685 (0) MA Level Comprehensive Exam Preparation</p>	

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solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.

GDPC735 (3)
Clinician Self-Assessment for the Treatment of Culturally Diverse Populations

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. Prerequisites: GDPC638, 640, 650, 670 or by permission of instructor.

GDPC736 (1-6)
Field Work in Educational Psychology

Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervisor one semester in advance of registration. Open to educational psychology majors only.

GDPC745 \$ (1)
Practicum in Counseling Psychology

Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 100 clock hours of supervised experience, of which 40 must be direct client contact. Repeatable to 6 credits. Prerequisites: GDPC650 and GDPC629 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.

GDPC750 \$ (3)
Personality Assessment

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Prerequisites: GDPC644 and a course in abnormal psychology. Students are also required to register for GDPC750 PO8 (lab graded S/U). Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Doctorate-level)

GDPC753 \$ (3)
Psychological Decision Making and Interventions

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 PO7 (lab graded S/U). Lab fee required. Prerequisite: GDPC652. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

GDPC755 (3)
Refugee & Displaced Populations Clinical Interventions

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

GDPC765 (2)
Seminar in the Supervision of Counselors
Survey of supervision models with practice in the supervision

of counselors. Prerequisite: GDPC745 (2 semesters). Limited to students enrolled in Counseling Psychology.

GDPC810 (1-3)
Internship in School Psychology

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. Prerequisite: Completion of GDPC654. Limited to students in the School Psychology program. Students will be reviewed by core faculty before being placed in an internship site.

GDPC820 (.5-1)
Internship in Counseling Psychology

2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Must be repeated to 3 credits.

GDPC825 (1)
Topics in Counseling Psychology

Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty. Students must also be enrolled in GDPC835 for 2 credits.

GDPC834 (3)
Seminar in Educational/School Psychology

Examines current issues and research in educational, developmental, or school psychology. Repeatable to 6 credits. Prerequisite: Completion of 16 credits in educational, developmental, or school psychology.

GDPC835 (2-3)
Seminar in Counseling Psychology

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 credit of GDPC825 (Topics in Counseling Psychology) in consultation with advisor.

GDPC870 (0)
Comprehensive Exam Preparation

GDPC899 (1-14+)
Doctoral Dissertation

A minimum of 14 credits required. Repeatable. *Fall, Spring, Summer*

Research and Measurement

EDRM499 (1-3)
Independent Study

Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. Graded S/U.

EDRM505 (3)
Research Methods

A survey of quantitative and qualitative research designs for conducting basic and applied research in education, counseling 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,

implication for data analysis, and researcher ethical and legal responsibilities. Topics such as mixed methods design, program evaluation and action research will also be presented. Students are expected to develop a research proposal.

EDRM605 (3)

Qualitative Research Methods in Education and Psychology

The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.

EDRM611 (3)

Applied Statistical Methods I

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.

EDRM636 (3)

Program Evaluation

The application of various evaluation models and techniques for the specific purpose of judging the processes and results of projects and programs. Prerequisites: EDRM505 and EDRM611 or their equivalents.

EDRM648 (variable)

Workshop

Graded S/U.

EDRM690 (1-3)

Independent Study: Topic

Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.

EDRM704 (3)

Design and Analysis of Educational and Psychological Surveys

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. Prerequisite: EDRM611 or equivalent.

EDRM710 (1)

Seminar in Research Methodology

This course will primarily review various research orientations and methodologies as they relate to the student's dissertation topic. Topics to be discussed will include: university support system for completing the dissertation, selecting the dissertation topic, constituting and working with the dissertation committee, and conducting the literature review. At the end of the course, students are expected to have an approved dissertation topic, a formally constituted committee, and an annotated bibliography. It is recommended that this course be taken the semester just prior to taking EDRM880 Dissertation Proposal Development.

EDRM712 (3)

Applied Statistical Methods II

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. Prerequisite: EDRM611 or equivalent.

EDRM713 (3)

Applied Statistical Methods III

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. Prerequisite: EDRM712 or equivalent.

EDRM880 (2)

Dissertation Proposal Development

Designing and writing the doctoral dissertation proposal. Prerequisite: EDRM505, EDRM611 and EDRM710 or their equivalents, and permission of instructor.

Special Education

SPED525 (3)

Psychology and Education of Exceptional Children

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for SPED525 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Prerequisite: A course in human development.

EDPC608 (1)

Topics in Legal and Ethical Issues in Schools

Study tour involving attendance, and possibly presentation, at a psychology conference as proposed by faculty.

SPED610 (3)

Instructional Design for Special Education

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.

SPED618 (2-3)

Legal and Ethical Issues in Schools

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 SPED618 PO1 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom (lab graded S/U). Student must take either 3 credits of SPED618 or 2 credits of SPED618 and 1 credit of SPED608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor.

SPED645

\$ (3)

Reading Assessment & Intervention

Advanced course for diagnosis and remediation or prevention of reading disabilities. Students are also required to register for SPED645 PO6 (lab graded S/U). Lab fee required.

SPED630

(3)

Education of Students with Math and Writing Disabilities

This course will focus on the development of competency in the implementation of evidence-based instructional strategies designed to teach mathematics and writing. Emphasis will be placed on methods supported by research.

SPED651

\$ (3)

Behavioral and Educational Assessment

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 SPED651 PO3 which is the 50-hour practicum lab portion of this class (lab graded S/U). Lab fee required. Prerequisites: GDPC514 and 644 or permission of instructor. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling, Educational Psychology, School Counseling, or Special Education, or by permission of instructor.

SPED672

(3)

Psychoeducational Consultation

A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system. Prerequisite: GDPC651

LEADERSHIP

Bell Hall, Room 173

Undergraduate Leadership

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Email: ulead@andrews.eduwww.andrews.edu/ulead**Educational Leadership**

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Erich Baumgartner

Duane Covrig

Becky De Oliveira

David Ferguson

Shirley A. Freed

Sylvia Gonzalez

James R. Jeffery

Janet Ledesma

Emeriti

Lyndon G. Furst

Gary D. Gifford

Edward A. Streeter

Mission

The Department of Leadership develops a community of scholar practitioners who transform the power of knowledge into service. Its core values include community, service, integrated life and human dignity.

The department supports three graduate programs:

- 1) Educational Leadership, 2) Higher Education Administration and 3) Leadership, and one undergraduate program, Undergraduate Leadership.

Academic Programs	Credits
Educational Leadership	
Educational Leadership Graduate Certificates	
Principal	18
Supervisor of Instruction	18
Superintendent of Schools	24
MA	34
EdS	64
EdD	90
PhD	90
Higher Education Administration	
MA	36
EdS	64
EdD	90
PhD	90
Leadership	
Leadership Certificate	12
MA	36
EdS	64
EdD	90
PhD	90
Post-doctoral Certificate	12–15

Undergraduate Leadership Certificate

The Undergraduate Leadership Certificate is a University-wide collaboration between academic departments and the Division of Student Life with the goal to prepare students for meaningful engagement in a global environment. It integrates knowledge and skills from the students' course of study into a concentration focused on building the students' capacity to influence their surroundings whether in the home, school, church or marketplace. Certificate graduates will learn to lead positive change, resist inappropriate change and recognize their calling.

The certificate has academic and co-curricular requirements that work together to develop leadership capacity. See pages 94–95 for complete details.

Educational Leadership Programs— Interactive Online

Program Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

The Portfolio Component

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, required in all administration programs.

Registration

Educational Leadership participants comply with registration guidelines by enrolling in a course at least 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 EDAL650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go "Inactive." When "Active Status" is desired, the participant may request reactivation and if approved pay the current "Reactivation Fee."

Time Limits

An Educational Leadership participant must complete the requirements for the MA within four years; EdS, EdD and PhD degree within seven years from the beginning of the first semester of class work after acceptance into the program, irrespective of admission classification.

Program

Educational Leadership programs at Andrews University are designed to prepare administrators for the opportunities in school leadership as principals, superintendents or supervisors. Whether you are an individual seeking to be mentored into an administrative position or a seasoned professional who wishes to enroll in a program that respects and uses your past experiences, we are ready to serve you in ways that meet your needs.

Educational Leadership programs are guided by nine standards. The first six standards are derived from the Educational Leadership Constituent Council (ELCC), which is identified by our accrediting body, the National Council of Accreditation in Teacher Education (NCATE), as the appropriate council to provide guidance for K–12 Educational programs. The additional three standards have been added in consultation with educational leaders in the North American Division of Seventh-day Adventists. The nine standards are listed below followed by an outline of the levels of study we offer.

Nine Guiding Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community;
2. promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff;
3. managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment;
4. collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
5. acting with integrity, fairly, and in an ethical manner;
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;
7. understanding and comprehensively applying technology to advance student achievement;
8. appreciating the perspectives of others and developing a personal philosophy from which action and service emerge; and
9. understanding and comprehensively applying research and evaluation for effective decision making.

The Internship/Mentoring Component

All degree programs require an internship/mentoring component. That provides significant learning opportunities to synthesize and apply the knowledge and practice and to develop the skills identified in the standards. It requires substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational Leadership Certificate**Private/Public School Administration Certification or Licensure**

Although the certification and licensure requirements for private/public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the ELCC standards that guide educational administration policies throughout the United States. Andrews University School of Education is also accredited by NCATE to offer educational programs. NCATE is the leading accrediting body for K–12 educational preparation programs. Andrews University is also accredited by North Central Association to offer graduate degrees. Because state requirements vary, it is the responsibility of prospective students to check with their own state or local authorities to determine what coursework meets the requirements for private/public school certification in their state.

Educational Leadership Graduate Certificate

The Educational Leadership Graduate Certificate (18–24 credits) is designed for post-baccalaureate or post-masters participants who want to enhance their administrative skills. Those served by this certificate are:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

This course work and certificate can be used to fulfill some of the Seventh-day Adventist and/or Michigan State administrative certification requirements. The University does **not** provide certification or endorsement. Rather, the candidate works with their employing organization to secure certification.

Certificate credits can be transferred to the Andrews University MA in Educational Leadership.

- A. Educational Leadership Graduate Certificate—Principal (18 credits minimum):
- School Administration*
- LEAD600 Annual Conference—0
LEAD630 Introduction to Leadership—2
EDAL520 Foundations of Educ Leadership—2–3
EDAL565 Lead for Seventh-day Adventist Educ—1–2
- School Law*
- EDAL560 K–12 Law—3
- Curriculum*
- EDCI547 Foundations of Curriculum Studies—3
- Supervision*
- EDAL570 Principles of Educational Supervision—2–3
- School Finance*
- EDAL645 K–12 Educational Finance—2–3

- B. Supervisor of Instruction (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):

School Administration

LEAD600 Annual Conference—0

LEAD630 Introduction to Leadership—2

EDAL520 Foundations of Educ Leadership—2–3

EDAL565 Lead for Seventh-day Adventist Educ—1–2

Curriculum

EDCI547 Foundations of Curriculum Studies—3

EDCI565 Improving Instruction—2

Supervision

EDAL570 Principles of Educational Supervision—2–3

LEAD689 Seminar: (Topic)—1–12 (2 minimum)

- C. Superintendent of Schools (24 credits; also fulfills certificate requirements):

School Administration

LEAD600 Annual Conference—0

LEAD630 Introduction to Leadership—2

EDAL520 Foundations of Educ Leadership—2–3

EDAL565 Lead for Seventh-day Adventist Educ—1–2

School Law

EDAL560 K–12 Law—3

Curriculum

EDCI547 Foundations of Curriculum Studies—3

Supervision

EDAL570 Principles of Educational Supervision—2–3

School Finance

EDAL645 K–12 Educational Finance—2–3

Personnel Administration

EDAL635 Human Resources Administration—2–3

Public Relations

LEAD525 Public Relations: Community Partnerships—1–3

Application Process

To be admitted into the Educational Leadership Graduate Certificate program students need to complete a Graduate School application and meet School of Education admission requirements.

Note: A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

MA: Educational Leadership Program (34 credits)

The K–12 Educational Leadership master's program is designed for post-baccalaureate participants who desire to obtain a degree in educational administration. Those seeking to use this degree for North American Division certification purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take additional course work from the areas listed if they have not done so already.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools

MA: DEGREE REQUIREMENTS (34 credits)

Core—minimum 18, with more credits available from variable credit courses

- LEAD600 Annual Conference—0
- LEAD630 Introduction to Leadership—2
- EDAL520 Foundations of Educational Leadership—2-3
- EDAL645 K-12 Educational Finance—2-3
- EDAL670 Technology for Leaders—3
- EDAL680 Internship: (Topic)—1-12 (3 minimum)
- EDCI547 Foundations of Curriculum Studies—3 **or**
- EDCI565 Improving Instruction—2
- EDFN500 Philosophical Foundations for Professionals—3
- LEAD675 Portfolio Development: (Topic)—1-3

Concentration—minimum 11, with more credits available from variable credit courses

- EDAL560 K-12 Law—3
- EDAL565 Leadership for SDA Education—1-2
- EDAL570 Principles of Educational Supervision—2-3
- EDAL635 Human Resources Administration—2-3
- EDAL664/665 Elem/Secondary School Leadership—2-3
- LEAD525 Public Relations: Community Partnerships—1-3

Research—5

- EDRM505 Research Methods—3
- LEAD535 Principles of Academic Writing—1-3 (2 minimum)

Electives—As Needed

In consultation with your advisor.

TOTAL MA degree credits—34

Application Process

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD630 Intro to Leadership and LEAD600 Annual Conference where they will be introduced to the philosophy of educational leadership and review the standards that will guide their educational plan. The curriculum consists of a minimum of 34 credits beyond the baccalaureate degree. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and when registering for these courses. The portfolio serves as a component of the master's comprehensive examination. There is no thesis requirement for the master's degree program.

EdS: Educational Leadership Program (64 credits)

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

EdS: DEGREE REQUIREMENTS (64 credits)

Core—minimum 18, with more credits available from variable credit courses

- LEAD600 Annual Conference—0
- LEAD630 Introduction to Leadership—2
- EDAL520 Foundations of Educational Leadership—2-3
- EDAL645 K-12 Educational Finance—2-3
- EDAL670 Technology for Leaders—3

- EDCI547 Foundations of Curriculum Studies—3 **or**
- EDCI565 Improving Instruction—2
- EDFN500 Philosophical Foundations for Professionals—3
- LEAD675 Portfolio Development: (Topic)—1-3
- LEAD886 Advanced Internship: (Topic)—1-12 (3 minimum)

Concentration—minimum 13, with more credits available from variable credit courses

- EDAL560 K-12 Law—3
- EDAL565 Leadership for SDA Education—2-3
- EDAL570 Principles of Educational Supervision—2-3
- EDAL635 Human Resources Administration—2-3
- EDAL664/665 Elem/Secondary School Leadership—2-3
- LEAD525 Public Relations: Community Partnerships—1-3
- LEAD645 Ethical Leadership—1-3

Research—13

- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3
- EDRM636 Program Evaluation—3
- LEAD535 Principles of Academic Writing—1-3 (2 minimum)
- LEAD637 Issues in Research—2-3

Cognates—9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Electives—As Needed

In consultation with your advisor.

TOTAL EdS degree credits—64

Application Process

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD630 Introduction to Leadership and LEAD600 Annual Conference which are an introduction to the philosophy of leadership and review of the standards that will guide their educational plan. The curriculum consists of a minimum of 64 credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS degree program.

EdD/PhD: Educational Leadership Programs (90 credits)

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

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- Supervisors of instruction
- Superintendents of schools
- Those interested in teaching Educational Administration at the higher education level

EdD: DEGREE REQUIREMENTS (90 credits)

Core—minimum 18, with more credits available from variable credit courses

- LEAD600 Annual Conference—0
- LEAD630 Introduction to Leadership—2
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL645 K–12 Educational Finance—2–3
- EDAL670 Technology for Leaders—3
- EDCI547 Foundations of Curriculum Studies—3 **or**
- EDCI565 Improving Instruction—2
- EDFN500 Philosophical Foundations for Professionals—3
- LEAD886 Advanced Internship: (Topic)—1–12 (3 minimum)

Concentration—minimum 13, with more credits available from variable credit courses

- EDAL560 K–12 Law—3
- EDAL565 Leadership for SDA Education—1–2
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3
- EDAL664/665 Elem/Secondary School Leadership—2–3
- LEAD525 Public Relations: Community Partnerships—1–3
- LEAD645 Ethical Leadership—2–3

Research—13

- EDRM505 Research Methods—3
- EDRM611 Applied Statistical Methods I—3
- EDRM636 Program Evaluation—3
- LEAD535 Principles of Academic Writing—1–3 (2 minimum)
- LEAD637 Issues in Research—2–3

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+

- LEAD880 Dissertation Proposal Dev—2
- LEAD899 Doctoral Dissertation—14+

Electives—As needed

In consultation with your advisor.

TOTAL EdD degree credits—90+

PhD: DEGREE REQUIREMENTS (90 credits)

Core—minimum 18, with more credits available from variable credit courses

- LEAD600 Annual Conference—0
- LEAD630 Introduction to Leadership—2
- EDAL520 Foundations of Educational Leadership—2–3
- EDAL645 K–12 Educational Finance—2–3
- EDAL670 Technology for Leaders—3
- EDCI547 Foundations of Curriculum Studies—3 **OR**
- EDCI565 Improving Instruction—2
- EDFN500 Philosophical Foundations for Professionals—3
- LEAD675 Portfolio Development: (Topic)—1–3
- LEAD886 Advanced Internship: (Topic)—1–12 (3 minimum)

Concentration—minimum 13, with more credits available from variable credit courses

- EDAL560 K–12 Law—3
- EDAL565 Leadership for SDA Education—2–3
- EDAL570 Principles of Educational Supervision—2–3
- EDAL635 Human Resources Administration—2–3

- EDAL664/665 Elem/Secondary School Leadership—2–3
- LEAD525 Public Relations: Community Partnerships—1–3
- LEAD645 Ethical Leadership—1–3

Research—19

- EDRM505 Research Methods—3
- EDRM605 Qual Research Methods in Educ & Psych—3
- EDRM611 Applied Statistical Methods I—3
- EDRM636 Program Evaluation—3
- EDRM712 Applied Statistical Methods II—3
- LEAD535 Principles of Academic Writing—1–3 (2 minimum)
- LEAD637 Issues in Research—2–3

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Curriculum, Leadership, Research, or transfer credits.

Dissertation—16+

- LEAD880 Dissertation Proposal Dev—2
- LEAD899 Doctoral Dissertation—14+

Electives—As Needed

In consultation with your advisor.

TOTAL PhD degree credits—90+

Application Process

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. Candidates must complete LEAD630 Introduction to Leadership and LEAD600 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.

Higher Education Administration Programs—Interactive Online

Higher Education is one of the fastest growing areas of education in the world today. Graduates at the master level typically work in administrative and executive positions in student services such as enrollment, admissions, financial services, athletics and residence halls. At the doctoral level, the program serves those who wish to pursue careers and academic positions in teaching and research in colleges and universities, as well as corporate training or policy making positions at the private and state level. The curriculum has an international focus that includes visiting international universities to interact with faculty and students of institutions in different countries around the world.

Program Mission

To empower diverse scholar-practitioners for service in national and international colleges and universities, committed to Christian values and high professional standards.

Program Components

Portfolio

The degree programs require the completion of a portfolio that documents the participant's work. These portfolios require documentation that evidences a level of mastery appropriate to each degree and can be presented in person or via electronic media. The portfolio must be assessed and approved by a faculty committee. More details on portfolio requirements are provided in the introductory course, LEAD630, 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 EDAL650 Program Continuation at least every third semester. This course has no credit but allows access to faculty advising and access to the Andrews University library. As an alternative to the above, a participant may request to go Inactive. When Active Status is desired, the participant may request reactivation and, if approved, pay the current Reactivation Fee.

Time Limits

Participants must complete the requirements for the MA within four years; EdS, EdD, and PhD degrees within seven years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Guiding Principles for Higher Education Administration

The Higher Education program of Andrews University is committed to the fundamental guiding principles of the Council for the Advancement of Standards in Higher Education (CAS), a consortium of 35 professional associations concerned with the development and promulgation of professional standards and guidelines for student learning and personal development support programs and services in institutions of higher learning.

According to the Council for the Advancement of Standards in Higher Education, the five guiding principles for Higher Education can be summarized as follows:

1. Students and Their Institutions (the student must be considered as a whole person)

- Each student is a unique person and must be treated as such.
- The student's total environment is educational and must be used to achieve full development.
- Students seek higher education in responsible ways and will, when encouraged to do so, access appropriate educational resources when they are provided, made known, and relevant to students' felt educational and developmental needs.
- Institutions of higher learning are purposeful and function as social and cultural resources to provide opportunities for students to learn and develop in holistic ways.
- The primary responsibility for learning and development rests with the student.
- Institutions of higher learning reflect the diversity of the societies and cultures in which they exist.
- Institutions are responsible for creating learning environments that provide a choice of educational

opportunities and challenge students to learn and develop while providing support to nurture their development.

2. Diversity and Multiculturalism

- Institutions embrace diversity and eliminate barriers that impede student learning.
- Justice and respect for differences bond individuals to community.
- Education for multicultural awareness and positive regard for differences is essential to the development and maintenance of a health-engendering society.
- All students must have access to the educational and co-curricular resources available to the academic community at large; no student, for any reason, should be denied access to them.

3. Organization, Educational Administration, and Human Resources

- Capable, credible, knowledgeable, and experienced educational administration is essential for institutional success.
- Organizational units are most successful when their missions and outcome expectations are effectively documented and understood by all concerned.
- Effective programs and services require well-qualified staff members who understand and support the student learning and development outcomes the programs are intended to provide.
- Leaders and staff members alike must possess effective managerial skills, be properly titled, and be well-qualified by both education and experience.

4. Health-Engendering Environments

- Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
- The primary purpose of education has always been to promote change, both in individuals and in society. College and university student support programs are first and foremost educational enterprises.

5. Ethical Considerations

- Ethical standards are essential to guide the behavior of staff members in ways that enhance the program's overall integrity.
- Because special mentoring relationships develop between students and those who facilitate their learning and development, support service providers must exemplify impeccable ethical behavior in both their professional relationships and personal lives.

Competency-Based Student Learning and Development Outcomes for the Higher Education Administration Programs

Higher Education requires theoretical knowledge and practical application in the following core competencies:

1. **Self-Development Competencies:** This cluster of competencies focuses on the self awareness, intellectual growth, and the personal and professional identity required for inspiring and supporting the development of college students.
 - a. *Philosophical foundations*—Higher Education functions within the context of multiple perspectives and a personal belief system and worldview that influence their practice.

- b. *Ethics, values, and spirituality*—Higher Education functions from a set of principles and personal values that guide their work, promote healthy behavior, and influence decision-making and their relationships with others.
- c. *Human development and career choice*—Higher Education is committed to continuous learning and personal development, articulating career choices based on assessment of interests, values, skills and abilities resulting from formal education, work experience, community service and volunteer experiences.

2. Interpersonal Development Competencies: This cluster of competencies focuses on the interpersonal aspects of Higher Education that promote growth and development of others and challenge students to learn and develop in holistic ways.

- a. *Effective communication and mentoring*—Higher Education fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships that are trust-centered, providing empowerment that results in personal and performance improvement toward satisfying mutual objectives.
- b. *Appreciating diversity*—Higher Education values one's own identity and culture and articulates the advantages and challenges of a diverse society, promoting multicultural awareness and positive regard for differences.
- c. *Social responsibility*—Higher Education is accountable to others and endeavors to see that family, community, and environmental needs are met in local and in global ways, as appropriate.

3. Leadership and Organizational Development

Competencies: This cluster of competencies addresses the organizational aspects of Higher Education, focusing on the achievement of goals and programs that make colleges and universities an educational enterprise.

- a. *Resource development; human and financial*—Higher Education appropriately develops, allocates and manages human and financial resources for promoting change and fostering healthy and strategic outcomes.
- b. *Legal and policy issues*—Higher Education applies and understands the scope of a legal and policy structure appropriate for their field.
- c. *Organizational behavior, change, and culture*—Higher Education understands personal, group, and inter-group behaviors, and how they impact the organizational culture and shape the vision and strategy for facilitating the change process.

4. Research Development Competency: Research skills are necessary for engaging in organizational development, assessment and evaluation, and other Higher Education projects.

Conducting, evaluating and reporting research—Higher Education understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

International Focus

Higher education is becoming an increasingly global phenomenon characterized by international trade in educational

services. For this reason, the Higher Education program is structured with an international focus. As an international Adventist institution, Andrews University is uniquely positioned to offer the following opportunities:

International Study Tour. A seminar in International Higher Education in the format of a summer tour to visit systems of higher education that have influenced postsecondary 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.

Degree Programs

MA: Higher Education Administration Program (36 credits)

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

MA: DEGREE REQUIREMENTS (36 credits)

Core—minimum 16

- LEAD600 Annual Conference—0
 LEAD630 Introduction to Leadership—2
 EDAL655 Higher Education Finance and Technology—3
 EDAL667 Leadership in Higher Education—3
 EDAL680 Internship: (Topic)—1-12
 EDCI606 Teaching in Higher Education—3
 EDFN500 Philosophical Foundations for Professionals—3

Concentration—minimum 16

- EDAL640 Higher Education Law—3
 EDAL674 Administration of Student Services—3

EDAL675	College Student Development Theory—3
LEAD678	Higher Ed Study Tour: (Topic)—1–6 (5 minimum)
LEAD689	Seminar: (Topic)—1–12

Electives—As needed

In consultation with your advisor.

Research—4

EDRM505	Research Methods—3
LEAD535	Principles of Academic Writing—1–3

TOTAL MA degree credits—36**Application Process**

Applicants must meet School of Education admission requirements. Once accepted into this master's program, students must complete LEAD630 Introduction to Leadership and LEAD600 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.

EdS: Higher Education Administration Program (64 credits)

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality mid-level administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- Deans and assistant deans
- Assistant to the president
- Director and in-service directors
- Department chairperson in selected areas
- Program manager

EdS: DEGREE REQUIREMENTS (64 credits)**Core—minimum 16**

LEAD600	Annual Conference—0
LEAD630	Introduction to Leadership—2
EDAL655	Higher Education Finance and Technology—3
EDAL667	Leadership in Higher Education—3
EDCI606	Teaching in Higher Education—3
EDFN500	Philosophical Foundations for Professionals—3
LEAD886	Advanced Internship: (Topic)—1–12

Concentration—minimum 19

EDAL640	Higher Education Law—3
EDAL674	Administration of Student Services—3
EDAL675	College Student Development Theory—3
EDAL676	Administration of Academic Services—3
LEAD778	Higher Education Study Tour—1–6
LEAD789	Advanced Seminar: (Topic)—1–12

Electives—As Needed

In consultation with your advisor.

Cognates—9

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research, or transfer credits.

Research—13

EDRM505	Research Methods—3
EDRM611	Applied Statistical Methods I—3

EDRM636	Program Evaluation—3
LEAD535	Principles of Academic Writing—1–3
LEAD637	Issues in Research—2–3

TOTAL EdS degree credits—64**Application Process**

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD630 Introduction to Leadership and LEAD600 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 64 semester credits beyond the baccalaureate degree and requires the completion of both an internship and a portfolio. Many courses are offered as variable credits; therefore, candidates should consider their credit needs when planning their course work and registering for courses. The portfolio serves as a component of the EdS comprehensive examination. There is no thesis requirement for the EdS.

EdD/PhD: Higher Education Administration Programs (90 credits)

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. 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

EdD: DEGREE REQUIREMENTS (90 credits)**Core—minimum 16**

LEAD600	Annual Conference—0
LEAD630	Introduction to Leadership—2
EDAL655	Higher Education Finance and Technology—3
EDAL667	Leadership in Higher Education—3
EDCI606	Teaching in Higher Education—3
EDFN500	Philosophical Foundations for Professionals—3
LEAD886	Internship: (Topic)—1–12

Concentration—19

EDAL640	Higher Education Law—3
EDAL674	Administration of Student Services—3
EDAL675	College Student Development Theory—3
EDAL676	Administration of Academic Services—3
LEAD778	Higher Education Study Tour—1–6
LEAD789	Advanced Seminar: (Topic)—1–12

Electives—As Needed

In consultation with your advisor.

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious

Education, Curriculum, Leadership, Research Electives or transfer credits.

Research—13

EDRM505 Research Methods—3
 EDRM611 Applied Statistical Methods I—3
 EDRM636 Program Evaluation—3
 LEAD535 Principles of Academic Writing—1-3
 LEAD637 Issues in Research—2-3

Research Electives

EDRM605 Qual Research Methods in Educ & Psych—3
 EDRM713 Applied Statistical Methods III—3
 HIST650 Historical & Social Science Research Methods—3

Dissertation—16+

LEAD880 Dissertation Proposal Dev—2
 LEAD899 Doctoral Dissertation—14+

TOTAL EdD degree credits—90**PhD: DEGREE REQUIREMENTS (90 credits)****Core—minimum 16**

LEAD600 Annual Conference—0
 LEAD630 Introduction to Leadership—2
 EDAL655 Higher Education Finance and Technology—3
 EDAL667 Leadership in Higher Education—3
 EDCI606 Teaching in Higher Education—3
 EDFN500 Philosophical Foundations for Professionals—3
 LEAD886 Advanced Internship: (Topic)—1-12

Concentration—19

EDAL640 Higher Education Law—3
 EDAL674 Administration of Student Services—3
 EDAL675 College Student Development Theory—3
 EDAL676 Administration of Academic Services—3
 LEAD778 Higher Education Study Tour—1-6
 LEAD789 Advanced Seminar: (Topic)—1-12

Electives—As Needed

In consultation with your advisor.

Cognates—12

Choose from outside Educational Administration, such as Business, Communication, Social Work, Psychology, Religious Education, Curriculum, Leadership, Research Electives, or transfer credits.

Research—19

EDRM505 Research Methods—3
 EDRM605 Qual Research Methods in Educ & Psych—3
 EDRM611 Applied Statistical Methods I—3
 EDRM636 Program Evaluation—3
 EDRM712 Applied Statistical Methods II—3
 LEAD535 Principles of Academic Writing—1-3
 LEAD637 Issues in Research—2-3

Dissertation—16+

LEAD880 Dissertation Proposal Dev—2
 LEAD899 Doctoral Dissertation—14+

TOTAL PhD degree credits—90**Application Process**

Applicants must meet School of Education admission requirements for doctoral programs. They may transfer up to 42 credits from previous graduate work into the doctoral program. If they have not previously taken the courses, candidates must complete LEAD630 Introduction to Leadership and LEAD600 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.

Leadership Program—Interactive Online

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an MA, EdS, EdD or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

Defining the Program

The Leadership Program:

- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out a Leadership and Learning Plan (LLP) in order to fulfill competency requirements.
- Allows participants to demonstrate competence through the oral presentation of a portfolio, which includes a written synthesis paper.
- Fosters collaboration and cooperation among its participants.

Characteristics of the Program

The program allows the self-directed learner to participate in a dynamic-action agenda devoted to service. The program's strengths are evident in several ways:

The Leadership Program is learner-driven. The participant works with an advisor and develops a plan of study with course work and directed activities to fit his/her needs. An extraordinary amount of personal ownership by the participant is critical for satisfactory completion of the program.

The Leadership Program is life-embedded. Participants are encouraged to use their work and life experience as the basic context to demonstrate the Leadership competencies.

The Leadership Program is competency-based. Although not listing a prescribed set of courses, the program is designed around a set of competencies, including both skill and knowledge-based areas necessary to demonstrate competence.

The Leadership Program builds a learning community. The participants collaborate in study groups and learn through various media.

The Leadership Program is flexible. The flexibility allows the educational needs, career goals, and past experience of the participant to play an important part in the development of an individualized plan of study and development.

The Leadership Program builds important bonds among its participants. The participants become partners in learning, both with faculty members and other participants. This process is

enhanced by involvement in orientation activities, seminars, learning groups, and through continued contact and discussion via the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of demonstrated competencies.
- The program is completed when the participant has demonstrated achievement of at least 15 competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented for validation to a faculty team at the end of the program.
- For the MA and EdS degrees, a research project is completed and approved.
- For the EdD and PhD degrees, a doctoral dissertation must be completed, defended, and approved.

Applying to the Program

Applicants should read the Graduate Admissions Requirements section of this bulletin.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
 - 1) The initial Leadership orientation.
 - 2) Regularly scheduled Leadership and Learning Group meetings, preferably on a monthly basis *but at least seven times* a year.
 - 3) The annual Leadership Conference.
 - 4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the LLP.
- Meet regularly with a Leadership and Learning Group, usually on a monthly basis *but at least seven times* a year.
- Maintain contact with the advisor.
- Register every semester.
- Attend the annual Leadership Conference.
- Meet financial obligations to the university.
- Maintain employment throughout the program.

- A EdD/PhD participant must maintain active status a minimum of six years of their allocated seven.

Time Limits. A Leadership participant must complete the requirements for the MA degree within four years and the EdD and PhD degree within seven years from the beginning of the first semester of class work. Participants granted advanced standing must complete their requirements within five years.

Graduate Leadership Certificate (12 cr)

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. Course requirements for the certificate include LEAD615 Leadership Certificate Plan (1 credit) and LEAD696 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.

MA Leadership Program

The overall goal of the MA Leadership program is to develop students with a strong sense of personal mission and global understanding, as well as concrete critical thinking, problem solving and communication skills. Students are encouraged to ask the central question: What can I contribute to my community and context? Students will take a number of core required courses that will provide them with general leadership skills and expertise that will help with the fulfillment of their personal mission. They will further develop this customized personal mission through choosing three areas of concentration and taking courses (in consultation with their advisor) which are applicable to each area. The personal mission will help guide students' final multi-genre project which should be a substantial piece of work demonstrating leadership toward change.

The MA Leadership program takes a holistic approach to leadership development and believes a leader should strive to be:

- Engaged
- Open-minded
- Authentic
- Vulnerable
- Ethical
- Healthy
- Community-oriented
- Globally aware
- Socially responsible
- Adaptable
- Visionary

Basic Degree Requirements for MA—36 credits

Core Requirements—15

LEAD630	Introduction to Leadership (2)
LEAD635	Leadership & Learning Plan (2)
LEAD636	Issues in Leadership Foundations (2)
LEAD638	Issues in Leadership Theory (2)
LEAD645	Ethical Leadership (2)
LEAD646	Leadership Communications (2)
LEAD647	Creative Critical Thinking and Problem Solving (3)
LEAD600	Annual Conference (0) (minimum of 2 conferences required during program)

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Portfolio of Areas of Concentration—9

Students will choose three areas of concentration from the MA competencies listed below and will take credits appropriate to the aim of each area, producing a final portfolio presentation.

Competencies of the MA Leadership 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*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
 - Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.
- 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.
 - 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.

Community Service—6

LEAD680 Internship: Community Service. Each student will spend one semester engaged in some form of community service which will be individualized according to mission, interests and talents. This can be either domestic or international (or a combination) and will be chosen in consultation with the advisor. The community service period should directly feed into the MA project.

MA Project—6

EDRM505 Research Methods (3)
LEAD698 MA Research Project (3)

Students will give a final presentation open to the whole community in which they present their leadership journey, including their original mission, their portfolio, their community service and their research project. These should form a cohesive whole.

Basic Degree Requirements for EdS, EdD and PhD

- Participate in the on-campus program orientation: LEAD630 Introduction to Leadership (2 cr) and in annual Leadership Conferences.
- Complete LEAD635 Leadership and Learning Plan (LLP, 4 cr) designed by the participant and approved by the Leadership faculty team.
- Complete the following web-based learning experiences:
LEAD535 Principles of Academic Writing—1–3
LEAD636 Issues in Leadership Foundations—2
LEAD637 Issues in Research—2
LEAD638 Issues in Leadership Theory—2
- Participate regularly and actively in a Leadership and Learning Group *at least seven times* a year.
- Maintain employment throughout the program.
- Complete the development and a presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
- Complete the specific number of credits:
64 credits for the EdS degree
90 credits for the EdD/PhD degrees
- Research:
EdS: Complete a research project.
Prerequisite: EDRM505 or equivalent
LEAD798 EdS Research Project—3–6
EdD/PhD: Complete a dissertation. Both degrees require the submission of a research-based article to a peer-reviewed publication.
Prerequisite: EDRM505 or equivalent
LEAD880 Proposal Development—2
LEAD899 Doctoral Dissertation—14

Competencies of the EdS, EdD and PhD Leadership Programs

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*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
 - Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.
- 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.

- b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
 - c. *Social responsibilities*—Leadership understands social systems and is accountable to others and endeavors to see that family, community, and environmental needs are met in local and, as appropriate, in global ways.
3. **Leadership through Organizations:** This cluster of competencies focuses on the organizational aspects of leadership. Leadership sets direction in ways that facilitate achievement of organizational goals.
- a. *Resource development, human and financial*—Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.
 - b. *Legal and policy issues*—Leadership applies and understands the scope of legal and policy structures appropriate for their field.
 - c. *Organizational behavior, development, and culture*—Leadership understands personal, group, and inter-group behaviors, and how they impact organizational history, needs, and goals.
 - d. *Implementing change*—Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.
 - e. *Evaluation and assessment*—Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.
4. **Leadership and Research:** This cluster of competencies focuses on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment, and evaluation, and other leadership projects.
- a. *Reading and evaluating research*—Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.
 - b. *Conducting research*—Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.
 - c. *Reporting and implementing research*—Leadership adequately communicates research findings and implements the findings in the workplace.
5. **Individually Chosen Options:** One required. Additional options may be chosen, if needed.

Basic Competency Requirements for the EdS degree.

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP) which becomes his/her course of study. The course of study translates into at least 64 semester credits.

Basic Competency Requirements for the EdD and PhD degrees.

Completion of the EdD or PhD in Leadership is achieved only after

the development of a portfolio demonstrating mastery in at least 15 competencies.

The participant prepares a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 90 semester credits.

Postdoctoral Certificate in Leadership (12–15 cr)

Postdoctoral certificate studies are arranged by a person who has completed his or her doctoral studies. Individual requests may be granted by the Department of Leadership for scholarly pursuits in research, teaching, administration and/or practicums. Pursuit of specific areas of interest is determined on the basis of availability of senior faculty members. The total number of credits taken will be determined on an individual basis and will be reflected on the certificate in the form of self-directed studies, independent study, or formal courses. Postdoctoral scholars can attend selected courses in the department of leadership either for academic credit or on audit basis. The postdoctoral certificate experience at Andrews is typically funded entirely by the student and his or her sponsoring organization.

Courses

(Credits)

See inside front cover for symbol code.

Students in the Leadership and Educational Administration programs, in consultation with their advisors, may choose from the following list of EDAL and LEAD courses. 600-level courses are available for both master's and doctoral programs.

EDAL520

D (2–3)

Foundations of Educational Leadership

A basic orientation to the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and the conceptual foundations of educational administration and leadership.

EDAL560

D (3)

K–12 Law

Emphasizes legal issues affecting teachers and educational administrators, including governmental relations, church state issues, teacher employment, student control, and school board operations and procedures.

EDAL565

D (1–2)

Leadership for Seventh-day Adventist Education

Explores the spiritual climate and leadership practices of administration in Seventh-day Adventist education. Uses scripture, the writings of Ellen White, and other sources to develop a frame of reference for educational leadership and an understanding of the role of the divine in education.

EDAL570

D (2–3)

Principles of Educational Supervision

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, principles, and practices of instructional supervision; introductory study of supervisory techniques.

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<p>EDAL635 D (2–3) Human Resources Administration Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.</p>	<p>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.</p>
<p>EDAL640 D (2–3) Higher Education Law Legal aspects of the administration of higher education institutions. Policy issues related to student rights, intellectual property, academic freedom, admission, employee relations, and property use.</p>	<p>EDAL674 D (3) Administration of Student Services Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.</p>
<p>EDAL645 D (2–3) K–12 Educational Finance Focuses on financial and economic issues affecting educational institutions, including school support, costs of education, sources of revenue, budgeting, and the organization and maintenance of the fiscal and physical resources of educational systems.</p>	<p>EDAL675 D (3) College Student Development Theory Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.</p>
<p>EDAL650 (0) Educational Administration Program Continuation (MA) A master's student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status.</p>	<p>EDAL676 D (3) Administration of Academic Services Focuses on the principles academic officers use in dealing with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.</p>
<p>EDAL655 D (3) Higher Education Finance and Technology 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.</p>	<p>EDAL680 D (1–12) Internship: (Topic)_____ A planned internship in leadership at a cooperating organization, institution, school district, or agency. Permission of supervisor and plans required in advance of registration. May be graded S/U. Repeatable.</p>
<p>EDAL664 D (2–3) Elementary School Leadership Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.</p>	<p>EDAL685 \$ (0) Master's Comprehensive Exam Prep</p>
<p>EDAL665 D (2–3) Secondary School Leadership Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services.</p>	<p>EDAL750 \$ (0) Educational Administration Program Continuation (EdS/Doctoral) A doctoral student may register for this title to comply with continuous registration requirements. Registration for this title constitutes full-time status.</p>
<p>EDAL667 D (3) Leadership in Higher Education Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.</p>	<p>EDAL785 \$ (0) Comprehensive Examination Preparation (EdS/Doctoral)</p>
<p>EDAL670 D (3) Technology for Leaders Philosophical basis for technology usage in various leadership</p>	<p>EDAL888 \$ (0) Dissertation Continuation Registration for this title constitutes full-time status.</p>
	<p>EDUC560 \$ (0) Degree Reactivation When participants request reactivation, they will register for Degree Reactivation and pay the associated fee.</p>
	<p>EDUC670 (0) Master's Comprehensive Exam</p>
	<p>EDUC870 \$ (0) Doctoral Comprehensive Exam</p>

Leadership

- LEAD525** **D (2–3)**
Public Relations: Community Partnerships
 Reviews research on public relations and strategies for improving community relationships and strengthening partnerships with community groups.
- LEAD530** **D (1–2)**
Educational Marketing
 Provides the foundation knowledge and skills for understanding, planning, and designing marketing plans for educational institutions. Focuses on elements of marketing such as mission statement, target market, image, position, and the market mix (product, price, place, and promotions).
- LEAD535** **D (1–3)**
Principles of Academic Writing
 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.
- LEAD600** **\$ (0)**
Annual Conference
 Registration for this title constitutes full-time status.
- LEAD615** **D (1)**
Leadership Certificate Plan
 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.
- LEAD625** **D (1–2)**
Research Writing Seminar
 Provides an overview of the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing.
- LEAD630** **\$ (2)**
Introduction to Leadership
 Intensive introduction and orientation to the Leadership program. Focus on leadership concepts, principles of research, and skills relating to the completion of the program. Graded S/U.
- LEAD635** **D (2–4)**
Leadership and Learning Plan
 Preparation and submission of LLP to faculty for approval. Prerequisite: LEAD630.
- LEAD636** **D (2)**
Issues in Leadership Foundations
 Participants review the literature, discuss the findings in study groups and with faculty, and provide scholarly feedback related to assigned topics that address foundations of leadership and worldviews.
- LEAD637** **D (2)**
Issues in Research
 This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.
- LEAD638** **D (2)**
Issues in Leadership Theory
 A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. The seminar includes concept formation in such areas as organizational development, historical and contemporary views of leadership, power and influence, “followership,” ethical leadership and diversity, and applications to problem solving in leadership and administrative settings.
- LEAD645** **D (1–3)**
Ethical Leadership
 Explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools.
- LEAD646** **D (2)**
Leadership Communications
 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.
- LEAD647** **D (3)**
Creative Critical Thinking and Problem Solving
 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.
- LEAD648** **D (1–12)**
Workshop: (Topic) _____
 Selected learning experiences. Repeatable. Permission of instructor required.
- LEAD650** **\$ (0)**
Leadership Program Continuation
 After the LLP is approved, the participant may register for this title to maintain active status while clearing DGs (deferred grades) with advisor approval only. Registration for this title constitutes full-time status.
- LEAD675** **D (1–3)**
Portfolio Development: (Topic) _____
 Development of expertise and documentation in a selected competency area including self reflection that describes personal growth and the theoretical knowledge base supporting the competency. (Repeatable up to 12 credits).
- LEAD678** **D \$ (1–6)**
Higher Education Study Tour
 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.
- LEAD680** **D (1–12)**
Internship: (Topic) _____
 Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.

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- LEAD689** **D (1-12)**
Seminar: (Topic)_____
Selected topics offered. Repeatable. Permission of instructor required.
- LEAD690** **D (1-12)**
Independent Study: (Topic)_____
Selected topics. Repeatable with different topics. Permission of advisor and instructor required.
- LEAD696** **D (1)**
Leadership Capstone Experience
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.
- LEAD698** **D (3)**
MA Research Project
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*. Graded S/U.
- LEAD699** **D (1-3)**
Thesis
- LEAD756** **D (1-12)**
Advanced Studies: (Topic)_____
Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.
- LEAD775** **D (1-3)**
Advanced Portfolio Development: (Topic)_____
Building upon the knowledge base developed in LEAD675, the participant continues to develop expertise and documentation in a selected competency area. Permission of instructor required. (Repeatable up to 12 credits)
- LEAD778** **D \$ (1-6)**
Higher Education Study Tour
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.
- LEAD789** **D (1-12)**
Advanced Seminar: (Topic)_____
Advanced topics in leadership. Repeatable with different topics. Permission of instructor required.
- LEAD798** **D (3-6)**
EdS Research Project
This project includes the identification of a problem in a professional environment, implementation of a research plan, and a research paper. Graded S/U.
- LEAD880** **D (2)**
Dissertation Proposal Development
Designing and writing the doctoral dissertation proposal. Registering for this title constitutes full-time status. Prerequisite: LEAD535, LEAD637 and an approved topic and committee prior to registration for this course. Graded S/U. *Spring only*.
- LEAD886** **D (1-12)**
Advanced Internship: (Topic)_____
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. Graded S/U.
- LEAD899** **D (1-14+)**
Doctoral Dissertation
A minimum of 14 credits required. Repeatable. *Fall, Spring, Summer*

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SCHOOL OF HEALTH PROFESSIONS

_____, *Dean*
269-471-_____
Fax: 269-471-_____
shp-info@andrews.edu
www.andrews.edu/shp/

Mission

The School of Health Professions fulfills the mission of Andrews University through the didactic and clinical training of health professionals by providing multi-level educational programs for diverse groups of students. Each department is accredited by a professional accrediting association or adheres to their accrediting association standards. The faculty provide high quality education, research and service within a Christ-centered environment that fosters collaboration and mutual respect. Graduates of these programs serve Christ by ministering to the needs of others through the delivery of effective contemporary healthcare and preventative medicine.

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. See p. 112 for additional pre-professional programs.

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 (165 & 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

Cytotechnology

Marcia Kilsby, Coordinator
269-471-6294
Halenz Hall (Science Complex)

Cytotechnology is a specialty within a broad field of clinical laboratory science. Cytotechnologists aid in the early detection of disease by differentiating normal, atypical, and malignant cells. In recognizing microscopic abnormalities of cells and cellular patterns from the various body sites, the cytotechnologist assists the pathologist in detecting cancer at its earliest and potentially most curable stage. Medical applications of cytologic techniques are constantly expanding, particularly in the diagnosis and management of the cancer patient.

Students pursuing a career in cytotechnology should complete the first two or three years (according to their selection of school for technical education) and then complete the professional courses offered at Loma Linda University or another school. For more information: www.ascp.org.

Health Information Management

Health Information Administrator
Marcia A. Kilsby, *Coordinator*
269-471-6294
Halenz Hall (Science Complex)

Health information management includes the development of information systems to provide optimal user access to medical records and other vital patient data. The health information administrator also manages or consults in maintenance of quality and legal standards for data used in administrative planning, research, health care quality evaluation, and financial reimbursement. For more information: www.ahima.org.

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.

MEDICAL LABORATORY SCIENCES

Halenz Hall, Room 326
269-471-3336
mls@andrews.edu
www.andrews.edu/mls/

Faculty

Marcia A. Kilsby, *Chair, MLS Program Director*
Aileen Hyde
Tim A. Newkirk
Karen A. Reiner, *Graduate Program Coordinator*
Richard D. Show

Academic Programs	Credits
BS in Medical Laboratory Science (BSMLS)	124
BS: Allied Health Administration	65
MS in Medical Laboratory Science (MSMLS)	36
Emphasis Areas	
Education	
Laboratory Leadership and Administration	
Laboratory Mission & Development	
Laboratory Sciences	

Mission

The mission of the Department of Medical Laboratory Sciences, in harmony with Andrews University and the Seventh-day Adventist Church, is to prepare students for Christian service as medical laboratory scientists.

The MLS **department** encourages faculty in professional, educational and spiritual growth.

The MLS **faculty** educates students to develop excellence in the skills necessary for a life work of service in quality health care and dedication to improving the human condition.

MLS **graduates** will minister to the needs of others by practicing and promoting standards of excellence as medical laboratory science professionals.

Medical Laboratory Science

The degree program includes three years of undergraduate (pre-clinical) studies plus one year (3 semesters) of clinical (professional) education.

Pre-clinical Program. The first three years of undergraduate study include General Education, cognate science, and pre-clinical degree requirements. Program options feature directed elective course work selected in consultation with the faculty advisor according to the student's career goals and interests.

Clinical (Professional) Program. The year of clinical studies is comprised of lectures and student laboratories on the Berrien Springs campus and clinical practica at an affiliated hospital or clinical laboratory site.

Clinical Experience (Practica). Students work side-by-side

with practicing professionals in patient health care during the final portion of the clinical year. Andrews University maintains a number of affiliations with clinical institutions across the country. Student preferences for clinical site assignments are solicited and granted when possible. Final site assignments are made at the discretion of the faculty. Each student is responsible for providing his/her own transportation for the clinical practica. We strongly advise that each student have his/her own car for that purpose.

Clinical Year Admission Requirements. An independent admissions process is required for university students who wish to enter clinical studies. The application form may be obtained from the Department of Medical Laboratory Sciences office. Students should complete the application and return it to the departmental office by January 31 prior to their anticipated clinical-study year.

Admission requires an overall GPA of 2.50. In the admissions process, the GPAs for the cognate science courses and medical laboratory science content courses are computed together. This combined GPA must also be a minimum of 2.50. Preference is given to students with the higher GPAs. Students may only repeat the fundamentals courses once to be eligible for admission consideration for the program.

Applicants must be able to meet the program's published *Essential Functions*, copies of which are incorporated into the application packet, and express a willingness to comply with the principles, rules, regulations, and policies of both the university and the program as they relate to the ideals and values of the Seventh-day Adventist Church and the medical laboratory science profession.

All prerequisite course work, including General Education, cognate science, and pre-clinical courses, must be completed prior to entry into the clinical year. A personal interview may be required at the discretion of the Admissions Committee.

In exceptional circumstances, the Admissions Committee may accept students outside the stated policy.

Student Progression in Clinical Year. The clinical year is highly structured and sequential. Enrolled students may not drop a class, audit a class, or earn a grade lower than C- in any class. Students may enter clinical practica only upon satisfactory completion of on-campus course work. Satisfactory completion is defined as a senior-year minimum cumulative GPA of 2.50 and the recommendation of the faculty. A student receiving a cumulative GPA of less than 2.50 may be allowed to advance if the program faculty identifies exceptional circumstances and recommends that the student continue in the program.

Student continuance in the clinical practica is conditional upon acceptable ethical department and exemplary patient-care practices. The clinical affiliate supervisors and program faculty are final arbiters in determining student continuance.

Professional Certification. Students who complete the degree program are eligible to write the national certification examination sponsored by the ASCP (American Society for Clinical Pathology) Board of Certification.

Program Accreditation. The Andrews University Program for Medical Laboratory Sciences holds accreditation from the National Accrediting Agency for Medical Laboratory Sciences (NAACLS), 5600 N River Rd, Suite 720, Rosemont, IL 60018, (773) 714-8880 fax (773) 714-8886, e-mail at info@naacls.org, or the Web at www.naacls.org.

Academic Calendar 2012–2013

2012

July 27	Fri	Senior summer term (clinical) ends
July 30	Mon	Registry review week begins
August 4	Sat	Certification ceremony

2013

March 11	Mon	Clinical Practica begins
May 3	Fri	Senior spring semester (clinical) ends
May 6	Mon	Senior summer semester (clinical) begins
July 26	Fri	Senior summer term (clinical) ends
July 29	Mon	Registry review week begins
August 3	Sat	Certification ceremony

Undergraduate Programs

BS in Medical Laboratory Science (124)
(BSMLS)

General Education Requirements—32

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: Equivalent of one per year of full-time enrollment at AU. Courses taken at SDA institutions can be used to meet this requirement.

Language/Communication: professional degree requirements

History or Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: See cognate sciences below

Mathematics: Statistics preferred. Students transferring into clinical program—any college level course.

Computer Literacy: fulfilled through clinical practica

Service: fulfilled through clinical practica

Social Sciences: professional degree requirements

Fitness Education: 2 courses. Recommend freshmen take HLED120 Fit for Life and one additional course from personal fitness, outdoor skills or team activity. Transfer students take two from the three categories above. Must also pass a physician-administered physical exam before advancement to clinical practica.

Cognate Science Requirements—26

BIOL165; BIOL166 or 221; CHEM131, 132, 231, 232, 241, 242
(Fulfills General Education Life/Physical Science requirement)

Major Requirements—61

Prerequisites—11

MLSC105, 110, 210, 230, 240, 350

Major courses—50

MLSC320, 400, 401, 405, 411, 412, 413, 421, 423, 431, 432, 433, 441, 442, 443, 451, 452, 453, 461, 463, 475, 493

Directed electives—5–8

Students select courses in consultation with and by the consent of their advisors in a planned program to enhance professional preparation. Pre-medical/pre-dental students must include PHYS141, 142 General Physics or PHYS241, 242, 271, 272 (8 cr)

BS: Allied Health Administration (65)

This degree is designed for health-care professionals seeking to enhance the knowledge they already have and to help them prepare for future career employment requirements. The degree format features a strong general education and administrative/business component and provides an academic foundation for health-care administrative positions. It is open only to individuals holding an associate degree or a two-year certificate in an allied-health professional area with earned certification where applicable in such areas as diagnostic ultrasound, nuclear medicine, physician assistant, radiation therapy, radiologic technology, respiratory therapy, and special procedures in radiologic technology. Admission to the program is by permission of the Department of Medical Laboratory Sciences chair.

General Education Requirements—46

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: Equivalent of one per year of full-time enrollment at AU. Courses taken at SDA institutions can be used to meet this requirement.

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: completed through the associate/certificate program transfer credits

Mathematics: Statistics preferred. Transfer students—any college level course.

Computer Literacy: fulfilled through clinical practica

Service: fulfilled through clinical practica

Social Sciences: PSYC101 and BHSC220 or BHSC235

Fitness Education: professional degree requirements

Transfer credits accepted from an AS degree or certificate program—34

Business/Administration Courses—27

ACCT 121, 122, BSAD341, 355, 384, ECON226, MKTG310 and management courses selected in consultation with and approval of the advisor.

ALHE480 Practicum in Administration—4

Graduate Programs

MS in Medical Laboratory Science (MSMLS)
(36)

The Department of Medical Laboratory Sciences offers a graduate program leading to the Master of Science in Medical Laboratory Science. In response to the diversity of skills required by the medical laboratory scientist, the degree features a variety of program emphases, including laboratory sciences, laboratory leadership and administration, education, and laboratory mission and development

Admission requirements. In addition to the general requirements for admission to a graduate program listed in the graduate admission section of this bulletin, the following are departmental requirements:

- Applicants' previous course work must include 16 semester credits of biological sciences, 16 semester credits of chemistry,

and one college-level course in mathematics. Deficiencies must be removed prior to admission to the graduate program.

- Applicants must have an overall GPA of at least 3.0 in undergraduate courses and at least 3.0 in the undergraduate cognate science (chemistry, biology, math and medical laboratory science) courses.
- Applicants must hold United States professional certification and/or licensure in medical laboratory science acceptable to the admissions committee. Certification may be either general or in one of the recognized areas of specialization. Acceptable certification is typically defined as that offered by the ASCP (American Society for Clinical Pathology) Board of Certification.
- The Graduate Record Examination (GRE) is not required for admission but is required for GRE Scholarship consideration.

Individuals lacking United States professional certification may request to be admitted on a provisional basis while they pursue the course work required for eligibility to write the national certification examinations. These clinical courses and their prerequisites require a minimum of four academic semesters. The courses include MLSC210, 230, 240, 320, 350, 400, 401, 405, 411, 412, 413, 421, 423, 431, 432, 433, 441, 442, 443, 451, 452, 453, 461, 463, 475 and 493. Students must receive United States professional certification before completing more than 9 graduate credits, and must meet the GPA requirements as stated above.

Degree Requirements

In addition to meeting the general requirements for graduate degree programs, students must meet the following departmental requirements:

- Complete a minimum of 36 semester credits including the core of 20 semester credits and 16 semester credits selected from the chosen emphasis.
- Have the graduate program coordinator approve course selections and course sequencing. Students may substitute alternate courses listed in this Bulletin with the consent of the graduate program coordinator and the approval of the dean of the School of Health Professions.
- No grade lower than C is acceptable.
- Maintain a minimum cumulative GPA of 3.00 for the graduate portion of the program.

Core courses—20

ACCT500; BSAD500 or BSAD515; MLSC500, 501, 561, 562, 585; plus a minimum of 2–3 graduate religion credits selected in consultation with graduate program coordinator. Competency in statistics is required and is determined by the graduate program coordinator.

Emphasis—16

A minimum of 16 semester credits from one of the following emphases:

Laboratory Sciences Emphasis*: Required courses are BCHM421, 422, 430 and BIOL 445. Additional courses to select from*: BIOL444, 446, 475, BOT450, 525, ZOOL464, 465, 475

Laboratory Leadership and Administration Emphasis*: Required courses are ACCT625 and LEAD638. Additional courses to select from*: BSAD 525, 530, 545, 560, 615, 620, EDAL670, INFS510, LEAD638

Education Emphasis*: Required courses are EDAL520, EDCI545, 650. Additional courses to select from*: EDAL670, 677, EDCI606, 610, GDPC514, 520, 554, LEAD638

Laboratory Mission & Development Emphasis: Required courses BSAD545 or 560, BSAD620 or MSSN615. Additional courses to select from*: ANTH517, BSAD 545, 560, 620 (if not taken as part of the required courses), LEAD525, MSSN615 (if not taken as part of the required courses), PSYC515, SOCI508, 535, 545, 640

*A relevant course not listed in this emphasis may be selected in consultation with and approved by the graduate program coordinator.

Enrollment Continuation Requirements. A student may not enroll in MLSC561, MLSC562 or MLSC585 prior to obtaining certification.

A student whose cumulative graduate GPA falls below 3.00 in any given semester is placed on academic probation. Academic probation students are not allowed to register for or continue participation in MLSC585.

In consultation with the graduate program coordinator, the medical laboratory sciences graduate faculty determines the student’s proposed course load for the following semester. The faculty’s recommendation is referred to the dean for graduate programs or assistant dean for graduate programs of the School of Health Professions for final approval.

A student who does not raise his/her graduate GPA to 3.00 within one full-time equivalent semester is terminated from the program. Exceptions require the approval of the medical laboratory sciences graduate faculty and the dean of the School of Health Professions.

Courses (Credits)

See inside front cover for symbol code.

ALHE440 (1-4)

Topics in _____

Repeatable in different areas. Prerequisite: permission of program director.

ALHE480 (4)

Practicum in _____

Prerequisite: permission of program director.

MLSC105 (1)

Introduction to Medical Laboratory Science

Lectures and/or demonstrations presented by each of the departmental faculty members covering the major disciplines in clinical laboratory science. Weekly: one lecture.

MLSC110 (1)

Medical Terminology

An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs. Prerequisite: permission of instructor.

MLSC110 C (1)

Medical Terminology

Online correspondence course—see content above.

MLSC210 \$ (2)

Fundamentals of Hematology and Hemostasis

Introduces the production, maturation, function of normal blood cells and hemostasis. Selected routine manual hematology and

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hemostasis procedures are performed. Weekly: Three lectures and one lab.

MLSC230 \$ (3)

Fundamentals of Clinical Microbiology

Orientation to clinical microbiology; specimen selection, collection, and transport; microscopic evaluation; stains and sterilization techniques; media and incubation selections; identification of routine and non-routine microorganisms; susceptibility testing; automation and quality assurance. Prerequisite: BIOL165. Weekly: Two lectures and two labs.

MLSC240 \$ (1)

Fundamentals of Immunohematology

Introduces blood group antigen systems, antibody screening, antibody identification, and compatibility testing. Selected routine procedures are performed. Weekly: Three lectures and one lab.

MLSC320 (3)

Fundamentals of Immunology

Innate and acquired immune systems of the human organism; immunoglobulin production, structure, function, and diversity; antigen characteristics, variety, and specific red cell groups; tolerance and memory; complement structure and function; cell mediated immunity function and regulation; autoimmune disorders; transplantation and tumor immunology; immunodeficiency disorders; principles and procedures of techniques used in modern immunology lab. Weekly: Three lectures. Prerequisite: BIOL165.

MLSC350 \$ (3)

Fundamentals of Clinical Chemistry

Clinical lab procedures, safety, application of statistical procedures in quality control, and principles of clinical laboratory instrumentation. Topics include carbohydrates, lipids, electrolytes, and hepatic function with selected pathologies. Weekly: Three lectures and one lab. Prerequisites: completed or currently enrolled in CHEM131 or permission of instructor

MLSC400 (1)

Specimen Procurement and Processing

Clinical specimen collection and processing; point-of-care testing, professional ethics; phlebotomy practicum. Prerequisite: permission of the instructor.

MLSC401 \$ (0)

Clinical Year Seminar and Research Methodology

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. Prerequisite: permission of program director.

MLSC405 \$ (1)

Clinical Year Seminar and Research Project

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. Prerequisite: permission of program director.

MLSC411 (3)

Hematology

Cellular elements of the blood, their maturation, functions,

and morphologies; abnormal and disease state hematologies; principles and procedures of routine and special hematology assay methodologies; correlation of patient conditions with results of hematology assay results. Prerequisites: MLSC210 and permission of program director.

MLSC412 (1)

Hemostasis

Hemostasis systems, their function, interaction, and monitoring; correlation of hemostasis assay results with various disorders; thrombosis and anticoagulant therapy; principles and procedures of routine and special hemostasis assays. Prerequisites: MLSC411 and permission of program director.

MLSC413 (4)

Clinical Hematology & Hemostasis Practicum

Professional health-care laboratory practicum; emphasis in patient-care application of hematology and hemostasis procedures. Prerequisites: MLSC411, 412 and permission of program director.

MLSC421 (2)

Clinical Immunology and Molecular Diagnostics

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. Prerequisites: MLSC320 and permission of program director.

MLSC423 (1)

Clinical Immunology, Virology, and Molecular Diagnostics Practicum

Professional health-care laboratory practicum: emphasizes patient-care applications of immunology, serology, virology and molecular techniques. Prerequisites: MLSC421 and permission of program director.

MLSC431 (4)

Clinical Bacteriology

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. Prerequisites: MLSC230 and permission of program director.

MLSC432 (2)

Clinical Mycology and Parasitology

Study of fungi and parasites associated in human infections. Emphasis on specimen collection and preservation, culture and identification procedures. Prerequisites: MLSC431 and permission of program director.

MLSC433 (4)

Clinical Microbiology Practicum

Professional health-care laboratory practicum; emphasis in patient-care applications of bacteriology, mycology and parasitology. Prerequisites: MLSC431, MLSC432 and permission of program director.

MLSC441 (3)

Immunohematology

Blood grouping and typing; blood group antigen systems; compatibility testing; antibody identification; quality control and quality assurance; donor recruitment and selection; component preparation; blood-banking records; grouping and compatibility

problem solving; patient clinical state correlations. Prerequisites: MLSC240, MLSC320 and permission of program director.

MLSC442 (2)
Transfusion Medicine

In-depth study of immunohematology testing results, clinical patient manifestations, blood component therapy and blood product requirements. Prerequisites: MLSC441 and permission of program director.

MLSC443 (4)
Clinical Immunohematology Practicum

Professional health-care laboratory practicum; emphasis in patient-care applications of immunohematology. Prerequisites: MLSC441, 442 and permission of program director.

MLSC451 (4)
Clinical Chemistry I

Carbohydrate, lipid, enzyme, electrolyte, acid-base balance, trace element, protein systems, and gastric functions. Correlations with normal physiology and selected pathological conditions. Analysis of relevant blood and body fluids constituents. Prerequisites: MLSC350 and permission of program director.

MLSC452 (2)
Clinical Chemistry II

Liver function, renal function, endocrinology, toxicology, and therapeutic drug monitoring. Correlations with normal physiology and selected pathological conditions. Prerequisites: MLSC451 and permission of program director.

MLSC453 (4)
Clinical Chemistry Practicum

Professional health-care laboratory practicum. Emphasis on patient-care applications in clinical chemistry. Prerequisites: MLSC451, 452 and permission of program director.

MLSC461 (1)
Body Fluids

Analysis of various body fluids such as serous fluids, synovial fluids, amniotic fluid, and urine. Correlations with normal physiology and selected pathological conditions. Prerequisites: MLSC451 and permission of the program director.

MLSC463 (1)
Body Fluids Practicum

Professional health-care laboratory practicum. Emphasis in patient-care applications of body fluids. Prerequisites: MLSC461 and permission of program director.

MLSC475 (2)
Medical Laboratory Management Concepts

Discussion in selected areas that include health-care delivery systems; problem solving in the clinical laboratory; human resource management; supply and equipment acquisition; financial management; performance standards and assessment; ethics; laboratory information systems; and regulatory processes. Prerequisite: permission of the program director.

MLSC490 (1-4)
Topics in _____

An in-depth study of selected topics in the clinical laboratory sciences. Repeatable in different specialized areas. Prerequisite: permission of program director.

MLSC493 (1)
Practicum Project

Designed to be an integral component of the clinical year practica experience. Introduces students to the principles, practices, and performance of clinical laboratory projects expected of practicing professional clinical laboratory scientists.

MLSC495 (1-4)
Independent Project

Topics may be from areas relevant to clinical laboratory practice and must be approved by the Program director. Repeatable in a different subject area. Independent readings earn S/U grades. Prerequisite: permission of program director.

MLSC496 (1)
Extended Clinical Practicum

A twelve-week professional health-care laboratory practicum. Emphasis in patient-care applications. Subject areas are to be coordinated with the Clinical Site Education Coordinator and the Program director. Graded S/U. Prerequisites: successful completion of the 20-week clinical practica of the clinical-year program and permission of program director.

MLSC500 (1)
Foundations for Graduate Study in Medical Laboratory Science

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. Admission by permission of graduate program coordinator.

MLSC501 (1)
Seminar in Medical Laboratory Science

Literature review of current laboratory science topics. A service-based activity addressing a relevant issue in laboratory science required. Admission by permission of graduate program coordinator.

MLSC561 (3)
Laboratory Management Issues and Strategies

The health-care environment is rapidly changing, and will continue to change for the foreseeable future. In the clinical laboratory, ever-changing government regulations and reimbursement policies require a laboratory manager to be flexible and adopt new skills. Issues faced by the manager and styles and strategies used to deal with these issues are explored. Prerequisite: Permission of graduate program coordinator.

MLSC562 (3)
Issues in Laboratory Regulations and Practice

Clinical laboratories are increasingly regulated by state, federal and other agencies. Applicable regulations will be examined and their impact on laboratory operations evaluated. A selected number of laboratory quality assurance procedures, as specified by CLIA '88 regulations, will be performed in the laboratory. Prerequisites: Statistics and permission of graduate program coordinator.

MLSC585 (5)
Applied Studies in Medical Laboratory Science

Designed in consultation with and coordinated by the area specialty advisor. A proposal, cumulative report, presentation and defense required. Prerequisite: Certification and/or licensure as a clinical laboratory scientist and permission of graduate

program coordinator. Clinical placement depends on clinical site availability.

MLSC595 (1-4)
Independent Study/Readings/Research Project

Topics may be from immunology, immunohematology, clinical chemistry, hematology, microbiology and other areas of patient-care science, clinical laboratory science education, management, or applications specially relevant to clinical laboratories. Repeatable in a different subject area for a total of four (4) credits. Independent readings earn S/U grades. Prerequisite: permission of graduate program coordinator.

MLSC650 \$ (0)
Project Continuation

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

MLSC655 \$ (0)
Program Continuation

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.

NURSING

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 269-471-3311 or (800) 877-2863
nursing@andrews.edu
www.andrews.edu/nrsg/

Faculty

Karen A. Allen, *Chair, and Director of Graduate Programs*
 Ruth D. Abbott
 Nancy A. Carter, *Director of Undergraduate Admissions and Progressions*
 Henrietta H. Hanna, *Director of Undergraduate Curriculum*
 Gisele D. Kuhn
 Mary N. Ngugi
 Cynthia J. Papendick, *Director of Clinical Practicum*
 Arlene M. Saliba
 Gisela E. Schmidt

Academic Programs	Credits
BS: Nursing (NCLEX-preparatory)	65
BS: Nursing (completion)	33
MS: Nursing	
Nurse Education	38
Post-MS: Nursing Education Certificate	16

Mission

Based on a framework of Seventh-day Adventist precepts and restoration to the image of God, the Andrews University Department of Nursing prepares nurses at the baccalaureate and master's degree levels. This preparation is for life-long Christian work in nursing service, technology, practice, education, leadership and research to the local, national, and international communities.

The faculty create a learning environment within a culturally diverse context, which develops and enhances critical thinking, communication, therapeutic nursing interventions, professional development, and Christian service.

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence, and cultural competence for service in an ever-changing environment.

Program Accreditation

The Andrews University Nursing program is approved by the Michigan Board of Nursing and holds accreditation from the National League for Nursing Accrediting Commission* (NLNAC).

* NLNAC
 3343 Peachtree Rd NE, Suite 500
 Atlanta GA 30326
 Phone: 800-669-1656

Undergraduate Programs

BS NCLEX-Preparatory Program

(For all 2nd degree, LPN and NCLEX Prep students)

This is an eight-semester nursing program planned to cover four academic years. The curriculum focuses on the provision of care and the promotion of health for individuals and families. Students gain proficiency through both class (theory) and laboratory (practicum/clinical) experiences in a variety of settings. To receive a strong and varied clinical experience, students travel to nearby hospitals and community agencies and work with clients of varied socio-economic groups. Each student is responsible for providing or arranging her/his own transportation for clinical practica.

BS Completion Program

BS: Completion provides the RN with an associate degree an opportunity to complete their Bachelor of Science degree. The curriculum focuses on the professional and leadership roles of the BS-prepared nurse. As students come from varying school backgrounds, the program of completion is individualized. Normally students complete in two to three years (4–6 semesters). The program requirements will involve clinical activities that cannot be carried out in the student's normal work setting.

Graduate Program

MS: Building upon a BS in nursing this graduate nursing program requires five semesters of study for Registered Nurses. A research utilization project that is education focused is required. This program includes practicum hours in an appropriate setting. (See p. 336 for degree requirements, admission criteria, progression, and course descriptions.)

Undergraduate Degree Requirements

BS: Nursing (124) (NCLEX-preparatory)

General Education Requirements—41

See professional program requirements, p. 51, 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:** FDNT230
- Mathematics:** MATH145
- Computer Literacy:** INFS120, or pass competency exam
- Service:** NRS438 and S-designated course NRS450
- Social Sciences:** PSYC101
- Fitness Education:** professional degree requirements

Nursing Major Requirements—65

NRS211, 212, 215, 216, 240, 305, 315, 331, 332, 366, 408, 414, 416, 418, 430, 438 (S), 440, 445 (3), 450 (S), 466 (2), 480

Required cognates—18

BIOL221, 222, 260 or permission of the Department of Nursing; PSYC301; STAT285

*Please note that if any cognates (Anatomy & Physiology, Microbiology, Human Development, Statistics) are older than five years they will not be accepted as credit (exception for RNs) and will need to be retaken as a class for credit or the student may take a standardized challenge exam, such as the CLEP exam as approved by the Department of Nursing.

All NCLEX-preparatory students accepted into the nursing program will:

1. Be required to work in a hospital **acute care setting** as a nursing assistant, nursing technician or the equivalent. Students will be required to work a minimum of 500 hours while enrolled in the nursing program. The majority of these hours can be done over the summer. The breakdown of hours is as follows:
 - 75–80 hours prior to beginning NRS431 Medical-Surgical I
 - Externship or equivalent hospital designed experience during the summer after completing NRS432 Medical-Surgical II and prior to entering NRS430/440 The Childbearing Family and The Developing Child (hours will vary, but a min. of 300)
 - 120 hours during NRS480 Senior Nursing Internship
- International students who are at Andrews University on F-1 student visa, must obtain government authorization for paid employment. The Andrews University Office of International Student Services will facilitate the job petition to work in a healthcare facility in order to meet the program requirements. Students may not be allowed to progress in the nursing program unless these qualifications are met, except by approval of faculty. A form signed by the facility where the student works must be submitted to their advisor prior to registering for fall courses.
2. Be expected to complete the NCLEX-preparatory program within five years from beginning NRS216.

BS: Nursing (Completion) (124)

General Education Requirements—41

See professional program requirements, p. 51, 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:** FDNT230
- Mathematics:** MATH145
- Computer Literacy:** INFS120, or pass competency exam
- Service:** NRS438 and S-designated course NRS450
- Social Sciences:** PSYC101
- Fitness Education:** professional degree requirements

General Education courses are also considered when transferring into our program. Each student will be evaluated on an individual basis to determine which General Education credits remain of the 41 required for graduation.

A maximum of 70 semester credits may be transferred in and applied toward the baccalaureate degree.

Nursing Major Requirements—33

NRSG305, 315, 320, 366, 408, 414, 418, 438 (S), 445 (4), 450 (S), 466 (3), 480

Up to 32 credits of lower-division nursing may be accepted from the associate degree transcript.

RNs without recognized academic credit in nursing may obtain credit by successfully passing the NLN Upward Mobility Profile II Tests, or an acceptable option. These tests passed at the recommended score would count toward the 32 credits of lower-division nursing credits (although not counted in the GPA).

Required cognates—18

BIOL221, 222, 260 or permission of the Department of Nursing; PSYC301; STAT285

Undergraduate Admission Requirements

Application for admission may require a minimum of six weeks for processing and evaluation. Deadline for application is May 1 to be considered to enter the nursing program.

BS: Nursing (NCLEX-preparatory) Program

Students may enter the university as declared nursing majors, but the first year is typically spent in general education requirements, cognate courses, and NRSG 215. Students are encouraged to apply for entrance into the nursing program prior to completion of the spring semester of their freshman year to be prepared to enter NRSG216 Fundamentals of Nursing Practice the following fall semester.

Admission requirements are as follows:

1. Minimal overall GPA of 2.75
2. BIOL221, 222, PSYC301, FDNT230, PSYC101
3. Minimal combined GPA for cognates of 2.75. A grade of C- is unacceptable for any cognate course.
4. A math placement score of P2 or above; or successful completion of MATH092 or a higher level math class with a grade of C or better.
5. Nelson Denny Reading Test score of 15 or greater
6. High school chemistry with a grade of B or better or CHEM110 or equivalent course with a C or higher within the last 5 years.
7. An acceptable criminal background check from company recommended by Department of Nursing—to include Berrien County.
8. Finger printing is required. Must be done through Livescan.
9. A urine drug screen must be completed 20–30 days prior to the start of the first clinical rotation (check with Nursing office).
10. 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 measles, mumps, rubella, rubeola, diphtheria, tetanus, and hepatitis B
 - c. Proof of either having had chickenpox (dates of disease or tested for varicella-zoster antibodies) or the immunization
 - d. Annual flu shots may be required
11. Interview with student is required.
12. Must complete KAPLAN Pre-Admission exam with pre-established score as determined by the Department of Nursing.
13. Meeting the minimal requirements does not guarantee admission.

BS: Nursing (Completion) Program

Admission requirements are the same as above with the following exceptions:

1. RN license in the United States (No exceptions are granted to this policy).
2. A passing score on Andrews University math placement exam or transferring in of an equivalent math course equal to or greater than MATH145.

Progression

All undergraduate nursing students need to understand that:

- Nursing courses must be taken in the required sequence.
- A percentage as stated in the department handbook is required to pass each nursing course.
- A test average as stated in the department handbook is required for identified nursing courses.
- No grade lower than a B- is accepted in any undergraduate nursing course.
- GPAs are calculated separately at the end of each semester.
- A minimum GPA of 2.75 is required for cumulative cognate GPA (with no grade lower than a C in any cognate) and cumulative overall GPA.
- Be aware that independent study courses cannot replace required courses.
- Students wishing to transfer in nursing credits must have course work evaluated by the Nursing Department—Admissions and Progression's Committee. (Please allow a minimum of six weeks prior to the beginning of classes for evaluation.)
- Maintain current certification of the American Heart Association Health Care Provider CPR course or the American Red Cross (Professional Rescuer Course).
- Annual review of required health care competencies. (See *Handbook* for specifics)
- Any student on a Leave of Absence for two years or more, must have a readmission reevaluation of both clinical and theoretical knowledge.
- Class attendance: The Department of Nursing will uphold university policy (see p. 29).
- Clinical attendance: See p. 30 of this Bulletin and the *Department of Nursing Handbook*.
- Recognize that you will be asked to withdraw from the nursing program if one nursing course is failed at any time.
- Students have the right to reapply to the program.
- Readmission will be considered on an individual basis.
- Student will be required to show competence via a standardized external exam before progressing to certain classes.
- Academic performance alone does not ensure completion of the nursing preparation. Students must also continuously meet acceptable professional ethics, disposition and safety standards as determined by the admissions and progressions committee.

Practicum

Undergraduate nursing practicum: In nursing classes with a practicum, a ratio of four clinical hours will be required for each semester credit. For example, a 1-credit practicum meets for 60 clock hours, a 2-credit practicum course meets for 120 clock hours, a 1-credit lab meets for 30 clock hours. Practicum hours are indicated in the bulletin in the course description.

Undergraduate Courses (Credits)

See inside front cover for symbol code.

NRSG211 (2)

Nursing Pharmacology I

Beginning nursing knowledge related to pharmacology, medication administration, and related monitoring of therapeutic and non-therapeutic patient response that builds a foundation for safe practice. Corequisite: NRSG216. *Fall*

NRSG212 (3)

Nursing Pharmacology II

A continuation of pharmacology principles that examines major classifications of medications. Focuses on uses, dosages, therapeutic and non-therapeutic effects, interactions, and nursing interventions. Prerequisite: NRSG211 or permission of the Department of Nursing. *Fall*

NRSG215 (1)

Introduction to Professional Nursing Concepts

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. *Spring*

NRSG216 \$ (5)

Fundamentals of Nursing Theory and Practice

Integrates the nursing process into basic nursing skills, medication administration, and assessment of the adult client; with special emphasis on older adults. Includes 3 credits theory and 2 credits practicum. Prerequisites: BIOL221, 222, PSYC101, 301, FDNT230, NRSG215 or permission of the Department of Nursing. *Fall*

NRSG240 \$ (4)

Psychiatric-Mental Health Nursing

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. Prerequisites: NRSG211, 216, PSYC101 or permission of the Department of Nursing. *Spring*

NRSG305 (3)

Health Assessment

Introduces theoretical and practical skills for performing a focused and comprehensive health assessment. Emphasizes data collection for recognition of normal findings and common variations throughout the life span, and use of nursing diagnoses to describe areas needing restoration. Includes 2 credits theory and 1 credit lab. Prerequisites: NRSG216 or RN, LPN, BIOL221, 222 or permission of the Department of Nursing. *Spring*

NRSG315 (3)

Pathophysiology

Explores physiological adaptations and changes that occur due to chronic and acute illnesses. Provides etiology of disease states to use as a basis for nursing interventions. Prerequisites: BIOL221, 222. Corequisite: NRSG216. *Fall*

NRSG320 (3)

Professional Nursing Concepts for the RN

Introduces and applies principles from the Department of Nursing conceptual framework, "Restoration to the Image of God,"

along with other key nursing concepts, and bridges educational preparation and role expectation of the associate degree nurse for functioning at the professional level. Must be taken during the first year of schooling by BS-completion students. (Needs to be taken before 418 and 450.) *Spring*

NRSG331 \$ (5)

Medical-Surgical I

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. Prerequisites: NRSG211, 240, 305, 315. *Fall*

NRSG332 \$ (6)

Medical-Surgical II

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. Prerequisites: NRSG212, 331. *Spring*

NRSG366 (1)

Complementary Wellness and Restoration I

Introduces the use of complementary therapies in disease prevention, and health promotion and maintenance towards restoration of clients, families and communities. Specific attention is given to the eight natural laws of health. *Fall*

NRSG408 (2)

Families in Stress and Crisis

Utilizes family systems and other theories as a basis for understanding family functioning. Prepares the students to be able to assess and intervene with families experiencing stress and/or crises. Corequisite: NRSG331 or permission of the Department. *Fall*

NRSG414 (2)

High Acuity Nursing

Focuses on the needs of clients with life-threatening conditions in an acute care setting; which may present in multiple body systems. Special needs of pediatric and elderly clients addressed as well. Prerequisites: NRSG332 for NCLEX-preparatory students, NRSG315, 408, 430, 440. *Spring*

NRSG416 (2)

Comprehensive Overview

Review of knowledge to serve as preparation of pre-licensure students for the NCLEX. Prerequisites: NRSG430, 440. *Spring*

NRSG418 (3)

Leadership in Nursing

Provides opportunity for the student to gain knowledge in nursing leadership. Promotes the utilization of restorative principles in leadership theory and practice. Prepares students for leadership roles in all areas of nursing, and instills the pursuit of lifelong learning and professional development. Prerequisites: NRSG332; for BS Completion NRSG320. *Fall*

NRSG430 (5)

The Childbearing Family

Emphasizes restorative and evidence-based nursing care of the childbearing family throughout preconception, pregnancy, postpartum, and the neonatal period with an added focus on

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women's health issues. Includes 4 credits theory and 1 credit practicum. Prerequisites: NRS332, PSYC301. *Fall*

NRS438 S (2)

Intercultural Mission Service in Nursing

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. Prerequisites: NRS430, 440; for BS Completion NRS414. *Spring*

NRS440 \$ (4)

The Developing Child

Emphasizes an evidence-based nursing practice in both the maintenance and restorative health needs of the growing and developing child, from newborn through adolescence. Includes 3 credits theory and 1 credit practicum. Prerequisites: NRS332, PSYC301. *Fall*

NRS445 (3-4)

Nursing Research

Provides foundational concepts on the research process and steps for utilizing research with the focus being on evidence-based practice. Introduces nursing perspectives related to critical thinking, scientific methods, ethical concerns, and search techniques necessary to the research process. Prerequisites: NRS331 or 320 or permission of the Department of Nursing. (*BS Completion students take the class for 4 credits.*) *Spring*

NRS450 \$ S (4)

Community Nursing

* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the wellbeing, function, and/or existence of the community and its response to those problems. Includes 2 credits theory and 2 credits practicum. Prerequisites: NRS418, 430, 440; for BS Completion NRS320, 418. *Spring*

NRS460 (1-3)

Topics in _____

Study of selected topics relevant to professional nursing practice. Subject and credits to be announced in advance.

NRS466 (2-3)

Complementary Wellness and Restoration II

An in-depth exploration of complementary therapies that can be utilized in conjunction with traditional therapies to assist clients with a chronic illness or high acuity need towards restoration to the image of God in wellness, health maintenance and disease management. Prerequisites: NRS366, 418. Corequisite: NRS414 or permission of the Department of Nursing. (*BS Completion students take the class for 3 credits.*) *Spring*

NRS478 \$ (0)

Study Tour:

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.

NRS480 (3)

Senior Nursing Internship

A capstone practicum that integrates nursing skills and

knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). Includes 1 credit seminar and 2 credits practicum. Prerequisites: NRS418, 430, 440. Corequisites: NRS414, 450. *Spring*

NRS495 (1)

Independent Study_____

Graduate Nursing Programs

MS: Nursing

Nurse Education

The United States is currently facing a shortage of nursing faculty. This degree provides the RN who has a baccalaureate preparation the opportunity to help provide quality and excellence in nursing education. The MS in Nursing Education prepares them to function either in the academic, clinical or community setting. This program takes five semesters to complete.

Core Classes—15

NRS510, 517, 530, 580, 655, 698

Nurse Education—23

NRS515, 548, 555, 638, 658, 660, 665, 668, 680

Post-MS: Nursing Education Certificate

For nurses (RNs) who have a master's degree in nursing and wish to focus on nursing education.

Post-MS Nursing Education Certificate Requirements—16

NRS515, 658, 660, 665, 668, 680

Interactive Online Programs

The MS in Nursing Education and the Post-MS Nursing Certificate are fully interactive online programs. The courses follow fixed enrollment with semester start and end dates. Participants interact with each other and with the instructor throughout the course.

Admission Requirements

In addition to the general admission requirements in the Graduate Admissions section of the University bulletin, certain departmental requirements should be noted:

1. BS: Nursing degree from an NLNAC or CCNE accredited school or equivalent accreditation in country of residence.
2. Completion of GRE Exam as per University requirements.
3. Overall undergraduate GPA of 3.00.
4. Current licensure as an RN in the United States or equivalent accreditation in country of residence.
5. Positive recommendations by present or recent employers.
6. Undergraduate course in statistics.
7. BS Completion students within 16 credits of completing their baccalaureate degree.

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

Post-MS: Nursing Certificate

1. Nurses must hold a graduate nursing degree from an accredited university in the United States or country of residence.
2. Current RN registration in the United States or country of residence.

See Financial Information section, p. 66 for examination fees.

Progression

All graduate nursing students need to understand that:

- Graduate nursing courses must be taken in the required sequence.
- A 3.00 GPA is required in all course work.
- No grade lower than a B is accepted at the graduate level.
- One credit of practicum is equal to 75 literal clock hours.
- 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.

Graduate Courses

(Credits)

See inside front cover for symbol code.

NRSG510

Christian Ministry

Explores spiritual needs within the context of health and illness and the incorporation of spiritual beliefs into the plan of care. Includes an assessment of how the client and one's own individual spirituality affects health care behaviors. *Spring*

D (2)

NRSG515

Teaching Strategies

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. *Spring*

D (3)

NRSG517

Health Care Systems

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

D (3)

NRSG530

Health Promotion/Disease Prevention

Explores theories of health promotion and disease prevention at the advanced practice level with emphasis on patient education, epidemiology, health beliefs, and the seven laws of health. *Fall*

D (3)

NRSG548

Advanced Pathophysiology

An in-depth study of select pathophysiology concepts which will enable nurses to critically evaluate therapeutic strategies for maintenance and achievement of restoration. Age-related and ethnic variations will be explored. *Spring*

D (3)

NRSG555

Advanced Health Assessment

Develop advanced assessment skills necessary to teach the skills to others as they restore clients of various ethnic groups to health and identify risk factors for illness of particular cultural groups. Prerequisites: NRSG510, 517, 548, 638. *Fall*

D (2)

NRSG580

Nursing Theory and Application

Examines theories and conceptual frameworks of nursing, ethics, leadership, models for providing care, and Restoration to the Image of God in regards to advanced practice of nursing. Explores feasibility, conceptual integrity, and congruence with personal values. Prerequisites: NRSG510, 517, 638. *Fall*

D (2)

NRSG638

Interpersonal Dynamics

Provides graduate nursing students with advanced knowledge related to underlying interpersonal concepts, skills, and practical approaches specifically for relationship building, effective communication, facilitation of informed decision-making, conflict awareness and management, crisis intervention, constructive feedback, and delivery of potentially disturbing information; in academic, health care, and community-based settings. *Fall*

D (2)

NRSG655

Research Utilization

Prepares the student to critically evaluate research studies and to design strategies for integrating or utilizing research to guide and develop an evidence based practice specific to their anticipated advanced practice role. Prerequisites: NRSG510, 517, 580, 638, 658, 660. *Spring*

D (3)

NRSG658

Learning Theory and Health Teaching

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. Prerequisites: NRSG510, 517, 638. *Fall*

D (2)

NRSG660

Curricular Development

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. Prerequisites: NRSG510, 517, 638. *Fall*

D (2)

NRSG665

Nursing Education Outcomes

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses. Prerequisites: NRSG510, 517, 580, 638, 658, 660. *Spring*

D (3)

NRSG668

Roles in Nursing Education

Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined. Prerequisites: NRSG510, 517, 580, 638, 658, 660. *Spring*

D (2)

NRSG670

Project Continuation

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

D \$ (0)

NRS675

D \$ (0)

Program Continuation

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.

NRS680

D (4)

Teaching Practicum

Provides the student with the opportunity to utilize knowledge gained in the nursing-education courses, in a nursing-focused educational experience of their choosing. A total of 300 clock hours are required. Prerequisites: NRS6510, 517, 527, 548, 555, 580, 638, 655, 658, 660, 665, 668. *Fall*

NRS690

D (1-3)

Independent Study**NRS698**

D (2)

Research Utilization Project

Requires the student to use a recognized research utilization model to develop an evidence-based Nursing Education project. Prerequisite or corequisite: NRS655.

NUTRITION & WELLNESS

Marsh Hall, Room 301

269-471-3370

Fax: 269-471-3485

nutrition@andrews.eduwww.andrews.edu/nutrition/**Fitness & Exercise Studies**

Johnson Gym, Lower Level

269-471-3254

Fax: 269-471-3485

www.andrews.edu/cas/fitness**Faculty**

Winston Craig, *Chair, Director of Didactic Program in Dietetics (DPD)*

Dominique Wakefield, *Assistant Chair, Director of Fitness & Exercise Studies*

Magaly Hernandez, *Director of Dietetic Internship*

Gretchen Krivak

Peter Pribis, *Graduate Program Director*

Alice Williams

Staff

Christian Lighthall, *Gymnics Coach*

Greggory Morrow, *Aquatics Program Director*

Academic Programs	Credits
BS in Nutrition & Dietetics (DPD Program)	74
BS: Nutrition Science	62
BS: Health & Fitness	74
BHS: Wellness	67
Health & Fitness Ministry Certificate	20
Minor in Fitness Education	20
Minor in Nutrition & Wellness	20
Minor in Health	20
MS: Nutrition & Wellness	32

Mission

The mission of the Andrews University Department of Nutrition & Wellness is to prepare dietetic, nutrition, wellness and fitness professionals for service in their church, society and the world, and to influence the community-at-large to affirm the Adventist lifestyle, including the vegetarian diet and the benefits of regular exercise and physical fitness.

Undergraduate Programs**BS in Nutrition & Dietetics (DPD Program) (74)****Prerequisite Courses—36**

ACCT121, BCHM120, BIOL221, 222, 260; CHEM110, FDNT118, 124, 230; PSYC101 and SOCI119.

Cognate Requirements—6

BSAD355, 384

DPD Requirements—32

FDNT310, 351, 352, 421, 422, 431, 432, 448, 460, 485, 490, 498.

The Didactic Program in Dietetics (DPD) at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

General Education Requirements—43

See professional program requirements, p. 51, 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: BIOL221, 222, 260; CHEM110, BCHM120

Mathematics: professional degree requirements

Computer Literacy: INFS120, or pass competency exam

Service: FDNT421, 422

Social Sciences: PSYC101, SOCI119

Fitness Education: professional degree requirements

Preparation for the Registration Exam

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (AND).

- The DPD program, which meets the academic requirements for registration eligibility.
- The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

The Dietetic Internship at Andrews University is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

The Didactic Program in Dietetics (DPD)

Admission Requirements

Prospective dietetics students apply to the director of the Didactic Program in Dietetics in their sophomore year for acceptance into phase 2 of the program by July 15 for the following fall semester. Successful completion of the prerequisite courses listed below with a minimum cumulative GPA of 2.85, and a minimum overall GPA of 2.25 in the science and FDNT courses, is required for entry into phase 2 of the DPD program.

Degree Requirements

The DPD has two phases:

Phase 1—Pre-dietetics: Two years of introductory professional (e.g. Food Science and Nutrition), science prerequisites (such as Intro to Chemistry, Anatomy & Physiology, and Microbiology) and General Education courses which may be obtained at Andrews University or another accredited college or university, or equivalent institution for international students.

Phase 2—Dietetics: Two years of study in clinical dietetics, food-service management, and community nutrition obtained on the Andrews University campus. Students must complete requirements for the professional Bachelor of Science in

Nutrition and Dietetics degree. Students who complete the DPD requirements will be issued a DPD verification statement.

No grade below a C- is accepted for prerequisite and cognate courses (or below a C for dietetic courses). Students planning graduate study in nutrition or medical dietetics are recommended to take the following chemistry courses: CHEM131, 132; CHEM231, 232, 241, 242; BCHM421, 422, 430.

At least 124 semester hours are recommended for graduation. For BS requirements other than those listed above, refer to the General Education requirements listed on p. 42.

Graduation is dependent upon the completion of all curriculum requirements with the maintenance of at least a minimal overall GPA of 2.85 and a minimal GPA of 2.25 in all dietetic and science courses.

Graduates are provided with a *Didactic Program in Dietetics Verification Statement*, testifying to the fact that they have successfully completed the requirements for a BS degree in Nutrition and Dietetics. Students must successfully pass a comprehensive review exam in their senior year before they are eligible to receive a DPD verification form. Dietetics graduates are eligible to apply for an accredited Dietetic Internship program.

Students are expected to complete a professional development portfolio during the DPD program outlining their goals and accomplishments, including 200 hours of professional dietetic experience (125 hours for students transferring into Andrews University in the junior or senior year). A verification form for completion of the DPD program will not be issued until the professional development portfolio has been satisfactorily completed by the student.

After completion of the BS course work for the DPD, an eight month Dietetic Internship must be completed by a dietetic student for registration eligibility.

Dietetic Internship

Students need to apply for the dietetic internship program. A minimum cumulative GPA of 3.0 and DPD (Didactic program of 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 Dietetic Internship is available at several hospitals affiliated with Andrews University. Successful completion of this intensive eight-month supervised practice permits a student to write the national registration exam in dietetics. Students who successfully complete the internship will be issued a Dietetic Internship verification statement.

Upon passing the registry exam, graduates receive formal recognition as Registered Dietitians (RD). This status is maintained by participating in continuing professional education activities approved by the AND. With advanced study or experience, the dietitian may qualify as a specialist in clinical dietetics, food-service management, nutrition education, or research.

BS: Health & Fitness

(74)

Required Courses—43

FDNT230, 448, 460 (1), 498, HLED120, 210, 380, 445, 480, FTES214, 305, 355, 410, 465, two additional FTES activity courses (1 credit each) selected in consultation with your advisor, PSYC210, FTES497

Required Cognates—31

BIOL221, 222, BSAD355, MKTG310, PSYC319, 471, CHEM110, BCHM120, STAT285

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ACE CPT (Certified Personal Trainer) Certification is required (to pass) before a student can graduate with BS: Health & Fitness. A minimum grade of C is required in all majors and cognate courses. A minimum cumulative GPA of 2.75 is required.

Bachelor of Health Science: Wellness (67)

Required Courses—36

FDNT230, 310, 448, 460 (1), HLED120, 210, 380, 445, 480, FTES205, 214, 305, 355, 410, 465

Required Cognates—31

BIOL221, 222, CHEM110, BCHM120, PHYS141, 142, MLSC110, STAT285, PSYC301

Electives: To fulfill the 124 credits needed to graduate *at least 15 in upper division courses* required, some suggestions include business courses, ethics, cultural and diversity courses, arts and humanities, nutrition and fitness courses.

A minimum grade of C is required in all major and cognate courses. A minimum cumulative GPA of 2.75 is required.

General Education Requirements for BS: Health & Fitness and BHS: Wellness

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: one religion course per academic year of attendance in a Seventh-day Adventist college or university. Maximum of three courses prior to entering program.

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 or general biology with labs.
- An upper division science course(s) related to human physiology or human biology.

Physical Science:

Option 1: A full sequence of general physics with labs as required for physics majors or pre-med students plus any two chemistry courses with labs; **or**
Option 2: A full sequence of general chemistry with labs as required for chemistry majors or pre-med students plus any two physics courses with labs.

Mathematics: A basic statistics or research methods course

Service: FTES355

Social Sciences:

Psychology—An introductory psychology course.

Human Development—A course which covers physical, social, and psychological development beginning with conception

Fitness Education: recommend Andrews freshmen take HLED120 and one additional course from personal fitness, outdoor skills or team activity. Non-Andrews students take two from the three categories above.

ACE Certification

The Department of Nutrition & Wellness offers the option for certification from the American Council on Exercise (ACE) in the following areas: Certified Personal Trainer, Group Fitness

Instructor, Lifestyle & Weight Management Consultant, and Advanced Health & Fitness Specialist. The exams for these certifications will be held on-campus.

BS: Nutrition Science (62)

BCHM421; BIOL165, 166; CHEM131, 132, 231, 232, 241, 242; FDNT230, 310, 448, 460, 485, 495; ZOOL465; 6 credits chosen from FDNT124, 421, 422, 431, 469, 476; and 8 elective credits selected from chemistry, biology, nutrition, and physics in consultation with the program advisor.

The BS: Nutrition Science is recommended for pre-medical students wishing to have a nutrition and health promotion emphasis as they prepare for medical school. However, this BS does not prepare students for dietetics registration eligibility.

Health & Fitness Ministry Certificate (20)

Required Courses—FDNT230, 448; FTES305, 410; HLED120, 425, 480

Minor in Health (20)

FDNT230, 240, HLED120, 210, 445, FTES214, plus 9 credits selected from HLED, FDNT, FTES or other health-related courses approved by the program director.

Minor in Nutrition and Wellness (20)

Must include FDNT124, 230, 310, 448, 460, HLED120 plus 6 credits selected from the Department of Nutrition and Wellness approved by the director of the Dietetics program.

Minor in Fitness Education (20)

BIOL221, 222, FTES205, 214, 305, 355, FDNT230

This minor is not approved for Michigan elementary or secondary teaching certification.

If student seeks to take an ACE National Fitness Certification Exam, it is recommended they also take FTES465 prior to the exam.

Fitness & Exercise Courses

Each class includes both a fitness component as well as skills instruction. The goals of the fitness & exercise courses are:

1. To aid individuals in the development of Christlike attitudes and conduct in recreational activities, and to promote learning opportunities for cooperative teamwork.
2. To promote the development of physical fitness and physical skills that will continue throughout life and enhance the quality of one's life.
3. To provide a variety of physical activities designed to meet the needs and desires of a diverse student population.

ACE Certification

Students taking the Minor in Fitness Education have the option of sitting for the Personal Trainer or Group Fitness Instructor Certification that is offered through the American Council on Exercise (ACE). The tests will be offered on-campus.

Graduate Program

MS: Nutrition & Wellness (32)

Admission Requirements

Applicants for the MS: Nutrition & Wellness must have completed undergraduate credits in nutrition, and approved cognates as follows.

- Two nutrition courses (equivalent to FDNT230 and one advanced course).
 - Survey courses in chemistry with labs, including inorganic, organic, and biological (equivalent to CHEM110 and BCHM120).
 - Human physiology (equivalent to BIOL222).
 - Statistics (equivalent to STAT285).
- Applicants with deficiencies may be admitted provisionally, but they must take courses in addition to those in the degree program to meet deficiencies.

Degree Requirements

In addition to the general academic requirements for graduate degrees outlined on p. 48, the following departmental requirements should be noted:

- A minimum of 32 semester credits
- The core of 20 nutrition credits including FDNT448, 498, 2 credits of FDNT545, 565, 2 credits of FDNT586 and 2 credits of FDNT680, MKTG500, FTES465.
- FDNT670
- CHMN567 Health Ministry (2) or any other graduate religion course approved by the department.
- Students electing to do a thesis must complete 6 credits of FDNT699; students electing a non-thesis option must complete 3 credits of FDNT698.
- Students who present a signed verification statement outlining their successful completion of an undergraduate dietetics program may apply to do a Dietetic Internship as part of their MS in Nutrition and Wellness. Students accepted into this non-thesis program must register for 4 credits of FDNT594 in the fall semester and 4 credits in the spring semester, in the place of FDNT698. The Dietetic Internship is available only to students seeking registration eligibility, not to students with an RD. Successful completion of this intensive 8-month supervised practice qualifies students to write the national registration exam in dietetics.
- Electives are to be selected in consultation with the graduate advisor from graduate course offerings in nutrition, health, education, communication, behavioral science, business, and marketing.

Courses (Credits)

See inside front cover for symbol code.

FDNT118 (1)
The Profession of Dietetics

A discussion of the dietetics profession and the role of the dietitian within the health-care team. Ethical concerns in the practice of dietetics. *Spring*

FDNT124 \$ (3)
Food Science
Chemical and physical properties of foods that affect food

handling, preparation, and preservation. Lab procedures apply the principles studied to the preparation of foods. Weekly: two lectures and a 3-hour lab. *Fall*

FDNT230 \$ (3)
Nutrition

A study of the basic principles of nutrition science, the biochemical functions of various nutrients, the changes in physiological needs with age, and the relationship between nutrition and health. Students needing life science general education credit must also register for the lab, FDNT240. Three lectures per week. *Fall, Spring*

FDNT230V C (3)
Nutrition
Online correspondence course—see content above.

FDNT240 \$ (1)
Nutrition Laboratory

Discovering principles of nutrition science in the laboratory. A weekly 3-hour lab. Required for those students needing life science general education credit. *Fall, Spring*

FDNT310 (3)
Nutrition in the Life Cycle

Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural, and psychological factors on food and nutritional behavior. Prerequisites: FDNT230. *Fall*

FDNT351 \$ (3)
Food Service Management I

Introduction to the systems approach and application of the functions of management to foodservice systems. Principles of menu development, food production, service, delivery, procurement, sanitation, safety, and equipment selection in food service organizations. Weekly: 3 hours lecture and up to 4 hours lab. Prerequisites: FDNT124; BIOL260; MATH145 or equivalent. *Fall—Offered alternate years*

FDNT352 \$ (3)
Food Service Management II

Application of management functions and principles to foodservice organizations. Specific attention to marketing processes, CQI, and integration of foodservice subsystems. Includes the management of human, material, spatial, and financial resources in environmentally responsible ways. Weekly: 2 hours lecture and up to 4 hours lab. Prerequisites: FDNT351; BSAD355. *Spring—Offered alternate years*

FDNT415 (1-4)
Professional Experience

A supervised lab experience introducing the student to the role of a professional in the workplace. Repeatable to 8 credits. *Fall, Spring*

FDNT421 S ♦ \$ (2)
Community Nutrition I

Principles for presenting nutrition information to individuals and groups. Community assessment and planning a community nutrition program. Weekly: 1-hour lecture and a 3-hour lab. Prerequisite: FDNT310. *Fall—Offered alternate years*

FDNT422 ♦ \$ (2)
Community Nutrition II
Analysis of local and national nutrition programs and services.

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Impact of nutrition policies on community health. Implementing and evaluating a community nutrition program. Weekly: 1-hour lecture and a 3-hour lab. Prerequisite: FDNT421. *Spring—Offered alternate years*

FDNT431 ◆ \$ (4)

Medical Nutrition Therapy I

Introduction to medical nutrition therapy. Medical terminology for healthcare professionals. Assessment of nutritional status by various methods. Development of nutritional care plans. Theory and techniques of counseling in various settings. Weekly: 3 hours lecture and 4 hours lab. Prerequisites: FDNT310, 485. *Fall*

FDNT432 ◆ \$ (4)

Medical Nutrition Therapy II

Implement medical nutrition therapy through the assessment of nutritional status and development of care plans for a variety of clinical conditions, such as chronic diseases, oncology, nutrition support, and renal disease. Weekly: 3 hours lecture and 4 hours lab. Prerequisite: FDNT431. *Spring*

FDNT440 (1–3)

Topics in _____

Selected topics in nutrition. Repeatable with different topics.

FDNT448 ◆ (3)

Nutrition and Wellness

The dietary factors associated with the major chronic diseases of Western society. The use of plant-based diets in health promotion and disease prevention. Discussion of herbal therapies. Prerequisite: FDNT230. *Fall*

FDNT460 (1–2)

Seminar

Review of contemporary issues and/or current literature in nutrition. Repeatable to 3 credits. *Spring*

FDNT469 ◆ (2–3)

International Nutrition

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

FDNT476 ◆ (2)

Nutrition and Aging

Physiological changes in aging. Food-selection patterns, nutritional needs, nutritional disorders, and chronic diseases. Prerequisite: FDNT230. *Fall*

FDNT478 ◆ \$ (0)

Study Tour:

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

FDNT485 ◆ (3)

Nutrition and Metabolism

Study of the nutrients and their functions within the living cell and the complex organism. Discussion of the major metabolic pathways. Prerequisites: BCHM120, FDNT230. *Spring*

FDNT490 (1)

Dietetic Program Review

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.

FDNT495 (1–3)

Independent Study/Readings

Repeatable to 4 credits in independent study and 4 credits in readings on nutrition and dietetics. Consent of instructor required.

FDNT497 (2)

Internship

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.

FDNT498 ◆ (2)

Research Methods

A study of research methodology, survey methods, and applied statistics as they relate to dietetics. *Fall*

FDNT540 (2)

Maternal and Child Nutrition

Role of nutrition in human growth and development, with emphasis on prenatal period, infancy, childhood, and adolescence.

FDNT545 \$ (2–4)

Nutrition and Wellness Programs

Development of nutrition and wellness programs for community groups emphasizing health promotion. Includes participation in community assessment, program planning, implementation, and evaluation of a program. Prerequisite: FDNT448.

FDNT555 (3)

Advanced Human Nutrition I

Functions and nutritional metabolism of simple and complex carbohydrates, lipids, amino acids, and proteins. Public health applications. Prerequisite: A course in biochemistry. *Fall*

FDNT556 (3)

Advanced Human Nutrition II

Functions and nutritional metabolism and interactions of fat-soluble and water-soluble vitamins, minerals, and trace minerals. Public health applications. Prerequisite: A course in biochemistry. *Spring*

FDNT565 (3)

Current Issues in Nutrition and Wellness

Discussion of current issues in nutrition, food safety, public health, and wellness. Prerequisite: FDNT230. *Spring*

FDNT570 (3)

Maternal and Child Health

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.

FDNT585 (1–4)

Topics in _____

Selected topics in the areas of nutrition and wellness. Repeatable to 6 credits.

FDNT586	(1-4)	FDNT699	(3-6)
Professional Experience		Master's Thesis	
Opportunities for unique supervised practical experiences in various organizations to introduce the student to the role of a professional. A maximum of 4 credits per semester can be taken. Repeatable to 8 credits.		Repeatable to 6 credits.	
FDNT594	\$ (0, 4)	Health Education Courses	
Dietetic Internship		HLED120	\$ (1)
The internship is equivalent to a full-time load. It involves 35-40 hours per week of supervised practice. Open only to students seeking registration eligibility with the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics. <i>Fall, Spring</i>		Fit for Life	
		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.	
FDNT600	(1)	HLED210	(3)
Research Design		Philosophy of Health	
Criteria for the organization, analysis, and reporting of research in nutrition. Preparation of a proposal for a master's thesis or project. Prerequisite: FDNT498 or equivalent. <i>Spring</i>		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.	
FDNT648	(1-4)	HLED380	(3)
Workshop		Natural Therapies	
		The study of simple natural therapeutic remedies, including massage, hydrotherapy and herbal therapies.	
FDNT650	\$ (0)	HLED425	(3)
Project Continuation		Health & Fitness Evangelism	
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.		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.	
FDNT655	\$ (0)	HLED445	(2)
Program Continuation		Consumer Health	
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.		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.	
FDNT660	\$ (0)	HLED480	(3)
Thesis Continuation		Wellness Programs	
Student may register for this title while clearing deferred grade (DG) and/or incomplete (I) courses with advisor approval only. Registration for this title indicates full-time status.		Learning the steps of needs assessment of a community, planning a program, conducting a health promotion program while utilizing the resources of the community, and the program evaluation. Two lectures per week and a third hour each week.	
FDNT665	\$ (0)	Fitness & Exercise Courses	
Preparation for Comprehensive Exams		Personal Fitness Courses	
Advisor approval required. Registration for this title indicates full-time status.		FTES116	\$ (1)
FDNT670	(0)	Weight Control	
Comprehensive Exam		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.	
FDNT680	(1-4)		
Research Seminar			
Individual reports and discussion of recent research data. Repeatable to 4 credits. Consent of instructor required.			
FDNT690	(1-6)		
Independent Study			
Individual study and/or research. Consent of instructor required. Repeatable to 6 credits.			
FDNT698	(3)		
Research Project			

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FTES131 Pilates 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.	\$ (1)	and water-rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included. Prerequisite: Ability to swim 500 yards in 10 minutes or less.
FTES132 Cardio Kick 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.	\$ (1)	FTES350 (1) Water Safety Instructor Instruction in techniques for teaching American Red Cross swimming courses. Current CPR certification required. Swimming pretest required.
FTES135 Self-Defense 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.	\$ (1)	FTES389 (1) WSI Internship Students who have a current American Red Cross Water Safety Instructor's Certification or equivalent can take advantage of this opportunity. Participants will teach and organize a class of students for the Learn-To-Swim program. Teachers will be expected to provide lesson plans and teach all the required lessons. S/U.
FTES140 Aqua Aerobics 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.	\$ (1)	Outdoor Skills Courses
FTES150 Swimming Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate and advanced. No swimming ability necessary. Repeatable.	\$ (1)	FTES120 \$ (1) Scuba An entry-level course in scuba diving. Includes instruction in the buddy system, dive planning, donning and removing equipment in the water, alternate air sources, buddy breathing, entries, communication and navigation. Swimming pretest required. Students will earn scuba license upon completion. Additional fees apply. <i>Spring</i>
FTES205 Fitness Conditioning 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.	\$ (1)	FTES124 \$ (1) Backpacking 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.
FTES210 Personal Fitness Plan A study of basic-fitness concepts and principles in conjunction with a personalized exercise program for physical fitness. Weekly independent workouts are required.	\$ (1)	FTES125 \$ (1) Canoeing Emphasis on precise canoe handling through paddle control. Based on traditional strokes. Practice conducted on local lakes and rivers. One all-day canoe trip or two half-day canoe trips are required. <i>Fall</i>
FTES214-001 Men's Weight Training and Conditioning 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.	\$ (1)	FTES126 \$ (1) Cycling A study of the various types of cycling, cycling techniques and the proper maintenance of a bicycle.
FTES214-002 Women's Strength Training and Toning 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.	\$ (1)	FTES127 \$ (1) Rock Climbing A safe introductory course that includes learning climbing skills, essential climbing knots, proper equipment and safety, and self-rescue.
FTES300 Lifeguarding Instruction in accident prevention, aquatic facility supervision,	\$ (1)	FTES174 \$ (1) Cross-Country Skiing Instruction in cross-country skiing technique, conditioning, equipment and winter safety.

FTES275 \$ (1)
Outdoor Trips-N-Treks:
 One- to two-week trips beyond the normally offered activity courses: Biking, Backpacking, Skiing. Repeatable in different areas. Instructor's permission required. Consult the current class schedule for activities offered each year. Normally involves out-of-state destinations when school is not in regular session.

FTES278 \$ (0)
Study Tour:
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

FTES330 \$ (1)
Outdoor Adventure
 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.

Team Activity Courses

FTES106 \$ (1)
Beginning Basketball
 Instruction in the fundamental skills of shooting, passing, ball-handling, man-to-man defensive play, basic rules, offensive strategy, basic rules and team play.

FTES107 \$ (1)
Beginning Volleyball
 Instruction in the basic skills of serving, setting, passing and spiking, and the basic instruction on rules, and 2-, 3-, 4-, and 6-person team play.

FTES109 \$ (1)
Beginning Softball
 Instruction in the fundamental skills of throwing, catching, base running, batting and fielding of ground and fly balls. Position play, game situation drills, scrimmages and rules are covered. Student must supply own glove.

FTES114 \$ (1)
Soccer
 Learning the fundamental skills of ball control, passing, blocking and shooting goals. Indoor or outdoor games depending upon the season and weather.

FTES115 \$ (1)
Disc Sports
 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.

FTES118 \$ (1)
Badminton
 Analysis and practice of basic strokes, singles and doubles play, strategy and rule interpretations.

FTES119 \$ (1)
Tennis
 Instruction in the fundamental skills of ground strokes, serving,

volleying, team play, basic strategy and rules. Students must supply their own racquet and balls. *Spring*

FTES128 \$ (1)
Golf
 Study of the basic techniques of the golf swing. An introduction to the game, rules and etiquette of golf. Students must supply their own equipment. Additional lab fees required. *Spring*

FTES129 \$ (1)
Beginning Racquetball
 Introduction to basic strokes, singles and doubles play, strategy and rule interpretations. Students must supply their own racquet, balls and eyeguards.

FTES130 \$ (1)
Special Activities
 Special areas beyond normally offered courses: Cardinal Athletics, personalized fitness activities, horseback riding. Repeatable in different areas. Consult the current class schedule for activities offered each year.

FTES144 \$ (1)
Floor Hockey
 Introduction to the game, including team composition, rules and fundamental skills.

FTES206 \$ (1)
Intermediate Basketball
 Analysis of and drills in fundamental skills, offensive and defensive strategies. Emphasis is given to team play.

FTES207 \$ (1)
Intermediate Volleyball
 Instruction in advanced team play, offensive and defensive strategies. Game scrimmages will help to perfect fundamental skills.

FTES240 \$ (0, 1)
Gymnics
 The student will be a part of a demonstration acrobatic team that will perform for various audiences both spiritual and secular in nature. Students will learn to perform various acrobatics, increase their physical fitness level and learn teamwork. Students will develop tolerance both for others and for themselves as they become a part of the team and will have an opportunity to share what God has done and what He is ready to do again in their lives. Class meets four nights a week for 2 hours throughout the fall and spring semesters of the school year. Registration for this class is contingent upon being selected for the team following tryouts. All students on the team must register each semester. Course can be taken for credit one semester per academic year. Repeatable.

FTES266 (1)
Officiating
 Practical field experience in officiating. Rules, officiating mechanics and signals, learned and practiced. MHSAA certification available. Certified officials have opportunities to earn up to \$50.00 a game for officiating elementary school, middle school and high school athletic contests. Prerequisite: Previous knowledge of the game and/or experience playing the game.

Specialized Fitness Courses

(These classes do not fulfill the GE Fitness Education requirement.)

FTES305 \$ (3)**Current Concepts and Applications in Physical Fitness**

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. *Fall*

FTES355 \$ (3)**Methods of Fitness Instruction**

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. Prerequisite: FTES305. *Spring*

FTES410 (2)**Issues in Exercise Studies**

Addresses a variety of current issues within exercise science in the 21st century related to special populations, weight management, nutrition, appropriate methods and safety.

FTES465 ♦ \$ (4)**Exercise Physiology**

Study of the body's physiological response to exercise. Prerequisites: BIOL221, 222 or equivalent. Must be a junior or senior to register for this course. Three lectures per week plus a 3-hour lab. *Spring*

FTES495 (1–4)**Independent Study/Reading/Research/Project**

Independent Study: Directed study in an area of interest resulting in a formal term paper.

Independent Readings: Weekly meetings with the instructor for individual assignments and reports.

Independent Research: Design and execution of an experiment or causal-comparative research.

Independent Project: Practical or creative experience or project in consultation with instructor. Permission required from the instructor and department chair. Thirty hours of involvement required for each credit. Contract of proposed activity required. Repeatable to 4 credits in each area. *Fall, Spring*

FTES497 (2)**Internship**

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. May be repeated once. *Fall, Spring, Summer*

PHYSICAL THERAPY

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Faculty

Wayne L. Perry, *Chair, DPT Program Director*
Kimberly Coleman, *Clinical Education Director, DPT Assistant Program Director*
Greg Almeter, *Orthopedic Musculoskeletal Coordinator*
Kathy A. Berglund, *Postprofessional Program Director*
John Carlos Jr., *Behavioral Science Coordinator*
Mioara Diaconu, *Research Coordinator*
Elizabeth Oakley, *Clinical Science Coordinator*
Lee E. Olson, *Neuromuscular Coordinator*
Leslie Samuel, *Foundation Science Coordinator*
David P. Village, *General Medicine Coordinator*

Emeritus

William C. Habenicht

Academic Credits	Credits
BHS: Bachelor of Health Science (interim degree)	
DPT: Doctor of Physical Therapy	116
t-DPT: Doctor of Physical Therapy	30–38
DScPT: Doctor of Science in Physical Therapy	64
Orthopedic Clinical Residency Program	17

Mission

In accordance with the Seventh-day Adventist Church and Andrews University, the mission of the Department of Physical Therapy is to provide a quality physical therapist education within a cooperative learning environment that promotes Christian values. The physical therapy *department* provides resources and encourages faculty to continue their educational, professional, and spiritual growth. The physical therapy *faculty* delivers, within a Christ-centered environment, the knowledge base and clinical skills that will prepare students for contemporary physical therapy practice. Physical therapy *graduates* will serve Christ as evidenced by their ministering to the needs of others through the delivery of effective professional healthcare. The physical therapy department faculty and graduates comprise a Christian network that is balanced in the development of the spiritual, mental, physical, and social life of its members.

Physical therapy is a health profession dedicated to evaluating, treating, and preventing physical injury and disease. Physical therapists design and implement the necessary therapeutic interventions to promote fitness, health and improve the quality of life in patients. They also become active in consultation, education and research.

Physical therapists work closely with their client's family, physician, and other members of the medical team to help their client return to their home environment and resume activities and relationships of normal daily living.

Academic Calendar. Contact the Department of Physical Therapy for academic dates.

Graduate Programs

Doctor of Physical Therapy (DPT)

This three-year program begins after a student completes 92 semester credits of specific college prerequisites. Students taking the appropriate prerequisites will earn a Bachelor of Health Science (BHS) after the first year in the professional program and the DPT degree upon successful completion of the program. A previous bachelor's degree is not required however applicants holding a bachelor's degree are eligible to apply as well.

Program Accreditation

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)*. After receiving the DPT degree graduates may apply to take the physical therapy licensure exam in the state of their choice.

* 1111 North Fairfax, Alexandria, VA 22314

Information/Application Process

Please call 1-800-827-2878, e-mail pt-info@andrews.edu or visit www.andrews.edu/cas/pt for application instructions and admission requirements. Information is available by June of each year.

All applicants applying for admission to the DPT professional entry program must apply via the Physical Therapy Centralized Application Service.

Admission Requirements

There are three tracks for admission into the DPT program. The minimum requirements to be considered for admission are:

Freshman Acceptance (Requires PTCAS application, but no interview or confirmation deposit). Freshman enrolling as a BHS: Physical Therapy major are guaranteed acceptance into the DPT program if they complete at least 90% of prerequisite course requirements at Andrews, maintain at least a 3.4 science and overall prerequisite GPA, meet all program admission requirements, uphold University standards and display professional behavior.

Preferred Acceptance (Requires a PTCAS application, interview and confirmation deposit). Acceptance into the program is PREFERRED when a student transfers into Andrews University for at least their last semester of prerequisite requirements, has at least a 3.3 science and overall prerequisite GPA, meets all program admission requirements, and upholds University standards and display professional behavior.

General Acceptance (Requires a PTCAS application, interview and confirmation deposit). The Andrews University physical therapy program enrolls students from a nationwide pool of applicants. GENERAL Acceptance includes any student who has completed all prerequisite requirements from any U.S. accredited college or university (or U.S. equivalent), maintains at least a 3.0 science and overall prerequisite GPA, meets all program admission requirements, and upholds University standards and displays professional behavior.

Admission to the DPT program is selective based on the following considerations:

Prerequisite courses including general education requirements for students WITHOUT an earned bachelor's degree (includes 92 semester credits with at least 15 credits being upper-division). Applicants are considered when a minimum of 4 or more prerequisite science courses and a minimum of 60 semester credits have been completed.

General Education Requirements

See professional program requirements, p. 51, and note the following **specific** requirements:

Religion: one religion course per academic year of attendance at Andrews University.

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences:

Life Science:

- A full sequence of anatomy and physiology or general biology with labs, **and**
- An upper division science course(s) related to human physiology or human biology.

Physical Science:

Option 1: A full sequence of general physics with labs as required for pre-med students plus any two chemistry courses with labs; **or**

Option 2: A full sequence of general chemistry with labs as required for pre-med students plus any two physics courses with labs.

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 HLED120 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 beginning with conception.

Medical Terminology: A course in basic medical terminology. May be taken by distance learning.

Electives: To fulfill the 92 total semester credits with at least 15 in upper division courses required, some course suggestions include business courses, ethics, cultural and diversity courses, arts and humanities, nutrition and physical activities.

Prerequisite courses for students WITH an earned bachelor's degree:

Life/Physical Sciences

Life Science:

- A full sequence of anatomy and physiology or general biology with labs; and
- An upper division science course(s) related to human physiology or human biology.

Physical Science:

Option 1: A full sequence of general physics with labs as required for pre-med students plus any two chemistry courses with labs; **or**

Option 2: A full sequence of general chemistry with labs as required for pre-med students plus any two physics courses with labs.

Mathematics: A basic statistics or research methods course.

Social Sciences

Psychology—An introductory psychology course.

Human Development—A course which covers human development beginning with conception.

Medical Terminology: A course in basic medical terminology. May be taken by distance learning.

Additional requirements for students with and without an earned bachelor's degree:

GPA: A minimum GPA of 3.00 is required in science courses and a minimum GPA of 3.00 in all core PT prerequisite courses. A grade of "C" or better is required in each prerequisite course.

Graduate Record Exam (GRE): A minimum composite score of 270 (Verbal + Quantitative), and a minimum written score of 3.0. Submit scores from the General Test taken less than five years prior to enrollment in the program.

Clinical Observation: Document 80 hours (including 20 hours in an inpatient setting) supervised by a licensed physical therapist. All hours must be completed within three years prior to enrollment.

Personal Interview: Applicants who meet eligibility requirements are invited for a personal interview. Phone interviews may be acceptable.

English Proficiency: Applicants who have been given any part of their education outside the U.S. or Canada or whose first language is not English must demonstrate English proficiency by providing evidence through one of the following methods. Exceptions may be granted by the Department of Physical Therapy on an individual basis.

TOEFL paper-based test	600 (minimum of 56 in each section)
TOEFL Internet-based test	90 (minimum of 15 in reading, 15 in listening, 18 in speaking, and 17 in writing)
IELTS	8.0
MELAB	93 (minimum of 80 in each section)
TOEIC	800

BHS: Bachelor of Health Science (Interim Degree)

Students successfully completing the appropriate prerequisites and the first two semesters (36 credits) of the professional program qualify for the Bachelor of Health Science Degree. Successful completion of the BHS is defined as:

1. An earned minimum grade of "C+" (2.33) or "S" (in a "S/U" course) in each DPT program course. The BHS program courses include PTH400, 410, 415, 416, 418, 420, 425, 426, 428, 430, 440, 445, 450, 455, 457, and 460.

2. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
3. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
4. Maintain a cumulative GPA of 2.50 or greater in all credits used to meet the BHS degree requirements.

DPT: Doctor of Physical Therapy

Upon successful completion of the professional phase of the program (116 credits) students earn the Doctor of Physical Therapy degree. All coursework scheduled for each semester must be successfully completed prior to advancing to the next semester. Successful completion of the DPT program is defined as:

1. Completion of a bachelor's degree (BHS or other).
2. An earned minimum grade of "C+" (2.33) or "S" in each DPT program course. DPT program courses include PTH400, 410, 415, 416, 418, 420, 425, 426, 428, 430, 440, 445, 450, 455, 457, 460, 540, 601, 602, 610, 611, 612, 620, 621, 622, 625, 627, 632, 635, 637, 640, 645, 646, 647, 650, 651, 652, 661, 662, 680, 711, 712, 721, 722, 726, 728, 736, 748, 765, 768, 770, 799, 870, 880, 881, 882, 883 and 884.
3. Maintain a cumulative DPT program GPA of 3.00.
4. No more than a cumulative total of five points earned on the grade-point scale throughout the physical therapy program (see DPT Student Handbook).
5. Students must be able to perform skills listed in the Technical Standards of Performance and demonstrate professional behaviors as outlined in the DPT Student Handbook.
6. Satisfactory completion of the practical and written comprehensive exams: PTH770, 870.
7. Satisfactory completion of a capstone project and presentation.
8. Satisfactory completion of five clinical internships and the associated "Clinical Performance Instrument."
9. Satisfactory completion of the exit interview.

Continued Enrollment Requirements

1. Progressive enrollment in the physical therapist education program requires successful completion of all Physical Therapy program course work including clinical education listed for the previous academic term.
2. A student whose cumulative GPA falls below 3.00 in any given academic term is placed on academic probation. Students who do not increase their cumulative GPA to 3.00 during the academic term of probation are normally asked to withdraw.
3. Students who receive less than a "C+" (2.33) or a "U" on a "S/U" course or clinical will be given "grade points" equal to the semester credit for the course. A student who accumulates six or more points will academically disqualify him/herself from continuing in the program.

Postprofessional Programs

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

These postprofessional programs are designed to provide practicing physical therapists with the opportunity to obtain postprofessional studies and an advanced clinical doctoral degree

in the field of their discipline without the need to terminate or significantly change their regular employment or lifestyle. Classes are either taught in a short-course format of no more than six days per session, or done by distance learning. All courses may be taken to earn academic credit or continuing education units (CEUs).

t-DPT: Transitional Doctor of Physical Therapy

Admission Requirements

The minimum requirements to be considered for admission are:

1. Hold current licensure as a physical therapist in U.S. or Canada.
2. Submit graduate application.
3. Submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor, and one from another person familiar with the candidate.
4. Graduate of an accredited physical therapy school.
5. For candidates holding a bachelor's degree with no advanced master's, receipt of PTET scores.

Degree Requirements

The following departmental/program requirements apply to students graduating from the postprofessional DPT program.

1. Satisfactory completion of, or competency in, the following courses: PTH500, 545, 549, 590, 615, 630, 646, 718, 730, 740, 748, 750, 798
2. No grade lower than C (2.0) in any course.
3. A minimum cumulative GPA of 3.00.
4. Successful completion of the capstone project.
5. Satisfactory completion of the exit interview.

DScPT: Doctor of Science in Physical Therapy

This degree is designed to prepare the clinical specialist in orthopedic manual therapy and incorporates courses from the North American Institute of Orthopedic Manual Therapy.

Admission Requirements

The following admissions requirements apply.

1. Hold current licensure as a physical therapist in U.S. or Canada.
2. Proof of employment in an orthopedic setting, at least 20 hours per week.
3. Submit graduate application.
4. Submit a minimum of three satisfactory recommendations: one from a currently practicing physical therapist, one from a medical doctor, and one from another person familiar with the candidate.
5. Graduate of an accredited physical therapy school.
6. For candidates holding a bachelor's degree, with no advanced master's, receipt of PTET scores.
7. For candidates holding a master's degree or DPT degree, receipt of professional portfolio.

Degree Requirements

The following degree requirements apply to students graduating from the DScPT program.

1. For students with a **BS or Masters degree**: Satisfactory completion or competency in the following courses: PTH500, 545, 536, 537, 538, 546, 547, 548, 550, 590, 615, 630, 646, 718, 730, 740, 748, 760, 798, plus 8 approved elective credits.
For students with a **DPT degree**: Satisfactory completion of the following courses: PTH536, 537, 538, 546, 547, 548, 549, 550, 590, 760, 798, plus 3 approved elective credits.
2. For students with a DPT degree who already have FAAOMPT or manual therapy certification from another approved institution, PTH549 Principles of Contemporary Leadership and PTH760 Application in Clinical Research and PTH548 NAIOMT Level IV and PTH798 Capstone Experience are required, with the remaining curriculum being individually arranged by the director with the student's input. 32 credits must be taken at regular tuition for degree conferral. A total of 38 credits is still required for graduation.
3. Level III Manual Therapy Certification through NAIOMT or equivalent certification from another approved program; completed by registering for PTH770.
4. Minimum of 2 years of part-time clinical practice (20 hours per week), or equivalent, in orthopedics, to be completed prior to the conferring of the degree.
5. No grade lower than "C" (2.00) in any course.
6. A minimum cumulative GPA of 3.00.
7. Successful completion of the capstone project.
8. Satisfactory completion of the exit interview.

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.

Admission Requirements

1. Graduate of an accredited physical therapy program.
2. Hold or be in the process of obtaining licensure as a physical therapist in the U.S. or Canada.
3. Submit residency program application.
4. Submit a portfolio following program guidelines.
5. Submit a minimum of three satisfactory recommendations: one from the ACCE of the physical therapy program applicant attended; one from a faculty member of the physical therapy program applicant attended; one from a clinical supervisor the applicant interned with during physical therapy school. In the case of applicants who have been out of school longer than 3–5 years, the letters of recommendation may follow the same standards as the DScPT applicants.
6. Submission of a mission statement and reasons for applying to this program.

Certificate Requirements

The following certificate requirements apply to students successfully completing the orthopedic clinical residency program.

1. Satisfactory completion of the following courses: PTH536, PTH537, PTH538, PTH608, PTH609, PTH730

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2. Successful completion of the oral/practical live patient examinations given through NAIOMT.
3. Successful completion of the NAIOMT supervised clinical hour requirement at an approved clinical mentorship site.
4. An earned minimum grade of "C" (2.00) or "S" (in a "S/U" course) in each program course.
5. A minimum cumulative GPA of 3.00.

Courses (Credits)

See inside front cover for symbol code.

Written permission from the Chair of the PT program is required for non-physical therapy students to enroll in PTH/PHTH courses.

PHTH120 S (2)

Introduction to Physical Therapy

An introduction to the profession of physical therapy with an overview of duties and responsibilities physical therapists perform. Partially fulfills the clinical observation prerequisites for admission to the professional program. Students must have their own transportation for the clinical observation.

PHTH417 S ♦ (3)

Human Anatomy

Comprehensive study of human anatomy covering all systems of head, neck, trunk, and extremities. A solid morphological basis for a synthesis of anatomy, physiology, and clinical sciences provided. Dissection and identification of structures in the cadaver, and the study of charts, models, and prosected materials. Prerequisites: BIOL221, 222 or BIOL165, 166 or equivalent. See instructor for additional requirements. Corequisite: PTH427.

PHTH427 S \$ ♦ (1)

Human Anatomy Laboratory

Study of the prosected extremity, head and neck anatomy, and dissection of the abdominal and thoracic organ systems. Prerequisites: same as for PTH417. Corequisite: PTH417.

PHTH480 (0-5)

Physical Therapy Clinical Experience

A course which provides hands-on, patient contact experiences in a variety of settings. The clinical experiences are coordinated to correspond to the requirements of the physical therapy program. As a facilitator, the clinical instructor will assist in developing the student's clinical thinking skills. The student is expected to become independent with the evaluation and treatment of non-complex patients within that practice setting. S/U course.

PHTH590 S (1-4)

Topics in _____

Selected topics in physical therapy. Permission of department chair required. Repeatable. Specific prerequisites may be required for some subject areas.

PTH400 ♦ (4)

Anatomy

A comprehensive study of human anatomy with emphasis on the nervous, skeletal, muscle, and circulatory systems. Introduction to basic embryology and its relation to anatomy and the clinical sciences concludes the course. Provides a solid morphological basis for a synthesis of anatomy, physiology, and the physical therapy clinical sciences. Corequisite: PTH410.

PTH410 ♦ (3)

Anatomy Laboratory

Dissection and identification of structures in the cadaver supplemented with the study of charts, models, prosected materials and radiographs are used to identify anatomical landmarks and configurations. Corequisite: PTH400.

PTH415 ♦ (3)

PT Assessment Skills

Introduction to assessment principles and examination skills utilized in all areas of physical therapy. The *Guide to Physical Therapy Practice* is referenced for the basic skills required in the assessment, intervention and documentation guidelines. Corequisite: PTH425.

PTH416 ♦ (3)

Pathokinesiology

The study of human movement including an introduction to the basic concepts of biomechanics with an emphasis on human joint/muscle structures and function, advancing to analysis of body mechanics, normal gait analysis, and pathological movement analysis. Joint abnormalities will be identified using radiographs, related to the resultant movement dysfunction. Corequisites: PTH400, 410 and 426.

PTH418 ♦ (2)

General Medicine

Clinical techniques applied to the examination, evaluation, treatment, and discharge planning of patients in general medical and acute-care. Emphasis on physical therapy intervention with relevant factors, management of pain and physical complications during medical treatment, and examination and treatment of special populations including wound and burn care. Corequisite: PTH428.

PTH420 ♦ (3)

Therapeutic Interventions

Basic principles, physiologic effects, indications and contraindications, application and usage of equipment, and intervention rationale for hydrotherapy, thermal agents, wound care, massage, electrotherapy and mechanotherapy (traction) and other therapeutic interventions. Corequisite: PTH430.

PTH425 ♦ (3)

PT Assessment Skills Laboratory

Basic examination skills including surface palpation of specific underlying muscle and bone structures, joint motion (goniometry), manual procedures for testing muscle strength, sensation, vital signs, limb girth and volumetric measurement will be practiced. Clinical application in basic physical therapy care procedures will be introduced. Corequisite: PTH415.

PTH426 ♦ (2)

Pathokinesiology Laboratory

Biomechanical, and observational analysis, of normal and abnormal human movement. Integration of basic examination skills with gait and movement analysis. Corequisites: PTH400, 410 and 416.

PTH428 ♦ (1)

General Medicine Laboratory

Practice in assessment modified for the acute-care environment. Applications include home-and work-place evaluation for architectural barriers, functional evaluation tools, casting, and

modification of treatment for acute care including goal setting and professional note writing. Corequisite: PTH418.

PTH430 ◆ (2)

Therapeutic Interventions Laboratory

Supervised practicum includes patient positioning and application of the therapy to obtain desired physiological response.

Techniques of hydrotherapy, thermal agents, wound care, and massage, as well as specific electrotherapy and mechanotherapy treatments and assessment of physiological responses to those treatments. Corequisite: PTH420.

PTH440 ◆ (3)

Pathophysiology I

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes.

Clinical presentations and pharmacological treatment of patients with those disease processes are presented, as well as diagnostic tests and laboratory values used to identify pathological conditions. Prerequisites: PTH400 and 410.

PTH445 ◆ (2)

Neuroscience

Basic anatomy and functions of the central and peripheral nervous systems and their related structures. Pathways of the central and peripheral nervous system are examined along with a detailed study of each of the 12 pairs of cranial nerves. Prerequisites: PTH400 and 410. Corequisite: PTH455.

PTH450 ◆ (1)

Neurology of Motor Control

An introduction to the function and interaction of the primary areas of the nervous system involved in controlling human movement, including the cortex, spinal cord, peripheral receptor system, basal ganglia, cerebellum, and the vestibular systems. Students are introduced to terminology and concepts associated with both normal function and pathology in these areas.

PTH455 ◆ (1)

Neuroscience Laboratory

Study of the prosected central and peripheral nervous tissues, models and charts. Imaging will be used to compare normal to abnormal CNS presentation. Prerequisites: PTH400 and 410. Corequisite: PTH445.

PTH457 ◆ (1)

Orthopedic Medicine

Medical lectures covering selected topics in orthopedics, including common orthopedic diseases and the use of diagnostic testing and imaging in the orthopedic field.

PTH460 ◆ (2)

Topics in Comparative Religion

This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.

PTH495 (1-4)

Independent Study/Readings/Research/Projects

Permission of department chair required prior to registration for all independent work. Repeatable to 8 credits.

PTH500 (2)

Doctoral Colloquium

A degree orientation which will include portfolio development and assessment, development of the degree contract, usage of James White Library system, and introduction to the *Guide to Physical Therapy Practice*.

PTH507 (3)

Applied Clinical Anatomy & Kinesiology

Lecture/lab course studying regional anatomy and biomechanics as they relate to normal movement and the potential development of movement dysfunctions. Correlations between pathomechanics, clinical presentation of pathology and decision making for therapeutic interventions will be drawn.

PTH536 (3)

NAIOMT Level I: Introduction to Fundamentals of Orthopedic Manual Therapy & Differential Diagnosis

Appropriate skills in basic and objective selective tissue examination necessary for generating a provisional differential diagnosis of spinal dysfunction. Signs, symptoms, pathology, and management of common spinal pathologies are reviewed. Selective tissue tensioning techniques for the peripheral joints are introduced. Cyriax's principles are presented.

PTH537 (3)

NAIOMT Level II: Intermediate Upper Quadrant

A comprehensive biomechanical and anatomical review of the upper thoracic, upper and lower cervical spine, shoulder, elbow, wrist, and hand. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and mechanical dysfunctions.

PTH538 (3)

NAIOMT Level II: Intermediate Lower Quadrant

A comprehensive biomechanical and anatomical review of the lower thoracic and lumbar spines, the hip, knee, ankle, and foot. Specific biomechanical assessment of each area is taught along with appropriate and effective treatment techniques for common injuries and dysfunctions.

PTH540 (2)

Pathophysiology II

Sequence studying disease processes affecting major body systems and the resulting anatomical and pathophysiological changes. Clinical presentations and pharmacological treatment of patients with those disease processes considered, as well as diagnostic tests and laboratory values used to identify pathological conditions. Prerequisites: PTH440.

PTH541 (3)

Physiological Basis for Exercise Prescription: Level I

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.

PTH542 (2)

Physiological Basis for Exercise Prescription: Level II

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.

- PTH545** (3) **Advanced Clinical Physiology**
The review of human physiological function of the major body systems with clinical application to musculoskeletal, cardiovascular and pulmonary conditions. Detailed information on exercise physiology will be discussed along with clinical applications among patients with compromised health.
- PTH546** (3) **NAIOMT Level III: Advanced Upper Quadrant**
Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships of the upper quadrant. Integrates information generated in the assessment to understand how remote dysfunctions can be casual or contributory. Advanced techniques are demonstrated along with new material on temporo-mandibular-joint material and peripheral manipulation skills. Prerequisite: PTH537.
- PTH547** (3) **NAIOMT Level III: Advanced Lower Quadrant**
Builds on the techniques learned in Level II and helps the student understand the kinetic chain interrelationships in the lower quadrant. Presents advanced biomechanical tests and treatment and includes the sacroiliac and pubic joints. Discusses the integration of examination and treatment techniques. Prerequisite: PTH538.
- PTH548** (3) **NAIOMT Level IV: High Velocity Manipulation**
Instructs the student on the indications and contraindications, as well as the safe and effective application of spinal, pelvic, and costal manipulation techniques. Prerequisites: PTH546 and 547.
- PTH549** (3) **Principles of Contemporary Leadership**
Theory and application of complexity sciences to organizational management; exploration of key leadership roles and changing paradigms; presentation of methods to maximize personal and professional life.
- PTH550** (1-4) **NAIOMT Supervised Clinical Practice**
Using a 3-to-1 model, students will be required to do a minimum of 60 supervised clinical hours applying hands-on techniques with patients under the supervision of a certified NAIOMT clinical instructor, FAAOMPT, or other approved instructors. These hours can be split up into two 30-hour blocks, or other increments as agreed upon by the student and CI. No less than 15 hours can be registered for at any given time.
- PTH557** (2) **NAIOMT: Thoracic Spine**
Lecture/lab course studying the thoracic spine as a source of spinal dysfunction. Emphasis is placed on a biomechanical model for detailed examination and treatment of the thoracic spine and costovertebral dysfunction.
- PTH589** (1-2) **Professional Seminar**
- PTH590** (1-12) **Topics in _____**
Selected topics in physical therapy. Permission of department chair required. Repeatable. Specific prerequisites may be required for some subject areas.
- PTH600** (2) **Topics in Comparative Religion**
This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.
- PTH601** (2) **Orthopedics I**
Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. Corequisite: PTH611.
- PTH602** (2) **Orthopedics II**
A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. Corequisite: PTH612.
- PTH608** (2) **Post Operative Management of Common Orthopedic Surgeries**
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.
- PTH609** (2) **Evidenced Based Orthopedic Clinical Practice: A Research Review**
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.
- PTH610** (2) **Principles of Therapeutic Exercise**
Examines the systemic responses to exercise as related to both an acute nature and in response to training. Specific pathological conditions are discussed in relation to exercise testing and prescription, and a clinical decision making process is presented for working with additional pathological conditions. Corequisite: PTH620.
- PTH611** (2) **Orthopedics I Laboratory**
Clinical application and practice in the special techniques to assess and treat acute and chronic orthopedic pathologies of the extremities and spine. Corequisite: PTH601.
- PTH612** (2) **Orthopedics II Laboratory**
Designed for practice of the special techniques required in the assessment of intervention of acute and chronic orthopedic pathologies of the cervical, thoracic, and lumbar spine. Corequisite: PTH602.

- PTH615** (2)
Clinical Pharmacology
Develops a non-prescriptive knowledge of specific medications including indications, contraindications, precautions, adverse reactions, and dosage, especially as related to physiological effects of physical therapy interventions.
- PTH620** (2)
Principles of Therapeutic Exercise Laboratory
Practical demonstration and experience with responses to exercise, testing procedures, and exercise prescription, focusing on activities appropriate for clinical situations. Tests and interventions noted in the *Physical Therapy Guide to Practice* are highlighted. Corequisite: PTH610.
- PTH621** (2)
Scholarly Inquiry and Dissemination
Introduction to the principles and practice of research, including designs, ethics, hypothesis testing and critical evaluation of clinical literature. Preparation and development of a graduate research proposal is interwoven throughout this course.
- PTH622** (1)
Research Statistics
Fundamental procedures in collecting, summarizing, presenting, analyzing, and interpreting statistical data. Statistical tests applied to medical specialties. Corequisite: PTH632.
- PTH625** (2)
Cardiopulmonary
Lectures covering selected topics in cardiopulmonary medicine, focusing on clinical presentation, diagnostic tests, and medical and physical therapy interventions. Corequisite: PTH635.
- PTH627** (1)
Orthotics and Prosthetics
Prosthetic management of amputees, management of patients with disabilities requiring orthotic intervention, and application/management of traction and orthotic devices. Corequisite: PTH637.
- PTH630** (2)
Clinical Research
Introduces the student to basic concepts of biostatistics and research design and the formulation of evidence based practice theories.
- PTH632** (1)
Research Statistics Laboratory
Practice in the computation of statistical data using appropriate formulas. Practical applications of techniques in research and statistical computations including probability, normal distribution, Chi Square, correlations, and linear regressions. Corequisite: PTH622.
- PTH635** (1)
Cardiopulmonary Laboratory
Emphasis on physical therapy assessment and intervention with cardiac and pulmonary patients. Practice of relevant techniques, such as stress testing, percussion, pulmonary function tests and breathing techniques, as well as other techniques identified in the *Physical Therapy Guide to Practice*. Corequisite: PTH625.
- PTH637** (1)
Orthotics and Prosthetics Laboratory
Practice of the physical therapy techniques required in the application of orthotic and prosthetic devices. Special attention given to gait and function. Selected topics such as wheelchair modifications, miscellaneous ortho-rehab apparatus, and other assistive/adaptive devices included. Corequisite: PTH627.
- PTH640** (2)
Pediatrics
An overview of embryologic development, followed by normal infant/child development to 5 years of age with an emphasis on motor development. Identification of assessment techniques for infants and children with normal and abnormal development. Description of various pediatric pathologies encountered in physical therapy with appropriate corresponding assessment and treatment approaches. Corequisite: PTH650.
- PTH645** (4)
Physical Therapy Administration and Leadership
A study of the organizational structures, operations, and financing of healthcare delivery institutions and an examination of the organization and interrelationship of their professional and support elements. Application of current health care management strategies and theory are related to the acute-care facility and independent practice.
- PTH646** (2, 3)
Spirituality in Healthcare
A discussion of spiritual values from a Christian perspective, how faith and spirituality facilitate the healing process, and how these can be incorporated into patient care. Attention will be given to discerning and addressing the spiritual needs of patients/clients, family members, and ancillary medical staff in a professional environment.
- PTH647** (2)
Differential Diagnosis
Analysis of the decision-making process, with special focus on clinical guidelines, *Physical Therapy Guide to Practice*, and differential diagnosis. Differential diagnosis is addressed through comparison of systemic signs and symptoms, as well as appropriate diagnostic tests which may indicate involvement of a problem outside of the scope of PT practice.
- PTH650** (2)
Pediatrics Laboratory
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. Corequisite: PTH640.
- PTH651** (2)
Neurology I
Review of basic neurophysiological mechanisms specific to nervous system dysfunction, related to clinical concepts in treatment of conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Emphasis on comparing and contrasting facilitation techniques. Corequisite: PTH661.
- PTH652** (2)
Neurology II
Continuation of PTH651 Neurology I, focusing on assessment and intervention with selected neurologic conditions. Common treatment techniques are compared with rationale for use of each. Prerequisite: PTH651. Corequisite: PTH662.

- PTH655** \$ (0)
Program Continuation
 Students may register for this non-credit continuation course while clearing deferred grade (DG) and/or incomplete (I) courses. Registration for this course indicates active status. Requires program approval.
- PTH661** (2)
Neurology I Laboratory
 Clinical application, rehabilitation practice, and techniques applied to nervous system dysfunction. Intervention techniques for conditions affecting the nervous system, such as spinal cord injury, head injury, stroke, and selected peripheral pathologies. Corequisite: PTH651.
- PTH662** (2)
Neurology II Laboratory
 Clinical application, rehabilitation practice, and techniques applied to basic physiological and neurophysiological mechanisms specific to nervous system dysfunction. Focus on techniques appropriate for use with neurologic patients and evaluation of patient response to treatment. Prerequisite: PTH661. Corequisite: PTH652.
- PTH680** (2)
Clinical Practicum
 Practice of the knowledge and skills developed in the classroom and laboratory in a patient-care setting. This practicum consists of 4 weeks full-time physical therapy experience in clinical facilities affiliated with the university. Repeatable.
- PTH690** (1–4)
Independent Study
 Individualized study and/or research in a specialized area under the guidance of an instructor. Permission from the department chair required prior to registration. Repeatable to 8 credits.
- PTH697** (2)
Independent Learning Contract
 The student, working with their advisor and following degree/course guidelines, will develop an independent 40-hour learning contract with a qualified clinical specialist to facilitate intensive focused clinical training in a field of study of their choosing.
- PTH711** (1)
Clinical Reasoning I
 A course intended to enhance the skills associated with clinical reasoning within the Physical Therapy setting. It will address the thought process that enters into every aspect of patient care in the practice of physical therapy, from the history to the physical exam; the differential diagnosis to the development of the prognosis; the plan of intervention to the eventual discharge. Corequisite: PTH721.
- PTH712** (1)
Clinical Reasoning II
 A continuation of PTH711 Clinical Reasoning I. Prerequisite: PTH711. Corequisite: PTH722.
- PTH718** (3)
Clinical Screening & Differential Diagnosis
 Knowledge and clinical skills designed for screening patients for medical conditions. Differential diagnosis is addressed through comparison of systematic signs and symptoms. Appropriate diagnostic tests which may indicate involvement of a problem outside the scope of PT practice are addressed. Enhances professional communication with other healthcare practitioners included in the referral process.
- PTH721** (1)
Clinical Reasoning I Laboratory
 A continuation of PTH711. Labs are designed to reinforce specific skills (evaluative or therapeutic) applicable to each lecture topic. Corequisite: PTH711.
- PTH722** (1)
Clinical Reasoning II Laboratory
 A continuation of PTH721 Clinical Reasoning I Laboratory. Prerequisite: PTH721. Corequisite: PTH712.
- PTH726** (2)
Geriatrics
 Study of the unique characteristics of the geriatric patient, especially the physiological, psychological and social aspects, related to special needs in the physical therapy assessment, plan of care, and intervention.
- PTH728** (1)
Christian Finance Seminar
 This course emphasizes the principles of Christian stewardship in everyday life. It addresses stewardship not only as it relates to finances but also to other human resources such as time, and talent. It will also include the elements of personal and family budgeting and investing.
- PTH730** (2)
Medical Diagnostics
 Addresses imaging, body chemistry values and data derived from musculoskeletal, neurologic, vascular, cardiac and pulmonary testing with the purpose of understanding the disease process. Application of knowledge will determine differential diagnoses.
- PTH736** (3)
Psychosocial Issues in Healthcare
 An introduction to psychosocial responses to illness and disability, especially the interpersonal relationships between the therapist, the family and the patient. Common psychiatric disorders are discussed along with their clinical diagnosis, treatment regimes, projected outcomes and methods for handling these responses in clinical situations.
- PTH740** (3)
Advanced Topics in Clinical Research
 This course continues to cover the topic introduced in PTH630 in a more in depth fashion. The student will learn how to set up a research study as well as review the literature and analyze the validity of the information presented. An introduction to setting up outcome studies will also be covered.
- PTH748** (1–2)
Educational Techniques for Health Care Professionals
 Examines and applies educational theory to skills utilized by the physical therapist in the classroom, community, and clinical facility. Topics include the educational role of the physical therapist, the taxonomies of learning, learning styles, multiple intelligence, and educational technology.
- PTH750** (2)
Professional Communication & Consulting
 An introduction to the integration of the physical therapist as

consultant. Discussion will include applying physical therapy consultation services to individuals, business, schools, government agencies and/or other organizations.

PTH760 (2)

Applications in Clinical Research

Information presented on how to develop and present a publishable quality case study. It also includes the actual practice of doing an outcomes study in the clinical environment.

PTH765 (1)

Ethical & Legal Issues in Healthcare

Contemporary ethical issues are explored, including the relationships among peers, superiors, subordinates, institutions, clients, and patients. Illustrations include actual cases related to Christian biblical principles.

PTH768 (1)

Professional Compendium

Summarization of previous or added learning experiences relative to contemporary issues in physical therapy. An overview of the new graduate's role and responsibility to his/her patients and their families, employer, and community in the expanding physical therapy profession.

PTH770 (0)

Practical Comprehensive Examination

PTH788 \$(0)

Research Project Continuation

Students register for this continuation course while completing their capstone project and not enrolled in other program courses. Registration for this course indicates full-time status which includes library privileges and access to an advisor. Requires advisor approval.

PTH798 (1-10)

Capstone Experience

Serves as an essential outcome component to augment the professional development and new learning that occurs in didactic course work of the postprofessional doctoral degree and demonstrates the ability of the DPT/DScPT to make significant contributions to the profession and/or serve as a change agent in the field of physical therapy.

PTH799 (1-2)

Research Project (topic)

Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation.

PTH870 (0)

Written Comprehensive Examination

PTH880 (1)

PT Seminar

Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure.

PTH881, 882, 883, 884 (4, 4, 5, 5)

Clinical Internship I, II, III, IV

Advanced full-time clinical experience (8-10 weeks each) in a variety of professional practice settings. One of the internships must be in outpatient orthopedics, inpatient, and a neurology setting. Thirty-six to forty hours per week. May be repeated.

SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

Bell Hall, Room 114

269-471-3468

speech@andrews.edu

www.andrews.edu/speech/

Faculty

Darah J. Regal, *Chair*

Brynja K. Davis

Heather Ferguson

Academic Programs	Credits
BS: Speech-Language Pathology and Audiology	45
Minor in Speech-Language Pathology and Audiology	23

Mission

The Andrews University Department of Speech-Language Pathology & Audiology provides faith-affirming Christian education focusing on the knowledge and practice of speech-language pathology and audiology. Majors are expected to become knowledgeable about a variety of communication disorders, their etiology, and treatment; develop professional skills and demeanor; treat all patients with respect regardless of age, gender or ethnicity; provide effective clinical services; and successfully prepare for graduate education and service to the world.

Speech-language pathology and audiology are two disciplines that focus on communication problems. Speech-language pathologists work with individuals who have difficulties speaking fluently and clearly, understanding speech, using their voices, formulating language, and feeding and/or swallowing. Audiologists work with individuals who have difficulty with hearing, central auditory processing, dizziness, and tinnitus. Speech-language pathologists and audiologists work in a variety of settings including hospitals, schools, rehabilitation centers, and private practice.

The major in speech-language pathology and audiology at Andrews University offers pre-professional (undergraduate) education for those interested in becoming speech-language pathologists or audiologists. The undergraduate curriculum not only provides students with the prerequisite coursework for graduate school admission, but also with opportunities for clinical experience in the department and community. Individuals desiring to become speech-language pathologists must obtain a master's degree. Individuals desiring to become audiologists must obtain a clinical doctorate (AuD) degree. Details of graduate programs are available through the department office.

Students entering the program as sophomores (with a minimum of 25 credits) must have a cumulative GPA of 2.75 or above. Courses SPPA234 and SPPA270 are open to all students, including those with less than a 2.75 cumulative GPA; however a cumulative GPA of 3.0 is required for all upper division (300 and 400 level) courses. Juniors (with a minimum of 57 credits) deciding to transfer into the program must have a 3.0 minimum cumulative GPA. The major is designed so that it may be completed in four semesters during a student's junior and senior years.

Programs

BS: Speech-Language Pathology and Audiology (45)

SPPA234, 270, 280, 285, 310, 321, 322, 331, 332, 374, 425, 447, 455, 458, 471, and 472.

Cognates: PHYS225 (Meets the General Education Life/Physical Science requirement), STAT285

Recommended Courses: COMM436, ENGL460, BHSC230, BIOL100, 208, 221, PSYC301.

General Education Requirements

See professional program requirements, p. 51, 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: SPPA280 and PHYS225 required, plus a required biology course—either BIOL100 or BIOL208 are recommended

Mathematics: STAT285

Computer Literacy: INFS120 or pass competency exam

Service: SPPA250, 471 or 472

Social Sciences: professional degree requirements, plus PSYC301 recommended

Fitness Education: professional degree requirements

Minor in Speech-Language Pathology and Audiology (23)

SPPA234, 270, 280, 285, 321, 322, 331, and 374.

Students in education, communication, and behavioral science find a speech-language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech-language pathology or audiology.

Courses (Credits)

See inside front cover for symbol code.

SPPA234 (3)

Introduction to Speech-Language Pathology and Audiology

An introduction to the professions of speech-language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined.

SPPA250 (2)

Fieldwork

Students participate in experiences in the community related to the professions of speech-language pathology and audiology. Open to majors who have applied one semester in advance. Repeatable. Does not apply to major or minor. Meets the general education fieldwork requirement.

SPPA270 (1)

Preclinical Observation

Students observe and write reports on a total of 25 hours of therapy and/or diagnostic sessions in the areas of speech-language pathology and audiology. They also participate in discussions of procedures used by the professionals during therapeutic interventions.

SPPA280 \$ (4)

Anatomy and Physiology of Speech and Hearing

The study of the anatomy and physiology of respiration, hearing, phonation, articulation, and the central nervous system. Students participate in a gross-anatomy human cadaver lab. Weekly: 3 lectures and a 2-hour lab.

SPPA285 (3)

Applied Phonetics

A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is developed in transcription of both normal and disordered speech in children and adults.

SPPA310 (3)

Speech Science

An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed. Prerequisites: SPPA234, 280.

SPPA321 (3)

Normal Language Development

A comprehensive look at the normal development of speech and language in the child; includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax and pragmatics.

SPPA322 (3)

Child Language Disorders

A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy. Prerequisite: SPPA321.

SPPA331 \$ (3)

Basic Audiology

Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings.

SPPA332 \$ (3)

Audiological Procedures

Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo-hypacusic. Prerequisite: SPPA331.

- SPPA374** (3) in speech-language pathology and audiology; and permission of instructor.
Articulation and Phonology: Development and Disorders
 A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included. Prerequisite: SPPA285.
- SPPA415** (3) **Seminar in Communication Disorders:** _____
 Advanced study into professional and/or clinical aspects of speech-language pathology and/or audiology. Repeatable as content changes.
- SPPA425** (3) **Clinical Principles and Practices**
 Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech-language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing. Prerequisites: SPPA321, 322.
- SPPA435** (3) **Communication Development and Disorders for Classroom Teachers**
 An overview of normal language acquisition and development, 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.
- SPPA447** (3) **Disorders of Voice and Fluency**
 A study of the anatomy and physiology of the vocal mechanism; with emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy. Prerequisites: SPPA234, 280, 310.
- SPPA455** (3) **Adult Neurogenic Disorders**
 A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced. Prerequisites: SPPA234, 280, 321.
- SPPA458** (3) **Aural Rehabilitation**
 A conceptual approach to the rehabilitation of the hearing-impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric. Prerequisites: SPPA331, 332.
- SPPA471** \$ (2) **Clinical Practicum in Speech-Language Pathology**
 Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. Prerequisites: SPPA321, 322, 374; A content course in practicum area; 25 hours of observation
- SPPA472** \$ (2) **Clinical Practicum in Audiology**
 Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology. Prerequisites: SPPA331,332, permission of instructor, and 25 hours of observation in speech-language pathology and audiology. Prerequisite or Corequisite: SPPA458.
- SPPA478** \$ (0) **Study Tour:**
 Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
- SPPA480** (1-2) **Topics in _____**
 Selected topics in audiology and speech-language pathology. Consult current class schedule for topics offered each year. Repeatable as topics vary.
- SPPA495** (1-4) **Independent Research/Project**
 Arranged on a contract basis with a faculty member.

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Worship Him
who made
heaven, earth,
the sea and
the fountains
of waters.

Revelation

Go therefore
and make
disciples

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Denis Fortin, *Dean*
R. Clifford Jones, *Associate Dean*

Seminary Hall, Room N230
269-471-3537
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www.andrews.edu/sem/

SUMMER SESSIONS—2012**Summer Term 1 (May 14–June 8, 2012)****May**

1	Tue	Seminary: MDiv Application deadline for fall term (International applicants)
11	Fri	Hebrew Placement Test, 10 a.m.
14	Mon	Registration, 9 a.m.–5 p.m. Summer Term 1 classes begin
15	Tues	Late registration fee in effect for summer Term 1 classes
16	Wed	Last day to apply for August graduation

June

1	Fri	Seminary: MDiv Application deadline for fall term (Domestic applicants)
8	Fri	Last day of summer Term 1 classes

Summer Term 2 (June 11–July 6, 2012)**June**

11	Mon	Registration, 9 a.m.–5 p.m. Summer Term 2 classes begin
12	Tue	Late registration fee in effect for summer Term 2 classes
18–24	Mon–Sun	Institute of World Mission: Welcome Home Seminar

July

6	Fri	Last day of summer Term 2 classes
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Summer Term 3 (July 9–August 3, 2012)**July**

9	Mon	Registration, 9 a.m.–5 p.m. Summer Term 3 classes begin
10	Tue	Late registration fee in effect for summer Term 3 classes
9–28		Institute of World Mission: Mission Institute

August

3	Fri	Last day of summer Term 3 classes Consecration service, 8 p.m.
4	Sat	Baccalaureate service, 11:20 a.m. Seminary dedication service, 4–5:30 p.m.
5	Sun	Summer commencement, 9 a.m.
5–10	Sun–Fri	Natural Remedies & Hydrotherapy Workshop

FALL SEMESTER 2012 (August 27–December 13, 2012)**August**

13–16	Mon–Thu	Greek Review session, 5–8 p.m.
13–17	Mon–Fri	Hebrew Review session, 9 a.m.–12 p.m.
22	Wed	Greek Placement Test, 1 p.m.
22–25	Wed–Sat	New student orientation for fall semester
23	Thu	Hebrew Placement Test, 8:30 a.m.
24	Fri	Biblical Literacy Entrance Exam, 8:30 a.m.

27	Mon	Fall semester classes begin
28	Tue	Late registration fee in effect for first time registrations for fall semester 2012 classes
31	Fri	Church Policy Review Session

September

7	Fri	Church Policy Review Session
8	Sat	Adventist Heritage Sabbath
14	Fri	Church Policy Exam
17–22	Mon–Fri	University Fall Week of Spiritual Emphasis
28	Fri	Last day to apply for December degree conferral

October

8, 9	Mon, Tue	Regular seminary classes in session
15–18	Mon–Thu	180° Symposium
28, 29	Sun, Mon	H.M.S. Richards Lectureship on Biblical Preaching (attendance required for MDiv students)
29–Nov. 3	Mon–Sat	Graduate Students: Week of Spiritual Emphasis

November

2	Fri	Challenge Exam—CHIS504, 8:30–10:30 a.m.
9, 11	Fri, Sun	NADEI Coach Certification Training
18–25	Sun–Sun	Thanksgiving Break

December

2	Sun	Hebrew Placement Test, 1 p.m.
6	Thu	Last day of fall semester classes
8	Sat	Dedication service, 4–5:30 p.m.

SPRING SEMESTER 2013 (January 7–May 2, 2013)**January**

7	Mon	Spring semester classes begin
8	Tue	Late registration fee in effect
17	Thu	Last day to apply for May graduation
21–26	Mon–Sat	University Spring Week of Spiritual Emphasis
31, Feb 1	Thu, Fri	Seminary Scholarship Symposium

February

1	Fri	Seminary: MDiv Application deadline for summer term (International applicants)
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March

1	Fri	Seminary: MDiv Application deadline for summer term (Domestic applicants)
1, 3	Fri, Sun	Ministry Coach Certification Training
7–11		CHMN523 Worship, Word & Music intensive
15–24		Spring Semester Break

April

25	Thu	Last day of spring semester classes
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May

1	Wed	MDiv: Application deadline for fall term
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		(International applicants)
2	Thu	Spring semester ends
3	Fri	Consecration service, 8 p.m.
4	Sat	Baccalaureate services Dedication service, 4–5:30 p.m.
5	Sun	Commencement services
10	Fri	Hebrew Placement Test, 10 a.m.
12	Sun	New student orientation, 8:30 a.m.–12 p.m.

June

3	Mon	MDiv: Application deadline for fall term (Domestic applicants)
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Academic Programs	Credits
Graduate Certificates	12
Campus Spiritual Leadership	
Family Life Education	
MA: Religion	48
Emphasis Areas	
Archaeology and History of Antiquity	
Biblical and Cognate Languages	
Church History	
Intertestamental (Jewish) Studies	
Jewish and Muslim Faiths	
Mission Studies	
New Testament Studies	
Old Testament Studies	
Theological Studies	32
MA: Religious Education	48
Emphasis Areas	
Campus Spiritual Leadership	
Children's Ministry	
Christian Formation and Discipleship	
Family Life Education	
Youth and Young Adult Ministry	
Customized	
PhD: Biblical and Ancient Near Eastern Archaeology	64
Specialization Areas	
Biblical Archaeology	
Ancient Near Eastern Archaeology and Anthropology	
PhD: Religion	64
Specialization Areas	
Adventist Studies	
Mission and Ministry Studies	
New Testament Studies	
Old Testament Studies	
Theological Studies	64
PhD: Religious Education	
Specialization Areas	
Christian Formation and Discipleship	
Theological Curriculum and Instruction	
Customized	64
ThD: Doctor of Theology	
Emphasis Areas	
Biblical Studies	
Archaeology and History	
Exegesis and Theology	
Languages and Literature	
Theological Studies	
Historical Theology	
Systematic Theology	

Interdisciplinary Programs	Credits
MSA: Master of Science in Administration Church Administration Offered by the School of Business Administration. See p. 256.	33
International Development Joint program offered by the International Development Program. See p. 124–126.	34
MDiv/MSW: Master of Divinity/Master of Social Work Dual Degree Program Emphasis Areas Social Work Pastoral Care Discipleship and Religious Education	115–142

Professional Programs	Credits
MA: Pastoral Ministry General Program Hispanic Ministry	48
MA: Youth and Young Adult Ministry	48
MDiv: Master of Divinity MDiv students may use their elective credits to develop any of a large number of emphases. See p. 372.	92–107
DMin: Doctor of Ministry Concentrations Chaplaincy Ministry Discipleship and Biblical Spirituality Evangelism and Church Growth Family Ministry Global Mission Leadership Health Care Chaplaincy Leadership Missional Church: A Biblical Response to Mission in Western Culture Pastoral Ministry (Spanish) Preaching Urban Ministry Youth and Young Adult Ministry	32

Mission

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.

Core Values

Faithfulness with expectation

- Being faithful in our relationship to Christ as Savior and Lord
- Being faithful to God and his revelation as expressed in his Word
- Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
- Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

Christ-likeness with humility

- Cultivating a Christ-like integrity which reflects the character of God
- Submitting our whole selves, mind, body and spirit to God
- Living a passionate and authentic life of obedience and service.

Respect with justice

- Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
- Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential
- Working for fairness, and advocating for justice for those without power or voice.

Community with joy

- Worshiping with joy and keeping the Sabbath holy
- Nurturing a community of healing, grace, restoration and renewal
- Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

Discipleship with wholeness

- Embracing the ongoing transformation by the Spirit in our own life of faith and learning
- Seeking to see in one another the Spirit's work of restoring the image of our Maker
- Mentoring others in knowing and following their call and vocation.

Service with passion

- Leading with a servant's heart to equip others for service
- Striving with passion to reach the lost, serve the poor, and grow the church
- Valuing creation and our call to be stewards in all areas of life.

Accreditation and Authorization

The Association of Theological Schools in the United States and Canada has granted accreditation to the Master of Arts, Master of Arts in Pastoral Ministry, Master of Arts in Youth & Young Adult Ministry, Master of Divinity, Doctor of Ministry, Doctor of Philosophy and Doctor of Theology degrees.

Objectives

Each program of the Seminary is committed to the following general objectives:

- to furnish the Seventh-day Adventist Church with competent, highly motivated and consecrated pastors and church workers for service in the worldwide mission of the church
- to equip men and women for the various phases of ministry with sound methods, principles, and procedures of biblical interpretation and scholarship
- to provide a firm basis for an intellectual and spiritual understanding of religion, morality, and ethics as set forth in the Bible (accepted as the propositional word of God) and as understood in Christianity in general and the Adventist Church in particular
- to transmit a belief in the relevance of biblical faith and teaching to modern men and women and to their preparation for the future kingdom
- to develop skills required for effectively proclaiming biblical faith through preaching, teaching, writing, and leadership in corporate worship and all phases of church life
- to teach methods and procedures for leading a congregation or group to accomplish its own task of disseminating the faith by word and deed
- to encourage the development of professional and pastoral skills necessary to create an atmosphere of mutual care within the Christian community in order that harmony and unity

may be maintained, the common good fostered, and Christian commitment deepened

- to encourage appreciation for other cultures, sympathetic understanding of customs different from one's own, and responsiveness to change
- to promote personal involvement in the spiritual life of the Seminary community, to aid in the formation of a strong devotional life, to inspire a profound deepening of the student's vocation and commitment to serve God and humanity in harmony with the teachings set forth in Scripture as understood by the Adventist church
- to foster, within the Adventist framework, a stimulating academic and professional environment; to provide the necessary tools required for learning; to emphasize sound method, sharp critical thought, and an eager approach to discovering ultimate truth, thus forming an adequate foundation for lifelong competence and integrity
- to lay the foundations for lasting friendships, productive of mutual assistance and confidence, and to promote professional collegiality that creates a willingness to transcend personal bias and accept counsel from one's peers.

Human Relations

The Seminary affirms that all persons have equal worth as beings created in the image of God. A wide diversity of individuals gives opportunity for every student, staff member, and faculty member to practice Christian love and acceptance. In practical terms, this means that we encourage one another to be respectful of and sensitive to people of every age, gender, or disability; people of every racial, ethnic, cultural, geographical, political, religious, or economic background; and people who are single or married. In classrooms, chapels, and casual conversations, and in our writing, we recognize women and men equally and avoid assumptions or judgments based on group stereotypes. Neither sexual harassment nor racial disparagement is tolerated. Frank discourse notwithstanding, we seek to listen, learn, and be enriched as we come to understand and appreciate each other more fully. We affirm our diversity even as we pursue unity.

Faculty

The faculty of the Seminary combine high academic and professional qualifications with a commitment to Jesus Christ and a concern for the proclamation of the gospel. A majority of the faculty have lived and/or worked overseas, served as pastors, and earned advanced degrees in the field of their specialization. The Seminary seeks to be responsive to cultural, ethnic, and national differences in its choice of faculty and staff.

The faculty is involved in research and writing for denominational periodicals and professional/theological journals. Articles authored by faculty appear in the SDA Bible Commentary; SDA Bible Dictionary; SDA Encyclopedia; Theological Dictionary of the Old Testament; The Interpreter's Dictionary of the Bible, Supplementary Volume; Harper's Dictionary of the Bible, rev. ed.; the New International Standard Bible Encyclopedia; and other reference works.

Scholarly Journal

In 1963 the Seminary began publishing a scholarly journal—*Andrews University Seminary Studies*. This biannual periodical presents the results of research in the fields of biblical archaeology and history of antiquity; Hebrew Bible; New Testament; church history of all periods; historical, biblical, and systematic theology; ethics; history of religions; and missions. Selected research articles on ministry and Christian education may also be included.

Outreach

Extension Programs. The Seminary conducts short-term extension schools in many parts of the world. Two degree programs are offered largely in off-campus settings: (1) the Master of Arts in Pastoral Ministry program, begun in North America in 1984 for experienced pastors in the field who have not earned a previous seminary degree, and (2) the Doctor of Ministry program for experienced pastors who have previously earned an MDiv degree or its equivalent. These professional-degree programs, part of a larger outreach of continuing education for ministry provided by the Seminary to the field in North America, are also offered in overseas fields, as is the more traditional MA in Religion. To these extension programs has now been added an in-ministry delivery system for the Master of Divinity program which allows certain pastors to take much of this degree program while remaining in parish ministry.

Seminary Distance Learning Center

Seminary Hall, Room S144

Phone: 269-471-3962 Fax: 269-471-6202

sdlc@andrews.edu

www.andrews.edu/sem/sdlc/

Helena R. Gregor, *Director*

The Seminary Distance Learning Center offers a variety of distance education courses at the graduate level. Courses are available on both a credit and non-credit basis.

The Seminary Distance Learning Center also coordinates some courses offered as part of the In-Ministry delivery system for the MDiv degree. See p. 372 for more information.

Course Offerings. For a list of current offerings, see the Center website: www.andrews.edu/sem/sdlc/.

Registration Procedure. To register for a course, please go to the Center website: www.andrews.edu/sem/sdlc/ and follow the registration procedure.

Other Enrichment Programs

Guided Tours. Under the auspices of the Seminary, the university offers guided tours for course credit. These courses include CHIS504 and GSEM678.

Archaeological Field Work. In 1968 under the direction of Siegfried H. Horn, the university initiated an archaeological excavation at the site of Hisban (Heshbon) in the Hashemite Kingdom of Jordan. Excavation continued for five seasons, the last in 1976. In 1984 the Institute of Archaeology expanded its work to a larger region, renaming its consortium the Madaba Plains Project. The project now sponsors excavations at Tall al-'Umayri, Tall Jalul, and other hinterland sites, and conducts an extensive archaeological survey of the entire region.

Mediterranean Study Tour. Each summer the Seminary offers courses in connection with a tour of various parts of the biblical world, such as Italy, Greece, Turkey, Israel, Jordan and Egypt. The Old Testament and New Testament departments alternate responsibilities for offering selected subjects. A seminary faculty member directs the program. Some of the courses offered meet requirements of the MDiv program, and others are general electives. The program includes touring biblical sites. Family

members may accompany students. For further information, students may contact the department (Old or New Testament) which coordinates the program for the term they plan to attend.

ASOR Study Center Opportunities. Andrews University is a corporation member of the American Schools of Oriental Research. Seminary and post-graduate students may attend the organization's affiliated institutes—the W. F. Albright Institute of Archaeological Research in Jerusalem and the American Center for Oriental Research in Amman, Jordan. Students also may compete for financial aid and fellowships offered annually by these institutes.

Admission and Evaluation Policies

All applicants must hold a minimum of a baccalaureate degree or its equivalent from an accredited college or university and are subject to the general admission requirements in the Graduate Programs Admission section of this bulletin (see p. 52). Students in MA, PhD, and ThD programs are also subject to the Academic Standards requirements on p. 58. International students should note the Special Admission Requirements on p. 54.

Admission Policy. Admission to the Seventh-day Adventist Theological Seminary is granted irrespective of race, color, national or ethnic origin, gender, or disability. The Seminary is owned and financed by the Seventh-day Adventist Church. It is a community of committed Christians who collectively confess the Christian faith and seek to experience its meaning in worship and practical life. Most of its students are members of the Seventh-day Adventist Church; however, no declaration of confessional allegiance is required for admission. Students who meet academic requirements, whose lifestyle and character are in harmony with the purposes of the Seminary, and who express willingness to cooperate with general university policies may be admitted. Criteria for approving or declining admission to applicants are described in application materials. Admission to the university is a privilege rather than a right and may be withheld or withdrawn by the university at its discretion.

Students are expected to maintain the religious, social, and cultural atmosphere of the Seminary and to order their lives in harmony with its mission and purposes. The seminary community endeavors to maintain an atmosphere of mutual support and acceptance which is congenial to personal adjustment and social development. In the course of their preparation for the ministry, students are called upon to participate in the lives and worship of the surrounding churches. Because of this role, students are expected to be sensitive to the values of others and exemplary in appearance and actions.

Character Statement and Student Pledge. As part of the admission process, all prospective Seminary students are required to sign and return a character statement form. In addition, Seminary students subscribe to the following declaration of purpose:

I declare it to be my serious intention to devote my life to the Christian ministry or some other form of Christian service, and to this end I pledge myself to rely on divine guidance, to live according to the standards and ideals set forth in the Holy Scriptures, to apply myself faithfully and diligently to the instruction of the Seminary, and to abide by all its requirements.

Psychological Evaluation. Applicants to Seminary programs are required to complete the Seminary's program of psychological

evaluation during their first fall semester of residency, or as designated by their programs. All graduating students must comply with the graduation requirements of their respective programs, including exit testing. The cost of the evaluation is the responsibility of the applicant.

Background Check. Applicants to all Seminary programs are required to undergo a criminal background check and to make the results of the check available to the Seminary. The cost of the criminal background check is the responsibility of the applicant. Details about this requirement may be obtained from your program director.

Student Lifestyle. Continuance in a seminary program is based not only on academic achievement but also on an ongoing lifestyle reflecting Seventh-day Adventist principles in character and conduct.

English Language Requirements. Class work at Andrews University is in English. Applicants whose mother tongue is other than English must submit scores of a standardized English proficiency exam unless their proficiency is otherwise satisfactorily documented (see p. 53).

However, the Seminary reserves the right to require the applicant to pass an English proficiency examination prior to acceptance into a program.

Time to Apply. Domestic applications to the MDiv program require approximately six months for processing. International applications to the MDiv program require approximately twelve months for processing.

PhD and ThD applicants for autumn semester must submit application materials by January 15. A limited number of students may be admitted for the summer term, in which case they would need to submit all application materials by November 30 of the previous year.

Minimum GPA for Admission. The minimum GPAs required for admission to seminary programs are listed below. Transfer credits are not counted in the GPA.

2.50	MDiv, MA in PMin, MA in YYAMin
2.60	MA (Religious Education)
3.00	MA (Religion)
3.25	DMin
3.50	PhD, ThD

Recommendation Forms and Statement of Purpose.

Applicants to all seminary programs need to have three recommendation forms sent directly to the Office of Graduate Admissions. The forms should be completed by persons well acquainted with the applicant's abilities and recent experience. The length of the statement of purpose and the kind of recommendations needed are listed on this page.

Master of Divinity Program

- Recommendations
 1. A college religion department (if a theology or religion graduate of an SDA college within the past five years)
 2. A local board of a church where the applicant is a member or was engaged actively in some form of ministry for at least one year. Recommendation should be signed by the pastor or elder.
 3. A person not included in the previous categories (preferably a church leader, pastor, administrator, or teacher).

Applicants who do not qualify to obtain a recommendation from one or both of the first two categories must obtain additional recommendations from the third category.

- Statement of Purpose—350 words plus an autobiographical history based on questions provided in the admission package.

Master of Arts in Pastoral Ministry

- Recommendations
 1. A Conference administrator
 2. A colleague in ministry or a local pastor if applicant is a layperson
 3. A local church elder
- Statement of purpose—350 words plus a career history.

Master of Arts in Youth and Young Adult Ministry

- Recommendations
 1. College teacher
 2. Pastor or a second college teacher
 3. Church administrator or recent employer
- Statement of Purpose—350 words plus a career history.

Master of Arts in Religion

- Recommendations
 1. College teacher
 2. College teacher
 3. Church administrator or recent employer
- Statement of Purpose—500 words

Master of Arts in Religious Education

- Recommendations
 1. College teacher
 2. Pastor or second college teacher
 3. Church administrator or recent employer
- Statement of Purpose—500 words

Doctor of Ministry

- Recommendations
 1. Conference administrator
 2. Colleague in ministry
 3. Lay person
- Statement of Purpose—1,500–2,500 words plus a career history.

Doctor of Philosophy in Religious Education

- Recommendations
 1. Adviser/teacher in applicant's MA or MDiv program
 2. Teacher in applicant's MA or MDiv program
 3. Administrator of applicant's employing organization or most recent employer if not currently employed.
- Statement of purpose—600 words

Doctor of Philosophy/Theology

- Recommendations
 1. Adviser/teacher in applicant's MA or MDiv program
 2. Teacher in applicant's MA or MDiv program
 3. Church administrator of applicant's employing organization (or most recent denominational employer if not currently church employed)
- Statement of purpose—600 words

Balanced Financial Plan. All students applying for admission to the on-campus programs of the Seminary must submit a balanced financial plan detailing how their expenses will be covered. Listed below is the length of plan required for Seminary degree programs:

MA: Religion	2 years
MA: Religious Education	2 years
MA: Youth & Young Adult Ministry	2 years
Master of Divinity	3 years
Doctor of Ministry	
PhD/ThD programs	3 years*
*or letter of sponsorship required	

Graduate Record Examinations. Students applying to the professional ministerial degree programs (Master of Divinity, Master of Arts in Pastoral Ministry, Master of Arts in Youth & Young Adult Ministry, and Doctor of Ministry) should provide transcripts of the Graduate Record Examination (GRE) General Test only when requested. Applicants to seminary academic graduate programs must request that a transcript of the GRE examination (taken within the past five years) be sent directly to the Office of Graduate Admissions.

Orientation. All new students are required to attend the fall orientation program. Students who begin in the summer have a short orientation on the day before summer school begins. The main orientation session starts the Wednesday of the week before autumn semester classes begin and continues through Monday. New students starting either in the summer or autumn terms should plan to attend this main session. A separate orientation, including an intensive course, is conducted for students entering the in-ministry delivery system of the MDiv program. See the Seminary calendar, p. 360, 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 GSEM688, 788, or 888 and maintain full-time status. Students who are registered for thesis or PhD, ThD, or DMin dissertation credits also maintain full-time status. Doctor of Ministry students registered for GSEM789 DMin Program Continuation are considered by the university as half-time students.

Minimum GPA for Graduation. The minimum GPAs required for graduation from seminary programs are listed below. Transfer credits are not counted in the GPA.

2.50	MDiv, MA in PMin, MA in 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.

Satisfactory Academic Progress. To qualify for satisfactory academic progress, students must earn the minimum GPA (as above) required for their degree program and meet other standards as listed in the Tuition, Fees, and Other Financial Information section of this bulletin. See p. 64.

Dual Enrollment. Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student's adviser, and the dean of the Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment on p. 55 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 fulltime 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 p. 28.

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 worships and assemblies for faculty, staff and students in residence, except students registered for 7 credits or fewer, and faculty who have assignments off-campus or are on an approved research term. Student requests to be excused from this requirement should be addressed to the deans' office in writing. Regular worship attendance is a graduation requirement for students in residence. For further details, please refer to the "Seminary Worship Attendance Policy" under Student Life at the Seminary website, www.andrews.edu/sem.

Final Exams. The times and dates for final examinations are set by the University and the Seminary at the beginning of every term. Students are expected to adhere to those dates and to integrate them into their planning calendar. The only exceptions to the prescribed dates are illness or dire emergency. Such exceptions must be approved in writing by the Seminary Associate Dean's office. Personal plans, family events, church activities, and the like do not qualify for a change of date.

Residency Requirements. Residency requirements for seminary programs appear in the respective program descriptions.

Time Limits on Degrees. For time limits applying to seminary degree programs, see the respective program descriptions below. Students who violate the respective time limits must petition the dean for an extension of time, giving reasons for the request and submitting plans for completion of the work. Petitions may be granted by the dean and may require additional qualifying or other examinations, additional course work, or both.

Transfer Credit. For limits on credits that may be transferred into the respective seminary programs, see each program description below.

PROGRAMS

The Master of Divinity degree program provides basic post-graduate professional preparation for ministry with a broad exposure to all fields of theological study. The program applies biblical, historical, educational, linguistic, theological, philosophical, ethical, missiological, pastoral, and evangelistic instruction to the practical work of the church. Practical field experience is a vital part of this program.

The Master of Arts in Pastoral Ministry degree program offers professional training to mature pastors experienced in ministry. Normally such persons are unable to leave their parish and come to the Seminary campus for extended periods of time. The Seminary provides the major part of this professional training at off-campus centers in North America and various international sites.

The Master of Arts in Youth and Young Adult Ministry degree is a professional program designed to equip men and women with competencies for effective ministry to youth and young adults in local church and para-church settings. The program is focused on discipling, teaching, counseling and evangelizing youth and young adults.

The Master of Arts in Religion provides an opportunity for one year of specialized study beyond the baccalaureate degree. It is offered with these orientations: (1) the research orientation designed for students who plan further graduate work, and (2) the general academic orientation giving students a strong background in a specific area of religious studies.

The Master of Arts: Religious Education is an academic degree designed to develop theory and practice for the discipling and teaching ministry of the church in the home, church, or Christian school setting. The degree also provides a foundation for the PhD in Religious Education.

The Doctor of Ministry is a professional, post-MDiv degree for individuals qualified to pursue advanced study. This degree provides experienced pastors with additional expertise in the areas of pastoral ministry, mission studies, and evangelism and church growth.

The Doctor of Philosophy in Biblical and Ancient Near Eastern Archaeology is an advanced academic degree that prepares teacher-scholars in the fields of Biblical Archaeology and Ancient Near Eastern Archaeology and Anthropology for church-operated colleges, seminaries and universities around the world.

The Doctor of Philosophy in Religion, based on the Master of Arts in Religion, prepares teacher-scholars in the fields of New Testament Studies, Old Testament Studies, Theological Studies, Adventist Studies, and Mission and Ministry Studies for colleges and seminaries operated by the Seventh-day Adventist Church around the world.

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university.

The Doctor of Theology degree, based on the Master of Divinity degree, trains teacher-scholars in the fields of biblical studies and theology for service in the Seventh-day Adventist Church.

Completion of a seminary program does not guarantee employment.

MASTER OF DIVINITY (MDiv)

Luis Fernando Ortiz, *Director*

The Master of Divinity program is recommended as the basic training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It is a three-year professional program beginning in the summer or autumn semester of each year. Students can complete the 92-credit program in seven semesters with summers free. However, the Seminary schedule is so arranged that MDiv students who have no deficiencies and who have adequate financial support may accelerate their studies by taking seven semesters in sequence, including summers, and complete the program in less than three years.

Conceptual Framework

The theological presuppositions which govern the Master of Divinity program are as follows:

Knowing, Being and Doing represent the three domains of learning that characterize any academic pursuit. Consequently, they are not confined to any one course; rather, they are integral parts of all courses taught in the MDiv program.

Knowing

Knowing refers to the cognitive aspect of the program that provides the theoretical basis of the discipline. Because Christian ministry is an outworking of God's revelation, *knowing* also refers to the endeavor to build theoretical training on a solid scriptural foundation.

- "The fear of the Lord is the beginning of wisdom, and the knowledge of the holy is understanding." Proverbs 9:10
- "In a knowledge of God all true knowledge and real development have their source." *Education*, p. 14

Being

Being refers to the experiential aspect of the program that helps students develop the character of a gospel minister. But because the formation of Christ-like character is possible only through the grace of Christ, *being* also refers to the transformation taking place outside the classroom through a personal relationship with the risen Lord. Included in this transformation is the development of qualities such as values, attitudes and spiritual maturity befitting a Seventh-day Adventist minister.

- "Let this mind be in you, which was also in Christ Jesus..." Philippians 2:5
- "Godliness, godlikeness is the goal to be reached." *Education*, p. 18.

Doing

Doing refers to the practical aspect of the program that equips students with skills that facilitate application of their theoretical knowledge to real-life situations. But *doing* is more than simply application of knowledge. It is also an important source of feedback that enables students to correct and adjust their knowledge so that they can most effectively serve the church and the wider world under the guidance of the Holy Spirit.

- "As my Father has sent me, even so send I you." John 20:21
- "[True education] prepares for the joy of service in this world and the higher joy of wider service in the world to come." *Education*, p. 13.

Integration of knowledge and experience is key to intellectual and spiritual growth. Therefore, only when carefully integrated, with God as the center, can *Knowing, Being and Doing* lead to the

proper development of a student into a Christian minister. Such integration requires a vigilant and intentional effort on the part of teachers and students alike.

Mission

In harmony with the mission and core values of the Seventh-day Adventist Theological Seminary, the Master of Divinity degree equips spiritually committed men and women with biblical, theological, and ministerial knowledge and skills to prepare them for Christlike servant leadership.

Vision

The MDiv program:

- Assists students in their development of a Bible-grounded, Christ-centered, Spirit-led approach to scholarly inquiry and ministerial practice in a contemporary context.
- Utilizes faculty and ministry professionals whose servant leadership demonstrates excellence, integrity of character, and a commitment to the centrality of Scripture, the mission and teachings of the Seventh-day Adventist Church, and service to God's world.
- Promotes Seventh-day Adventist identity and unity as pedagogical and scholarly goals.
- Embraces the notion of a multicultural community as the legitimate and normative context for learning, worship, and service.
- Produces graduates whose lives reflect balance and demonstrate growth in the competencies required for transformational ministry.

Profile of the Master of Divinity Graduate

Committed to glorifying God, the student graduating with a Master of Divinity from the Seventh-day Adventist Theological Seminary demonstrates competencies as a

- Maturing Christian
- Perceptive student of the Bible
- Developing theologian
- Inspiring biblical preacher and worship leader
- Discipling pastor
- Persuasive evangelist and apologist
- Transforming leader
- Prophetic change agent

Application to the Program

All MDiv applicants must meet the Graduate Programs Admission Requirements applicable to all graduate students found on p. 44 and the general seminary requirements on p. 347–350.

Applicants to the MDiv program must also complete all the application forms and meet the requirements listed below:

- hold a baccalaureate degree, usually in theology or religion.
- normally hold membership in the Seventh-day Adventist Church inasmuch as the MDiv program is specifically designed for Adventist ministers and is sponsored and financed by the Adventist church.
- represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church and show promise of usefulness for Adventist ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)
- submit an autobiographical history and statement of purpose reflecting the applicant's family and religious development, sense of calling to ministry, experience in church work, and

future goals in relationship to the MDiv program. (If married, the spouse of the applicant is also asked to complete a statement in regard to her or his feelings and relationship to the partner's aspirations for future ministry.)

- an interview with a representative of the MDiv program may be required, either by personal contact, telephone, or video.
- complete and return the Sixteen Personality Factor Questionnaire as directed.

Application Deadline. All documents required for acceptance must be in the Office of Graduate Enrollment by the following dates:

For Summer Enrollment: (Tracks 1 & 2)

- February 1 (International applicants)
 - March 1 (Domestic applicants)
- (Track 2 students must start in the summer)

For Fall enrollment: (Track 1 only)

- May 1 (International applicants)
- June 1 (Domestic applicants)

Additional application information

- Track 2 students will only be accepted to start during the summer semester.
- Regardless of the track, students may not start in the spring semester.
- Given that applying and obtaining pertinent documents for admission can be a long endeavor, the student must start the application process at least 2–3 months before the dates provided above.

Academic Policies

Residency Requirements. On-campus residency is broken when a student fails to enroll in at least two semesters within one academic year. When this happens, the student must follow the bulletin in force at the time residency is reestablished.

Reapplying to the MDiv Program. Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program.

Transferring Credits to the MDiv Program. Provided the content of the courses are assessed as comparable to the curriculum of the Andrews University Master of Divinity program, students intending to transfer credits into the Master of Divinity Program should be aware of the following policies:

1. A transfer of credits must be made by petition.
2. Transfer credits are granted only for courses in which the grade is B or higher.
3. A student may transfer a maximum of 46 credits (500 level or above) from an uncompleted graduate-level program.
4. Up to 24 credits (500 level or above) may be transferred to the Master of Divinity program from a completed master's-level degree.
5. At least 46 credits must be taken in-residence.

Summer Course Load. The 12-week summer session is divided into three 4-week sessions and the normal course load for any of these sessions may not exceed 5 credits. The total amount of course work during the summer session may not exceed 12 credits.

Workshop Credit Limit and Grading Pattern. Master of Divinity students may apply up to 4 workshop credits appropriate to

degree requirements. If workshops are taken during the semester breaks, the credits are counted as part of the class load for either the previous or the following semester.

Workshops are graded S/U. Any deviation from this pattern must be approved by the dean prior to the conclusion of the workshop. Students must register at the Academic Records Office for all workshops for which academic credit is desired.

Independent Study Restrictions. Students in the MDiv program are allowed to register for Independent Study only for a compelling reason such as a schedule conflict or the need to take a subject that is not offered (for a maximum of 8 credits). Normally, Independent Study cannot be used to meet a core requirement. Students must first seek approval from the office of the MDiv director before arranging with a teacher to do Independent Study.

Reduced Class Load. MDiv students whose cumulative GPA falls below 2.50 are required to reduce their course load to no more than 12 semester credits. MDiv students whose cumulative GPA remains below 2.50 for a second consecutive semester are required to withdraw from the Seminary.

When an incomplete has not been cleared by the beginning of the next semester, the course load must be reduced as follows:

- One I—no reduction
- Two I's—load reduced by one 2–3 credit course
- Three I's—load reduced by two 2–3 credit courses

With more than three I's, the student must withdraw from the program until the I's are cleared.

Assessment of Students. Since the MDiv program prepares individuals for professional and pastoral leadership, periodic assessments are made of the students by the faculty in areas other than academic standing. Areas reviewed are students' spiritual growth, lifestyle reflective of the beliefs and practices of the Seventh-day Adventist Church, social/family relations, and developing potential for ministry. As a result of these assessments, students are affirmed in the MDiv program, advised of needed adjustments, or discontinued from the program.

Graduation. The Seminary follows the University graduation procedures and requirements for the conferral of degrees as outlined in this Bulletin on pp. 30–31. A dedication ceremony for graduating seminary students is held on the Sabbath afternoon of graduation weekend, or as announced.

Entrance Requirements

Students are expected to present a broad range of undergraduate general education represented in such studies as accounting, behavioral sciences (including psychology and sociology), communication, education, English, fine arts, health, history, philosophy and computer literacy.

In the area of religion and cognate studies, undergraduate work must include the following minimum requirements. Some of these subjects can be cleared through optional challenge exams (see below and p. 356).

Religion Prerequisites. Students who enter the Master of Divinity program must fulfill the following prerequisites, all of which can be taken at the Seventh-day Adventist Theological Seminary.

- Old Testament Introduction and Survey—Two courses; 6 credits
- New Testament Introduction and Survey—Two courses; 6 credits

Bible Doctrines/Theology—Two courses; 6 credits
 General Church History—Two courses; 6 credits
 History of the SDA Church—One course; 2–3 credits
 Life and Ministry of Ellen G. White—One course; 2–3 credits
 General or Introduction to Psychology—One course; 2–3 credits
 Pastoral Ministries and Church Policy—One course; 2–3 credits
 Homiletics/Biblical Preaching—One course; 2–3 credits
 Personal Evangelism—One course; 2–3 credits
 Biblical Greek (Intermediate level proficiency)**
 Biblical Hebrew (Intermediate level proficiency)**

In addition to the above, courses in the following areas are strongly recommended: sociology, Christian ethics, missions, philosophy, and apologetics.

Pastoral Ministries and Church Policy Proficiency

Examination. All students who have completed an undergraduate course in Pastoral Ministries and Church Policy and have passed the qualifying exam as part of the course do not need to retake the Pastoral Ministries and Church Policy Proficiency Examination. If they did not pass the exam on the undergraduate level they may take it at the seminary at one of the scheduled times. The passing score for this proficiency exam is 80%. If students fail the exam, they must take the class CHMN552 Foundations of Pastoral Ministry. Students without an undergraduate course in Pastoral Ministries meet this requirement by taking the course CHMN552 Foundations of Pastoral Ministry. A final grade of C+ or higher is required to fulfill the course requirements.

****Biblical Hebrew and Biblical Greek Prerequisites.** Hebrew and Greek are required at the Intermediate proficiency level as demonstrated by examination rather than a specific number of undergraduate credits.

Students who pass the exam at the intermediate level are allowed to enroll in exegesis courses without further language study. Students who do not pass are placed in appropriate levels of Hebrew or Greek courses according to their test scores (either Beginning or Intermediate levels). Instruction sheets designed to help students prepare for the placement examinations are available from the Old Testament and New Testament departments. Students may also demonstrate proficiency in Intermediate Hebrew and Intermediate Greek by taking the respective courses at Andrews University and earning a grade of at least C+.

The Hebrew placement examination may be taken two times, plus as the final exam for OTST552 Biblical Hebrew II. If a student has taken the placement examination these three times and has not passed at the intermediate level or has not obtained a grade of C+ or higher in OTST552, OTST552 must be repeated.

The Greek placement examination may be taken two times, plus as the final exam when taking NTST552 Intermediate Greek. If a student has taken the examination these three times and has not passed at the intermediate level or has not obtained a grade of C+ or higher in NTST552, then NTST552 must be repeated.

Biblical Literacy Entrance Exam. All entering students must take the Biblical Literacy Entrance Exam and pass with a score of 80%. This test will be administered to all students before the beginning of fall semester. As an alternative, the student can take the course GSEM525 Bible and Biblical History. If students fail the test or do not take it, they must enroll in the course within their first fall semester. Passing the course with a grade of at least C+ fulfills the test requirement. If students do not pass the course with a grade of at least C+ they must suspend participation in

the MDiv program until they pass the test at its next scheduled administration. Information on the test including a list of items that must be mastered in order to pass it is available at the MDiv website: www.andrews.edu/sem/mdiv/resources.

Addressing Deficiencies. Students holding a baccalaureate degree but having insufficient undergraduate preparation in the area of religion/theology and cognate studies will be evaluated to determine their course requirements.

Students with many deficiencies should plan to begin their studies at the Seminary during the summer session (May).

Curriculum

The Master of Divinity curriculum has been designed to meet the various needs of students preparing for pastoral ministry. The MDiv program has two tracks: Track 1 designed for students with baccalaureate degrees in theology/religion and Track 2 for those who do not.

Students holding a baccalaureate degree in religion or theology (with no undergraduate deficiencies) follow the Track 1 curriculum of 92 credits. Those with deficiencies will take more than 92 credits.

Students holding a baccalaureate degree but having no undergraduate preparation in the area of religion and cognate studies follow the Track 2 curriculum of 107 credits. The Track 2 curriculum of 107 credits requires a minimum of eight semesters to complete.

Program Requirements. MDiv students must meet the following requirements in addition to those required of all graduate students:

- Complete the MDiv curriculum of at least 92 credits. Students lacking adequate undergraduate preparation may have to complete up to 107 credits. The actual number of credits required is based on individual academic evaluation.
- Maintain a GPA of 2.50 or above.
- No U grade or any grade below C- will count towards the MDiv degree.
- Meet the qualitative standards of the MDiv program (see the Assessment of Students section on p. 352 for further details).

Fees. The registration fee is due August 15 for fall semester, December 15 for spring semester, and May 10 for summer term. Any credits (over 16 for fall and spring semesters or over 12 for the summer) are charged at the regular per-credit master's tuition rate.

MDiv students taking a graduate course in the College of Arts & Sciences in fulfillment of their elective course requirement may request a 50% tuition reduction (up to 9 credits), provided the class is not full and there are a sufficient number of students paying full tuition to warrant the teaching of the course. Directed study, laboratory courses, and study tours are not eligible for reduced tuition. Neither is this discount available for dual enrollment students who have been accepted in a graduate degree program in the College of Arts & Sciences. (Application form is available in the MDiv office.)

A per-credit Recording Fee is charged by the university for Clinical Pastoral Education (CPE), CHMN557, or Military Chaplaincy Training, CHMN641, credits earned in approved centers not connected with a graduate-level school.

Curriculum Requirements

Interdisciplinary Courses

17-18

All students who do not pass or who opt not to take the Biblical Literacy Entrance Exam must take the following course during their first semester in the MDiv program.

GSEM525 The Bible and Biblical History 1

Track 1

DSRE541 Foundations of Biblical Spirituality 3
 GSEM534 Issues in Ellen G. White Studies 2
 GSEM530 Doctrine of the Sanctuary 2
 GSEM539 Issues in Origins 2
 GSEM510 Revelation, Inspiration and Hermeneutics 3
 GSEM626 Contemporary Adventist Theological Issues 2
 GSEM627 Issues in Daniel and Revelation 3

Track 2

DSRE541 Foundations of Biblical Spirituality 3
 GSEM534 Issues in Ellen G. White Studies 2
 GSEM530 Doctrine of the Sanctuary 2
 GSEM539 Issues in Origins 2
 GSEM510 Revelation, Inspiration and Hermeneutics 3
 GSEM511 Daniel and Revelation 3
 GSEM626 Contemporary Adventist Theological Issues 2

Christian Ministry

27-31

Track 1

CHMN539 Church Growth 3
 CHMN562 Field Evangelism 3
 CHMN631 Field Evangelistic Preaching 3
 CHMN543 Christian Leadership in a Changing World 3
 DSRE503 Marriage, Family & Interpersonal Relationships 3
 CHMN555 Pastoral Counseling 2
 CHMN560 Theological Field Education 2
 (students in the chaplaincy track may petition for CHMN557 Practicum in Clinical Pastoral Education or CHMN641 Practicum in Military Chaplaincy)

Take four of the following 2-credit courses:

8

The four courses must include CHMN566 or CHMN656; a 600-level Preaching Class or CHMN523; DSRE534 or DSRE610; and CHMN553 or MSSN505

CHMN566 Mobilizing Laity
 CHMN656 Holistic Small Groups
 600-level Preaching class
 CHMN523 Worship: Word & Music
 CHMN553 The Church & Social Issues
 DSRE534 Ministry to Youth and Young Adults
 DSRE610 Teaching for Discipleship
 or MSSN505 Christian Responses to Human Needs

Track 2

CHMN539 Church Growth 3
 CHMN562 Field Evangelism 3
 CHMN631 Field Evangelistic Preaching 3
 CHMN543 Christian Leadership in a Changing World 3
 DSRE503 Marriage, Family & Interpersonal Relationships 3
 CHMN555 Pastoral Counseling 2
 CHMN552 Foundations of Pastoral Ministry 2
 CHMN505 Biblical Preaching 2
 CHMN536 Personal Evangelistic Ministry 2
 CHMN560 Theological Field Education 2

(students in the chaplaincy track may petition for CHMN557 Practicum in Clinical Pastoral Education or CHMN641 Practicum in Military Chaplaincy)

Take three of the following 2-credit courses:

6

The three courses must include a 600-level Preaching Class or CHMN523; DSRE534 or DSRE610; and CHMN656 or CHMN553 or MSSN505
 CHMN656 Holistic Small Groups
 600-level Preaching class
 CHMN523 Worship: Word & Music
 CHMN544 The Church & Social Issues
 DSRE534 Ministry to Youth and Young Adults
 DSRE610 Teaching for Discipleship
 or MSSN505 Christian Responses to Human Needs

Courses from NADEI

Of the above courses, the following are taught by NADEI (North American Division Evangelism Institute).

CHMN539 Church Growth
 CHMN562 Field Evangelism
 CHMN566 Mobilizing Laity
 CHMN656 Holistic Small Groups
 CHMN536 Personal Evangelistic Ministry
 CHMN631 Field Evangelistic Preaching

In the semester in which students take CHMN562 Field Evangelism, the class load is limited to 12 credits.

International (non-North American) students are exempt from CHMN562 Field Evangelism and CHMN631 Field Evangelistic Preaching, except as arranged. Other NADEI courses are required of international students unless the substitution of a course offered by the Department of World Mission is approved by the MDiv director. The 3 credits exempted from CHMN562 must be taken in either the Christian Ministry or World Mission departments. The course CHMN631 must be replaced by CHMN621 Evangelistic Preaching or another advanced (600-level) preaching course.

Church History

6-12

Track 1

CHIS674 Development of Seventh-day Adventist Theology 3

Choose at least three credits from the following period and/or topical courses:

3

CHIS600 The Early Church to A.D. 604
 CHIS609 The Church in the Middle Ages
 CHIS620 Seminar in Christian Biography
 CHIS625 Seminar in Church-State Thought
 CHIS629 History of Christian Spirituality
 CHIS634 Reformation Theology
 CHIS635 History of the African American Churches
 CHIS638 History of Covenant, Law and Sabbath
 CHIS640 Reformation
 CHIS650 English Reformation and Rise of Protestantism
 CHIS655 Wesley and Methodism
 CHIS659 Seminar in the History of Selected Christian Doctrines
 CHIS660 History of Religion in America
 CHIS664 History of American Religious Thought
 CHIS665 Modern Church History
 CHIS668 History of Religious Liberty
 CHIS673 Development of Seventh-day Adventist Lifestyle
 CHIS675 Seminar in the Development of Adventist Lifestyle

- CHIS680 History of Sabbath and Sunday
- CHIS682 Seminar in Church History
- CHIS685 Studies in Church History
- CHIS688 Contemporary Trends

Track 2

- CHIS501 Church History I 2
- CHIS502 Church History II 2
- CHIS503 Church History III 2
- CHIS504 Adventist Heritage 3
- CHIS674 Development of Seventh-day Adventist Theology 3

New Testament

8-15

Students must be careful to attend to the language requirements for each NT course because many of them have Greek language requirements that must be met before enrolling in the class.

Track 1

- Choose one** of the following exegesis courses: 3
- NTST633 Social Issues in the New Testament
 - NTST645 Hebrews
 - NTST646 Studies in New Testament Exegesis
 - NTST648 Exegesis of Revelation
 - NTST653 Advanced Studies in the General Epistles
 - NTST655 Advanced Studies in the Gospels
 - NTST658 Advanced Studies in the Pauline Writings
 - NTST678 Seminar in Greek Exegesis

Choose one of the following theology courses: 3

- NTST616 Theology of Luke-Acts
- NTST617 Theology of Matthew
- NTST630 Theology of the Synoptic Gospels
- NTST634 Theology of the Pauline Epistles
- NTST641 Theology of the Johannine Writings
- NTST647 Eschatology
- NTST657 Theology of Hebrews
- NTST667 Studies in New Testament Theology
- NTST668 New Testament Ethics
- NTST676 Jesus in Recent Scholarship
- NTST679 Seminar in New Testament Theology and Ethics

Choose one of the following backgrounds courses: 2

- NTST606 Formation and History of the New Testament
- NTST615 New Testament Archaeology
- NTST626 Seminar in Classical Jewish Literature
- NTST635 Intertestamental Period
- NTST646 Jerusalem in the Time of Jesus
- NTST654 Second Century Christianity
- NTST680 Greco-Roman World
- NTST684 Judaism and the New Testament
- NTST689 Seminar in New Testament Backgrounds

Track 2

- NTST509 Pauline Writings 3
- NTST510 Gospels 3
- NTST515 New Testament Backgrounds 2
- NTST543 Acts and General Epistles 2
- NTST551 Beginning Greek 2
- NTST552 Intermediate Greek 3

Old Testament

8-15

Students must be careful to attend to the language requirements for each OT course as many of them have Hebrew language requirements that must be met before enrolling in the class.

Track 1

Choose one of the following archaeology courses: 2

- OTST510 Archaeology and the Bible
- OTST514 Bible Lands and Their Exploration
- OTST604 History of the Ancient Near East
- OTST614 Archaeology of Palestine
- NTST615 New Testament Archaeology
- OTST635 History of Israel
- OTST638 Archaeology in Evangelism

Choose one of the following exegesis courses: 3

- OTST628 Principles and Methods of OT Exegesis
- OTST633 Social Issues in Old Testament
- OTST639 Studies in Old Testament Exegesis
- OTST664 Pentateuch
- OTST666 Historical Books
- OTST668 Psalms/Wisdom Literature
- OTST674 Daniel
- OTST675 Minor Prophets
- OTST680 Seminar in Old Testament Exegesis
- OTST685 Principles of Hermeneutics
- OTST686 Major Prophets

Choose one of the following theology courses: 3

- OTST619 Theology of the Old Testament
- OTST620 Seminar in Old Testament Theology
- OTST627 Jewish Life and Thought

Track 2

- OTST551 Biblical Hebrew I 3
- OTST552 Biblical Hebrew II 2
- OTST555 Prophets 3
- OTST558 Writings 2
- OTST565 Pentateuch 3

Choose one of the following: 2

- NTST615 New Testament Archaeology
- OTST510 Archaeology and the Bible
- OTST514 Bible Lands and Their Exploration

Theology and Christian Philosophy

8-10

Track 1

THST540 Doctrine of Salvation 2

Choose one of the following systematic theology courses: 2

- THST555 Ecclesiology and the Practice of Ministry
- THST608 Doctrine of the Sabbath
- THST615 Doctrine of the Church
- THST616 Doctrine of God
- THST617 Works of God
- THST618 The Works of Christ
- THST619 Principles and Methods of Theology
- THST630 Doctrine of Christ
- THST637 Biblical Eschatology
- THST639 Doctrine of the Holy Spirit
- THST647 Human Nature and Destiny
- THST678 Science and Religion

Choose one of the following historical theology courses: 2

- THST624 Protestant Theological Heritage
- THST625 Early Christian Theology
- THST626 Modern Christian Theology
- THST627 Roman Catholic Life & Thought
- THST628 Contemporary Theology
- THST629 Interchurch Dialogue

Choose one of the following ethics courses:

THST600	Christian Personal Ethics	2
THST634	Christian Social Ethics	2
THST643	Christian Professional Ethics	2
THST644	Theological Ethics	2
THST660	Church and Society	2

Track 2

THST510	Understanding the Christian World	2
THST521	Christian Theology I	3
THST522	Christian Theology II	3
THST550	Principles of Christian Ethics	2

World Mission

Track 1 and Track 2

MSSN546	Ministry in Cultural and Religious Context	3
MSSN561	Christian Witness & World Religions	3

General Electives

12

Track 1 students take 12 credits of general electives. Electives may not be used to satisfy prerequisites and/or deficiencies. Students may wish to complete an emphasis using elective credits. See p. 356 for a list of options. Up to 9 credits in relevant courses offered by other schools of the university on the graduate level may be included in the general electives, including up to 4 appropriate workshop credits.

TOTAL CREDITS required for the MDiv Degree—92–107

InMinistry Option

The InMinistry MDiv option allows students to begin work on a Master of Divinity prior to arriving on campus while remaining in ministry. This three-year pre-campus delivery emphasizes a cohort-based, thematic, and contextualized approach to learning and requires having a trained mentor.

The InMinistry MDiv delivery involves a two-week intensive at Andrews University, plus two Seminary Distance Learning Center (SDLC) courses per year. Students completing the InMinistry MDiv delivery earn 32 semester credits prior to their arrival on campus to finish the MDiv.

An Orientation/Cohort fee and a SDLC fee are charged to students each year.

Application, program cost and delivery schedule information is available through the InMinistry Center office, 269-471-3514. Program acceptance must be complete by June 1, prior to the initial InMinistry Orientation in July. Email inministry@andrews.edu or visit www.inministry.info.

Challenge Examinations

MDiv students who can demonstrate adequate preparation gained through study and/or reading prior to entering the MDiv program may petition to challenge the following course: CHIS504 Adventist Heritage.

Students requesting to write a challenge exam should meet the department's schedule and requirements for taking the exam (see p. 369).

The challenge examination for each course is prepared, administered, and graded by the faculty member(s) teaching the course(s) in the Seminary. Students who have received permission to sit for (a) challenge examination(s) shall take the individual course examination(s) at prescribed times. The passing grade for a challenge examination is B-. Challenge examinations

do not earn credit. Challenge exams may not be repeated. Successfully passing a challenge exam may reduce the number of credits required for the program.

Areas of Emphasis

Students enrolled in the MDiv program may choose from a number of 12-credit emphases. More details may be obtained from each department regarding these areas of emphasis. Based on a student's deficiencies, choosing an emphasis may prolong the length of his/her program. Regular master's tuition is charged for courses taken in other Andrews University schools.

Christian Ministry

African American Ministry, Chaplaincy, Church Growth and Evangelism, Church Leadership, Pastoral Counseling, Preaching

Church History

Church History, Adventist Studies, Church and State, Reformation

Discipleship and Religious Education

Discipleship and Biblical Spirituality, Campus Spiritual Leadership, Family Life Education, Youth and Young Adult Ministry

New Testament

Biblical Languages, New Testament, New Testament Issues

Old Testament

Archaeology and History of Antiquity, Biblical and Cognate (Ancient Near Eastern) Languages, Jewish Studies, Old Testament

Theology and Christian Philosophy

Christian Ethics, Historical Theology, Systematic Theology and Christian Philosophy

World Mission

Mission Studies, Cross-Cultural Mission

Social Work

Thesis Option

Students anticipating academic doctoral studies after the completion of their MDiv program are advised to undertake the thesis option as some academic institutions require a master's- level thesis for entry into doctoral programs. Students undertaking the thesis option should plan to take more than seven semesters to complete the program.

The thesis counts as 8 of the general elective credits allowed for the MDiv degree. Students should register for 2 or more thesis credits per term for at least two semesters. Therefore, initial registration for a thesis must be no later than two semesters prior to graduation.

Students electing to write an MDiv thesis must apply to the director of the program and must (1) demonstrate superior scholarship over a minimum of two consecutive semesters, normally with a GPA of 3.50 or above; (2) take Research Methods before the thesis is started; and (3) submit a paper of superior quality before permission is granted by the director to begin writing the thesis.

The student is guided in thesis preparation by a three-member committee appointed by the director in consultation with the student and department chair in which the subject of the thesis is chosen. The chair of this committee serves as the thesis adviser.

The format of the thesis must conform strictly to the *Andrews University Standards for Written Work*. Students are strongly urged to consult the dissertation secretary before formatting and printing a thesis.

At least six weeks before graduation, the committee-approved draft of the thesis should be submitted to the dissertation secretary. After appropriate changes have been made, the corrected copy should be submitted at least four weeks before graduation to the dissertation secretary for approval. Copying on non-acid paper should be completed at least two weeks before graduation. Three copies of the thesis, including a 150-word abstract and an approval sheet, must be submitted to the dissertation secretary. The abstract should contain a short statement of the problem examined, a brief exposition of methods and procedures, and a condensed summary of the findings.

Students obtain a Thesis Completion Form from the dissertation secretary. They must take the form to the Academic Records Office no later than noon on Friday, a week preceding graduation. A fee is charged by the university for binding the three copies of the thesis, two of which are deposited in the library and one in the department in which the student earns the degree.

Students who do not adhere strictly to the deadlines noted above will have their graduation postponed.

Thesis candidates must pass an oral examination no later than two weeks before graduation. The candidate is expected to demonstrate mastery of the thesis topic.

MASTER OF DIVINITY/MASTER OF SOCIAL WORK DUAL DEGREE PROGRAM

Andrews University has formed a collaborative 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.

Program Options

- Dual Degree:** In this option, students are able to complete both the MDiv and the MSW in four years. Both degrees are conferred by Andrews University. The program will require students to take courses in summer sessions. The four-year completion plan also assumes that the student has satisfactorily completed one of the biblical language requirements, and has a bachelor's degree in theology or religion. The four-year plan is designed to take Track 1 students 11 semesters and Track 2 students 12 semesters.
- Social Work Emphasis:** In this option, MDiv students choose 12 hours of elective credit in social work courses. Students may choose any master's-level social work course, either foundation or elective that would best equip them for pastoral ministry. These courses can fulfill the general elective requirement for Track I MDiv students.
- Pastoral Care Emphasis:** In this option, MDiv students choose eight elective credits from the following courses: CHMN503 (Marriage, Family & Interpersonal Relationships), CHMN508 (Tools for the Pastor's Spouse), CHMN526 (Conflict Management in the Church), CHMN540 (Church and Urban Community), or CHMN553 (The Church and Social Issues).
- Discipleship and Religious Education Emphasis:** In this option, MDiv students choose eight elective credits from the following courses: DSRE619 (Religious Experience in Adolescence), DSRE626 (Ministry to At-Risk Youth), DSRE636 (Seminar in Youth Ministry) or DSRE656 (Counseling Youth and Young Adults).

Requirements for Admission

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) Applicants to the social work program must complete the Graduate Record Exam prior to admission into the program;

2) Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;

3) No grade of D or F (or U) may count toward the MSW degree.

Credits for Each Program

MDiv: Track 1: Graduation requirements consist of the satisfactory completion of 115 semester credits with an overall grade point average of C (2.5) or better. Sixty-nine credits are MDiv credits, 31.5 credits are social work credits, and 14.5 credits are shared between the two curricula in lieu of MDiv electives.

Track 2: Graduation requirements consist of satisfactory completion of 142 semester hours with an overall grade point average of C (2.5) or better. Ninety-six credits are MDiv credits, 31.5 credits are Social Work credits, and 14.5 credits are shared between the two curricula.

MSW: MDiv students are required to complete 45 core credit hours for the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary.

Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv Program.

Track 1 Dual Degree Course Plan (Shared Curriculum)

Year 1:	DSRE541	Foundations of Biblical Spirituality (3)
	GSEM539	Issues in Origins (2)
	GSEM510	Revelation, Inspiration and Hermeneutics (3)
	THST540	Doctrine of Salvation (2)
	CHMN539	Church Growth and the Equipping Pastor (3)
	CHMN631	Field Evangelistic Preaching (3)
	GSEM626	Contemporary Adventist Theological Issues (2)
	OTST	(Archaeology) (2)
	CHMN656	Holistic Small Groups (2) or
	CHMN566	Mobilizing Laity (2)
	GSEM534	Issues in Ellen G. White Studies (2)
	CHMN	(Advanced Preaching) (2) or
	CHMN523	Worship: Word and Music (2)
	MSSN546	Ministry in Cultural and Religious Context (3)
	THST	(Historical Theology) (2)
		Hebrew or Greek courses if needed
Year 2:	SOWK501	Foundations of Practice I (*Marriage, Family and Interpersonal Relationship Skills) (4)
	SOWK515	Christian Perspectives on Ethics and Diversity (*Christian Professional Ethics) (2)
	SOWK510	Generalist Field Seminar I, II (.5, .5)
	SOWK535	Generalist Field Experience (4) *(Shared with CHMN560 Theological Field Education)
	SOWK531, 532	Human Behavior and the Social Environment I, II (2, 2)
	SOWK502	Foundations of Practice II (4)
	SOWK561/562	Social Work Research I, II (2) (2)
	SOWK550	Social Policy (2)
	CHMN543	Christian Leadership in a Changing World (3)
	DSRE534	Ministry to Youth and Young Adults (2) or
	DSRE610	Teaching for Discipleship (2)
	CHMN562	Field Evangelism (3)
	CHIS	____ (Choose at least 3 credits from CHIS list) (3)
Year 3:	NTST633	Social Issues in the New Test. (Exegesis) (3)
	GSEM530	Doctrine of the Sanctuary (2)
	NTST667	Topics in New Testament Theology (3)
	GSEM627	Issues in Daniel & Revelation (3)
	OTST620	Seminar in Old Testament Theology (3)
	CHIS674	Development of SDA Theology (3)
	MSSN561	Christian Witness and World Religions (3)
	THST	(Systematic Theology) (2)
	OTST633	Social Issues in the Old Test. (Exegesis) (3)
	NTST	New Test. Backgrounds course options (2)

Year 4:	SOWK605	Advanced Clinical Assessment (3)
	SOWK601	Advanced Practice I (*Pastoral Counseling) (3)
	SOWK610	Advanced Field Seminar I, II (.5, .5)
	SOWK635	Advanced Field Experience I, II (2, 3)
	SOWK689	Advanced Professional Seminar I, II (.5, .5)
	SOWK630	Policy for Social Change (*Christian Response to Human Needs/The Church & Social Issues) (3)
	SOWK660	Advanced Practice Evaluation (3)
	SOWK602	Advanced Practice II (2)
	Seminary credits:	69
	Social Work credits:	31.5
	*Credits shared	14.5
	TOTAL CREDITS:	115

*Shared Social Work credits between Social Work and MDiv equal **14.5**. Shared MDiv credits between MDiv and Social Work equal **11**. This is because SOWK501 Foundations of Practice I (4 credits) is shared with DSRE503 Marriage, Family & Interpersonal Relationships (3 credits); SOWK510/535 Generalist Field Experience/Seminar) 2.5 credits is shared with CHMN560 Theological Field Education (2 credits); SOWK601 Advanced Practice I (3 credits) is shared with CHMN555 Pastoral Counseling (2 credits); SOWK630 Policy for Social Change (3 credits) is shared with MSSN505 Christian Responses to Human Needs (2 credits) or CHMN544 The Church and Social Issues (2 credits); SOWK515 Christian Perspectives on Ethics (2 credits) is shared with THST643 Christian Professional Ethics (2 credits).

Track 2 Dual Degree Course Plan (Shared Curriculum)

Year 1:	CHIS501	Church History I (2)
	CHMN536	Personal Evangelistic Ministry (2)
	CHIS502	Church History II (2)
	NTST515	New Testament Backgrounds (2)
	CHIS503	Church History III (2)
	OTST510	Archaeology and the Bible (2) or
	OTST514	Bible Lands and their Exploration (2) or
	NTST615	New Testament Archaeology (2)
	NTST551	Beginning Greek (2)
	NTST510	Gospels (3)
	GSEM510	Revelation, Inspiration and Hermeneutics (3)
	GSEM539	Issues in Origins (2)
	DSRE541	Foundations of Biblical Spirituality (3)
	CHMN552	Foundations of Pastoral Ministry (2)
	GSEM525	The Bible and Biblical History (1)
	CHMN539	Church Growth and the Equipping Pastor (3)
	NTST552	Intermediate Greek (3)
	NTST543	Acts & Epistles (2)
	GSEM530	Doctrine of the Sanctuary (2)
	MSSN546	Ministry in Cultural and Religious Context (3)
Year 2:	NTST509	Pauline Writings (3)
	OTST551	Biblical Hebrew I (3)
	CHIS504	Adventist Heritage (3)
	CHMN505	Biblical Preaching (2)
	CHMN631	Field Evangelistic Preaching (3)
	CHMN562	Field Evangelism (3)
	CHMN523	Worship: Word & Music (2) or
	CHMN	____ Advanced Preaching Course (600-level) (2)
	OTST565	Pentateuch (3)
	GSEM626	Contemporary Adventist Theological Issues (2)
	OTST552	Biblical Hebrew II (2)
	OTST555	Prophets (3)
	OTST558	Writings (2)

THST521	Christian Theology I (3)
CHIS674	Development of SDA Theology (3)

Year 3:	CHMN543	Christian Leadership in a Changing World (3)
	DSRE534	Ministry to Youth and Young Adults or
	DSRE610	Teaching for Discipleship (2)
	GSEM511	Daniel & Revelation (3)
	GSEM534	Issues in Ellen G. White Studies (2)
	SOWK501	Foundations of Practice I (*Marriage, Family & Interpersonal Relationship Skills) (4)
	SOWK515	Christian Perspectives on Ethics & Diversity (*Principles of Christian Ethics) (2)
	SOWK510	Generalist Field Seminar (.5, .5)
	SOWK535	Generalist Field Experience (4) *(Shared with CHMN560 Theological Field Education)
	SOWK502	Foundations of Practice II (4)
	SOWK531, 532	Human Behavior and the Social Environment I, II (2, 2)
	SOWK550	Social Policy (2)
	SOWK561/562	Social Work Research I, II (2) (2)

Year 4:	THST522	Christian Theology II (3)
	MSSN561	Christian Witness and World Religions (3)
	THST510	Understanding the Christian World (2)
	SOWK605	Advanced Clinical Assessment (3)
	SOWK601	Advanced Practice I (*Pastoral Counseling) (3)
	SOWK610	Advanced Field Seminar (.5, .5)
	SOWK635	Advanced Field Experience (2, 3)
	SOWK689	Advanced Professional Seminar (.5, .5)
	SOWK630	Policy for Social Change (*Christian Response to Human Needs/The Church & Social Issues) (3)
	SOWK660	Advanced Practice Evaluation (3)
	SOWK602	Advanced Practice II (2)

Seminary credits: 96

Social Work credits: 31.5

*Credits Shared 14.5

TOTAL CREDITS: 142

*Shared Social Work credits between Social Work and MDiv equal **14.5**. Shared MDiv credits between MDiv and Social Work equal **11**. This is because SOWK501 Foundations of Practice I (4 credits) is shared with DSRE503 Marriage, Family & Interpersonal Relationships (3 credits); SOWK510/535 Generalist Field Experience/Seminar) 2.5 credits is shared with CHMN560 Theological Field Education (2 credits); SOWK601 Advanced Practice I (3 credits) is shared with CHMN555 Pastoral Counseling (2 credits); SOWK630 Policy for Social Change (3 credits) is shared with MSSN505 Christian Responses to Human Needs (2 credits) or CHMN544 The Church and Social Issues (2 credits); SOWK515 Christian Perspectives on Ethics (2 credits) is shared with THST550 Principles of Christian Ethics (2 credits).

MA in PASTORAL MINISTRY

Walt Williams, *English Track Director*

Ricardo Norton, *Hispanic Track Director*

Trevor O'Reggio, *Non-NAD Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors and recommended lay leaders whose ministerial functions make it impossible to engage in an extended study program at the Seminary. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below).

For international delivery in areas outside North America, the Master of Arts in Pastoral Ministry curriculum reflects indigenous needs. A minimum of 6 credits is offered in courses specifically adapted to meet local conditions and culture. Adjustments may be made in admissions policy pertaining to the length of ministerial experience.

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements for all graduate students (pp. 44–49) and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

NAD Ministerial Applicants

- Hold a BA degree or equivalent from an accredited institution.
- Provide evidence of successful pastoral leadership during the past five years.

NAD Lay Leader Applicants

- Hold a BA degree or equivalent from an accredited institution.
- Be at least 35 years of age.
- Demonstrate excellent academic skills,
- Provide evidence of extensive, active, and successful ministry leadership in service areas such as Sabbath school teacher, youth leader, elder, deacon, etc. during the past five years,
- Recommended by their local church pastor and local conference leadership.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

1. Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits annually.
2. Course work should be completed within six years of beginning the program.
3. Attendance of at least one session on campus at Andrews University is required.
4. Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.
5. Following an absence of two years or more, a student's previous admission status will have lapsed and the student must reapply to the program.

Transfer Credits. Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University. Approved credits under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

Reapplying to the MA: Pastoral Ministry Program. Following an absence of two years or more, a student's previous admission status will have lapsed and the student will need to reapply to the program.

English Track Curriculum	
Biblical Studies	12
Old Testament (6)	
OTST520	
OTST570	
New Testament (6)	
NTST567	
NTST550	
Theology and Christian Philosophy	6
One course in Theology	
One course in Ethics	
Christian Ministry and/or Discipleship and Religious Education	12
Courses selected in at least two areas	
Church History	6
CHIS674	
One elective	
Mission	3
Electives	<u>9</u>
TOTAL CREDITS for the MA Degree	48

Hispanic Ministry Curriculum	
Biblical Studies	12
Old Testament (6)	
One course in Theology	
OTST570	
New Testament (6)	
One course in Theology	
NTST550	
Theology	6
One course in Theology	
One course in Ethics	
Christian Ministry and/or Discipleship and Religious Education	12
Three electives	
Choose one: CHMN525; CHMN514; CHMN538	
Church History	6
CHIS674	
One elective	
Mission	3
Electives	<u>9</u>
TOTAL CREDITS for the MA Degree	48

Non–North American Division Curriculum	
Biblical Studies	12
Old Testament (6)	
One course in Theology	
Choose one: OTST510; OTST570; OTST607; GSEM530;	
New Testament (6)	
One course in Theology	
One course in Exegesis	
Theology and Christian Philosophy	8
One course in Ethics	
Three additional courses in THST	
Christian Ministry	12
Courses selected in at least two areas:	
Evangelism and Church Growth	
Leadership and Administration	
Pastoral Care and Counseling	
Preaching and Worship	
Church History	4
CHIS674	
One elective	

Mission	2
Electives	<u>10</u>
TOTAL CREDITS for the MA Degree	48

Credit Through Learning in Professional Experience (LPE) or Clinical Pastoral Education (CPE)

Students may be eligible to receive up to 6 credits for LPE or CPE when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50
- For LPE the applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- LPE applicants must submit the completed Professional Experience Portfolio to the Dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the respective director of the MA in Pastoral Ministry program.
- Applicants transferring CPE credits must have their transcripts reviewed and recommended by the Seminary chaplain.

MA in YOUTH AND YOUNG ADULT MINISTRY

Allan Walshe, *Director*

The MA in Youth and Young Adult Ministry provides study in theology, church history, world mission, and the specialized field of youth and young adult ministry. The graduate of the MA in Youth and Young Adult Ministry is competent to

- Develop, direct, and evaluate youth ministry programs in the local church and other targeted areas with both professional and theological competency.
- Recruit, nurture, and disciple youth in Christian service and vocation.
- Recruit, nurture, and disciple adult youth leaders.
- Reflect constructively and theologically upon the content and process of youth ministry.
- Serve in a variety of vocations, such as youth pastor, dormitory dean, local church youth leader, conference youth director, university/college/academy chaplain, and guidance counselor. 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). The Master of Divinity program also has an emphasis in Youth Ministry.

Admission Requirements

Applicants to the MA in Youth and Young Adult Ministry program should read the general admission requirements for all graduate students on p. 44 in the Graduate Programs Admission section of this bulletin, and the general seminary admission requirements on pp. 347–350. Applicants to the MAYYAM program must also meet the qualifications listed below:

- Hold a baccalaureate degree
- Represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the beliefs and practices of the Seventh-day Adventist Church, and show promise of

usefulness for ministry through personal maturity and adequate experience in the Church. (Persons of other faiths who are willing to live in harmony with these standards are welcome to apply.)

- Submit an autobiographical history and statement of purpose reflecting the applicant's family, religious development, sense of calling to ministry, experience in church work, and future goals in relationship to 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 GSEM525 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.

Degree Requirements

The MA in Youth and Young Adult Ministry degree is awarded upon successful completion of a minimum of 48 semester credits with a cumulative GPA of 2.5 or better. A minimum of 24 semester credits are to be taken at the Theological Seminary or at an authorized extension center. The course work for the MA in Youth and Young Adult Ministry normally should be completed within seven years.

Transfer Credits

A maximum of 24 transfer graduate credits, when applicable, may be accepted from approved seminaries or universities upon approval of the dean. Credits approved under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum of 24 transfer credits.

Youth and Young Adult Ministry Emphasis

Seminary Core Courses 18

Foundations of Biblical Spirituality (2)

Biblical Studies (4)

Two courses in Old Testament and/or New Testament

Theology (4)

Two courses in Theology. One ethics course recommended.

Church History (2)

One course in Church History: CHIS504 or 674 recommended.

Christian Ministry (4)

CHMN523 Worship, Word & Music, and one additional course in Conflict Resolution or Church Leadership.

World Mission (2)

One course in World Mission.

Youth Ministry Emphasis Courses 16

CHMN632 Contextualized Preaching: Youth and Young Adults (2)

DSRE656 Counseling Youth and Young Adults (2)

DSRE605 Issues in Religious Education (2) **or**

DSRE610 Teaching for Discipleship (2)

DSRE608 Youth and Young Adults in Contemporary Culture (2)

DSRE534 Ministry to Youth and Young Adults (2)

DSRE564 Advanced Youth and Young Adult Ministry Leadership (2)

Choose two of the following: (4)

CHMN553 The Church and Social Issues

CHMN555 Pastoral Counseling

CHMN574 Perspectives in Church Marketing

CHMN523 Innovative Evangelism

- CHMN616 Spirituality in Ministry
- CHMN656 Holistic Small Groups
- DSRE503 Marriage, Family and Interpersonal Relationships
- DSRE546 Marriage and Family
- DSRE619 Religious Experience in Adolescence
- DSRE626 Ministry to At-Risk Youth
- DSRE636 Seminar in Youth Ministry (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)
- DSRE678 Spiritual Nurture of Children

Electives 14

TOTAL CREDITS for the MA Degree 48

It is recommended that students who have no religion or theology in their undergraduate degree use 6–8 credits of their electives in Biblical studies and/or theology.

Field Practicum

Students must take 6 credits in DSRE660 Field Practicum. Normally registration is allowed only after the student has earned 24 or more credits.

Campus Chaplaincy Emphasis

Seminary Core Courses 18

Foundations of Biblical Spirituality (2)

Biblical Studies (4)

Two courses in Old Testament and/or New Testament

Theology (4)

Two courses in Theology. One ethics course recommended.

Church History (2)

One course in Church History: CHIS504 or 674 recommended.

Christian Ministry (4)

CHMN523 Worship: Word & Music, and one additional course in Conflict Resolution or Church Leadership.

World Mission (2)

One course in World Mission.

Campus Chaplaincy Emphasis Courses 25

DSRE664 Advanced Campus Ministry (3)

DSRE669 Reaching the Secular Mind (3)

DSRE656 Counseling Youth & Young Adults (3)

DSRE660 Field Practicum: Campus Ministry (2)

DSRE636 Seminar in Youth Ministry: Campus Chaplaincy (3)*

DSRE620 Scholarly & Professional Development (0)

DSRE610 Teaching for Discipleship (2)

CHMN632 Contextualized Preaching: Youth & Young Adults (2)

DSRE534 Ministry to Youth & Young Adults (2)

DSRE564 Advanced Youth & Young Adult Ministry (3)*

DSRE608 Youth & Young Adults in Contemporary Culture (2)

*In either DSRE564 or DSRE636, the student must register for a third credit requiring completion of a research/action research project.

Electives 5

To be chosen from:

CHMN616 Spirituality in Ministry

DSRE615 The Pastor and the Adventist School

CHMN555 Pastoral Counseling

DSRE659 Human Sexuality

DSRE626 Ministry to At-Risk Youth

CHMN656 Holistic Small Groups

DSRE503 Marriage, Family, & Interpersonal Relationships

DSRE636 Seminar in Youth Ministry (Adolescents or Young Adults)

CHMN536	Personal Evangelistic Ministry
DSRE546	Marriage and Family
CHMN553	The Church & Social Issues
CHMN574	Perspectives in Church Marketing

TOTAL CREDITS for the MA degree 48

CPE Unit: In addition to completing the 48-credit professional MAYYAM with an emphasis in Campus Chaplaincy, an individual wishing to be employed as a campus chaplain should complete 1 unit of Clinical Pastoral Education (CPE)—Community-Based Option (8 months). In international settings where CPE units are not available, supervised internships in campus ministry must be arranged in accordance with established curricula guidelines and with qualified mentoring.

Field Practicum

Students must take 2 credits in DSRE660 Field Practicum. Normally registration is allowed only after the student has earned 24 or more credits.

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 DSRE690 Independent Study.

Credit Through Learning in Professional Experience

In place of DSRE660 Field Practicum, some students may be eligible to receive up to six credits for professional experience when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50.
- The applicant must submit a Professional Experience Portfolio, including (1) an up-to-date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.
- The applicant must submit the completed Professional Experience Portfolio to the dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the director of the MA in Youth and Young Adult Ministry program.

Thesis Option

As an elective option, students may choose to write a Master of Arts thesis (GSEM697) for a total of 6 credits. Under this option, the student must successfully defend the thesis. See instructions under the MDiv Thesis Option, p. 356. Students choosing the thesis option must take GSEM620 Research Methods before beginning work on the thesis.

Denominational Certification for Teaching Religion/Bible on the Secondary Level SDA Basic Certificate

The Basic Teaching Certificate for denominational certification may be issued to the candidate presenting a Verification of Eligibility form from Andrews University. The certificate is issued

by the union conference where the candidate takes his/her first teaching position.

Requirements for this certificate may be completed by taking additional courses along with the MA in Youth and Young Adult Ministry. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

MA in Youth and Young Adult Ministry Intensive Curriculum Option

The MA in Youth and Young Adult Ministry offers an intensive format for those who are unable to study in residence. It is completed over three years by attending five weeks of intensives on campus each year. The course is completed through distance learning and a field practicum.

MA in YOUTH AND YOUNG ADULT MINISTRY/MASTERS IN SOCIAL WORK DUAL DEGREE PROGRAM

Andrews University has formed a collaborative between the Department of Discipleship & Religious Education in the Seminary and the Department of Social Work in the College of Arts & Sciences to prepare students for ministry to youth/young adults and social work. Students choosing this program would receive both a Masters in Youth and Young Adult Ministry and a Masters in Social Work.

The objectives of this program are to equip students for various forms of youth ministry in which skills in social work and youth ministry are needed; to enable students to integrate both youth 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.

The program is designed to give students both Masters degrees within three years.

Both degrees are conferred by Andrews University. The program will require students to take courses in summer sessions.

Requirements for Admission

Applicants for the MA in Youth and Young Adult Ministry/MSW dual degree program typically will have received a bachelor's degree 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 Department of Discipleship & Religious Education 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.

MAYYAM: Students must either pass the Biblical Literacy Entrance Test with a score of 80% or take the course GSEM525 and pass with a grade of C+ or better. Full information on the test including a list of items that must be mastered in order to pass it is available online at <http://www.andrews.edu/sem/Articles/NT/2007-Study-Guide-Bible-Knowledge.pdf>.

MSW: 1) Applicants to the social work program must complete the Graduate Record Exam prior to admission into the program.

2) Students must maintain a minimum cumulative GPA of 3.0 in social work program courses.

3) No grade of D or F (or U) may count toward the MSW degree.

Credits for Each Program

MAYYAM: Graduation requirements consist of the satisfactory completion of 32 semester credits with an overall grade point average of C (2.5) or better. An additional eight credits are shared between the two curricula in lieu of MAYYAM electives. There will also be an 11-credit shared field work experience.

MSW: MAYYAM students are required to complete 35 core credit hours for the MSW program.

Both current MAYYAM students as well as those who have completed the degree are eligible for a tuition discount for MSW credits when they are accepted into the MSW program.

Dual Degree Course Plan (Shared Curriculum)

Year 1: DSRE541 Foundations of Biblical Spirituality (2)
 CHMN632 Contextualized Preaching for Youth (2)
 DSRE534 Ministry to Youth and Young Adults (2)
 THST (Theology Course) (2)
 SOWK561 Social Work Research I (2)
 SOWK531 Human Behavior and the Social Environment I (2)
 DSRE564 Advanced Youth and Young Adult Ministry Leadership (2)
 DSRE608 Youth and Young Adults in Contemporary Culture (2)
 CHMN523 Worship: Word and Music (2)
 DSRE656 Counseling Youth & Young Adults (2)
 SOWK562 Social Work Research II (2)
 SOWK532 Human Behavior and the Social Environment II (2)
 CHIS (Church History Course) (2)
 OTST/NTST (Biblical Studies Course) (2)

Year 2:

DSRE605 Issues in Religious Education OR
 DSRE610 Teaching for Discipleship (2)
 CHMN Conflict Resolution or Church Leadership (2)
 SOWK510 Field Seminar (.5)
 DSRE660/SOWK 535 Field Practicum (2)
 SOWK501 Foundations of Practice I (*Marriage, Family & Interpersonal Relationships) (4)
 OTST/NTST (Biblical Studies Course) (2)
 CHMN/DSRE Course (2)
 SOWK 515 Christian Perspectives on Ethics and Diversity (2)
 SOWK510 Field Seminar (.5)
 DSRE660/SOWK 535 Field Practicum (2)
 SOWK502 Foundations of Practice II (4)
 SOWK550 Social Welfare Policy (2)
 MSSN (World Mission Course) (2)
 THST (Theology Course) (2)

Year 3:

SOWK605 Advanced Assessment (3)
 SOWK610 Advanced Field Seminar (.5)
 DSRE660/SOWK635 Advanced Field Practicum (2)
 SOWK601 Advanced Practice I (3)
 SOWK689 Advanced Professional Seminar (.5)
 SOWK630 Policy for Social Change (3)

Seminary credits: 32

Social Work credits: 35

*Credits shared: 11

TOTAL CREDITS: 78

*Shared credits for MAYYAM with MSW equal 11: DSRE503

Marriage, Family & Interpersonal Relationships is shared with SOWK501 Foundations of Practice I. DSRE660 Field Practicum is shared with SOWK510, 535, 610 and 635.

Multi-School Programs

The Seminary offers many of the credits required to complete the following multi-school programs.

MSA: Church Administration

This program is designed for individuals who wish to specialize in church administration at a level of expertise not available in the MDiv program. The MSA program prepares students to serve as presidents, treasurers, and/or institutional administrators. See the School of Business Administration section of this bulletin, p. 284, for program details.

MIDP: International Development

The off-campus International Development Program (IDP) is administered by the IDP Coordinating Committee which includes administrators and faculty from the the College of Arts & Sciences, the School of Business Administration, the School of Education and the Seventh-day Adventist Theological Seminary. The committee also works with governmental and non-governmental organizations in planning and implementing new courses and curricula and in scheduling venues for delivery of intensives. It also develops and monitors compliance with policies governing admission of students to the program, student academic progress, and admission to candidacy status. Further, this committee receives council from the IDP Advisory Board which meets annually and consists of academics, NGO practitioners, and church administrators. See the International Development Program for further details, p. 125.

MA: RELIGION

Martin Hanna, *Director*

The Master of Arts (Religion) is an academic program usually involving two years of specialized study beyond the baccalaureate-degree level. The program requires 48 credits of course work. However, students with advanced theological study or prior extensive undergraduate studies in religion may complete the program with a minimum of 32 credits. (See section below on degree requirements).

The MA (Religion) degree is offered with these orientations: (1) Research Orientation which requires a thesis and a modern language relevant to the student's research (French or German are recommended); and (2) General Academic Orientation, which requires comprehensive examinations. Only 500- and 600-level courses are accepted.

The purpose of this program is to provide specialized training within the broader setting of the various disciplines of the Seminary. Students may choose an area of emphasis from those listed below:

- Archaeology and History of Antiquity
- Biblical-Theological Studies (Off-Campus Programs)
- Biblical and Cognate Languages
- Church History
- Intercultural Studies
- Intertestamental (Jewish) Studies
- Jewish and Muslim Faiths
- Mission Studies
- New Testament Studies
- Old Testament Studies
- Theological Studies

The MA: Religion degree with the research orientation is designed to fulfill the needs of students planning further graduate study in biblical studies, religion, or theology. The

general academic orientation should fulfill the needs of students who plan to engage in religious or secular endeavors which require a strong background in an emphasis. The MA: Religion is offered both on campus and at off-campus centers outside the United States. When offered at off-campus sites, the program may reflect context-sensitive needs in its curriculum as approved by the seminary faculty.

Admission Requirements

Admission to the MA: Religion program is based on the following requirements in addition to the general admission requirements for all graduate students on p. 44, and the general seminary admission requirements on pp. 347–350.

1. Applicant holds a baccalaureate degree or its equivalent, normally with a major in religion or theology with a minimum undergraduate GPA of 3.00 or above.
2. Applicant demonstrates language proficiency or shows a plan for acquiring language proficiency as determined by the selected area of emphasis. Proficiency is defined as the reading knowledge of a language at the intermediate level. Examinations may be required to demonstrate proficiency. Biblical language proficiency must be demonstrated before registration for exegesis courses. Modern language deficiencies must be made up before registering for the MA thesis. Language proficiency courses do not apply toward the 32 credits of the MA degree requirements.
3. Complete and return the Sixteen Personality Factor Questionnaire as directed.

Prerequisites

Language Prerequisites. Students meet the language prerequisites for the various areas of emphasis either by completing the courses listed below or by passing a qualifying examination at the intermediate level.

Archaeology and History of Antiquity

Intermediate Greek or Biblical Hebrew II

Biblical and Cognate Languages

Intermediate Greek and Biblical Hebrew II

Biblical and Theological Studies

Intermediate Greek or Biblical Hebrew II

Church History

Intermediate Greek or Intermediate Latin

Intercultural Studies

Intermediate Arabic

Intertestamental (Jewish) Studies

Intermediate Greek and Biblical Hebrew II

Jewish and Muslim Faiths

Biblical Hebrew II

Mission Studies

Intermediate Greek or Biblical Hebrew II or a reading knowledge of a modern foreign language

New Testament Studies*

Intermediate Greek

Old Testament Studies**

Biblical Hebrew II

Theological Studies

Intermediate Greek or Biblical Hebrew II

*Students who choose a major or minor in New Testament Studies must demonstrate proficiency in intermediate Greek either by passing the language-proficiency examination or by taking the Intermediate Greek course at Andrews University and earning a grade of B or above.

**Students who choose a major or minor in Old Testament Studies must demonstrate proficiency in intermediate Hebrew either by passing the language-proficiency examination or by taking the Biblical Hebrew II course at Andrews University and earning a grade of B or above.

Transfer Credits. A maximum of 6 semester hours of credit with a B (3.00) or above may be transferred from an approved seminary or university if applicable to the student's program. Transfer courses must have been completed within the six-year time limit.

Degree Requirements. In addition to the scholarship standards in the Graduate Programs Academic Information section of this bulletin, students must fulfill the following requirements for both the research and the general academic orientation options:

- 32–48 semester credits with a cumulative GPA of 3.00 or above.
- GSEM620 (to be taken the first time the course is offered after enrolling in the program).
- A major area of emphasis with 16–24 credits.
- A minor area of emphasis with 6–12 credits chosen from a second area of interest.
- Additional language requirements as listed under the two orientation requirements listed below.

Prior learning credit. In order to receive maximum prior learning credit, applicants must provide a transcript showing that they have taken the following courses at the undergraduate level with a GPA of 3.00 or better (on a 4.00 system). For each undergraduate credit deficiency, graduate credit must be added to the minimum of 32 credits required for this degree.

Church History	2
New Testament Studies	2
Old Testament Studies	2
Theological Studies	2
E.G. White Writings	2
Electives in religion*	<u>12</u>
Total prerequisite credits	22

*For the emphasis in Jewish and Muslim Faiths, Church History is to be replaced with one of the following courses: Jewish History, Arabic History, Introduction to Modern Hebrew, or Modern Dialectal Arabic. An elective course must be World Religions.

Research Orientation Requirements. A foreign language (French or German is recommended) must be completed by examination or course work (FREN505, GRMN505) in addition to the minimum 32–48 semester credits. An MA thesis with a total of 6 credits must be completed and defended. It cannot be started until all language requirements are finished. A student who has completed the required course work but has not finished the thesis (after completing 6 thesis credits) must register for GSEM688 (no credit) until the thesis has been approved.

General Academic Orientation Requirements. Students must take an oral or written comprehensive examination after advancement to candidacy. The comprehensive examination may be retaken only once. A student who has completed the required course work but has not finished all degree requirements must register for GSEM688 (no credit) until all requirements are met.

Advancement to Candidacy. Upon completion of 50 percent of the course work, a student should apply for advancement to candidacy. Forms are available in the office of the director of the

MA program. The forms should be completed by the student and approved by the director of the MA program and the dean of the Seminary.

Time Limits. A student must complete the requirements for the MA in Religion degree and graduate within six years of first enrolling in the program regardless of admission classification.

Academic Advisement. The director of the MA in Religion program, in cooperation with department chairs, assigns academic advisers in the student's area of specialization. The selection of the remaining course requirements is monitored by the director.

Certification for Teaching. Students who plan to teach religion in a Seventh-day Adventist academy or in a secondary school are urged to consult as early in the program as possible with the director of the MA program and the university certification officer regarding qualifying for SDA teaching credentials. See pp. 284–285 for more information about recommended methods courses in Bible teaching designed to meet the certification requirements.

Areas of Emphasis

In the event that a required course is not offered during any given term, another course in the same area can be substituted for the required course in consultation with the chair of the department.

Archaeology and History of Antiquity. OTST510, 604, 614. Remaining courses must be chosen from GSEM670, NTST615, 635, 680, 684, 689, 690, OTST514, 605, 615, 630, 635, 690.

Biblical and Cognate Languages. OTST625 and one of the following: NTST608, 678 or 696. Remaining courses must be chosen from NTST606, 618, 626, 646, 665, 678, 690, 696, OTST545, 555, 558, 565, 612, 626, 639, 654, 658, 659, 660, 680, 685, 690, 695.

Church History. CHIS674 and additional CHIS courses. Up to three credits may be chosen from among GSEM678 (in Church History), THST624, 625, 628, MSSN676.

Intercultural Studies. This emphasis requires 46 semester credits plus Arabic language proficiency at the intermediate level. Classes required include MSSN610, 650, 615, 635 for 6 credits, 660, 652 for 16 credits, 653 for 6 credits, GSEM620, and GSEM697 for 5 credits.

Intertestamental (Jewish) Studies. NTST525, 635, 684 or 689. Remaining courses must be chosen from NTST615, 618, 626, 680, 690, 696, OTST614, 625, 626, 627, 654, 659, 690, 695.

Jewish and Muslim Faiths. OTST627. A course is to be chosen from each of the following groups: Apologetics/comparative religion—MSSN650, 652, 653, 660, or CHMN587; History—ANTH478, CHIS630, or HIST450; Language/Literature—OTST626, 654, 658, or NTST626; Theology/Ethics—HIST450, OTST620, or THST644.

Mission Studies. MSSN610 or 676. Remaining courses must be chosen from MSSN.

New Testament Studies. An advanced course in language chosen from among NTST608, 678, or 696; a course in New Testament theology; a course in New Testament exegesis (in

addition to NTST678 if that course is taken to satisfy the language requirement); a course in New Testament backgrounds to be selected from among NTST615, 635, 654, 680, 684, 689. Remaining courses must be chosen from NTST courses or GSEM530, 670.

Old Testament Studies. OTST625; two courses in Exegesis; a course in Archaeology and History of Antiquity. Remaining courses must be chosen from OTST courses or GSEM670 or 530.

Theological Studies. Regardless of which sub-section of theological studies is selected for emphasis—Systematic Theology, Historical Theology, or Philosophy and Ethics—the following courses are required: THST550, 619, and 624 or 628. Remaining courses must be chosen from THST courses or GSEM534 or 530.

Electives. A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Programs Offered at Off-Campus Sites

Depending on the availability of adequate research library facilities and qualified teaching staff, an affiliated school may be authorized by the seminary faculty to offer some or all of the areas of emphasis listed above with the research orientation or the general academic orientation. Contact the director of the MA program for details on the Off-Campus Programs.

Biblical-Theological Studies. This area of emphasis is available only with the general academic orientation at Off-Campus Centers. In addition to the degree requirements outlined above, and depending on prior learning credit, the following are required: two or three NTST courses, two or three OTST courses, two or three THST courses, and a course from either CHIS or MSSN or both. Remaining courses must be chosen from any of the above disciplines.

An MA Thesis in lieu of Comprehensive Exams is possible with authorization of the Director of the MA in Religion Program.

Adventist Ministry Minor. A minor in Adventist Ministry is available at Off-Campus Centers only. Credits may be selected from appropriate CHMN courses.

DOCTOR OF MINISTRY (DMin)

Skip Bell, *Director*

Purpose

The purpose of the Doctor of Ministry program is to provide structured, rigorous, advanced training in ministry by equipping participants with needed competencies and leadership skills. The program engages qualified people in an active learning environment so that they may reach advanced levels of ministry effectiveness.

Program Description

The Doctor of Ministry program offers a professional degree for people who seek advanced competencies in evangelism, ministry and mission. The program enables people to grow within the framework of a Biblical model of leadership and to develop an Adventist perspective of evangelism, ministry, and mission. The program is normally offered to professionals who are in active ministry.

Course modules include teaching intensives at various North American and international sites. Concentrations are offered in Chaplaincy Ministry, Discipleship and Biblical Spirituality, Evangelism and Church Growth, Family Ministry, Global Mission Leadership, Health Care Chaplaincy, Leadership, Missional Church: A Biblical Response to Western Culture, Pastoral Ministry (Spanish), Preaching, Urban Ministry, and Youth and Young Adult Ministry.

Doctor of Ministry modules include intensive sessions taught by faculty teams that include seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment. Faculty aim to facilitate balanced spiritual, professional, and theological formation that affects the individual, the family, and the ministry group. Participants develop a deeper personal experience, which leads to a strengthening of their family life as well as a greater commitment to ministry. They learn to evaluate ministerial practices through theological reflection, which helps them establish a Biblical model of servant leadership. Graduates from the program will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.

Admission Requirements

To be considered for admission to the Doctor of Ministry program, applicants must meet the following requirements:

- Hold the Master of Divinity degree or its equivalent.
- Have a GPA of at least 3.25.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least three years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations.
- Submit a 1500–2500 word double-spaced paper that discusses their personal spiritual journey and sets forth their purpose for seeking the Doctor of Ministry degree. The paper should manifest deep theological reflection and a familiarity with current literature in pastoral ministry.
- Applicants from other faiths may be accepted into the program, provided they meet admissions requirements and represent high moral integrity with a character, lifestyle, and spiritual commitment reflective of the ideals of the Seventh-day Adventist Church.
- Complete and return the Sixteen Personality Factor Questionnaire as directed (applicants for non-English programs excepted).

Admission Procedure. Applicants must submit those items specified in the Graduate Program's section of this bulletin on p. 44 and in the Seminary admission requirements on pp. 347–350.

Advanced Standing

Students who have done post-MDiv work in an accredited theological seminary or graduate institution may be eligible to receive advanced standing provided the work is appropriate to the DMin program. The DMin committee determines the appropriateness and relevancy of such credits. Credits accepted for advanced standing may not exceed 25 percent of the total credits required for the DMin degree. Credits earned toward an MA or an MDiv degree are not considered for advanced standing.

Degree Requirements

In addition to the requirements listed in the Academic Policies section on p. 349, students must fulfill the following requirements for the DMin degree:

General Requirements	18
GSEM790 (4 cr), GSEM796 (6 cr), GSEM706 (8 cr)	
Other modules	14
TOTAL CREDITS for the DMin Degree	32

Financial Plans

Financial plans are available to assist NAD employees, international students, cohort groups, and others. See the DMin website (www.doctorofministry.com) or contact the DMin office for further information.

Modes of Delivery

In order to make the program accessible to church professionals, the professor contact portions of course modules are offered as intensives on-campus and at off-campus locations.

Project Requirements

- Students should take GSEM790 (4 cr) in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM790 is taken. A project proposal must be submitted and accepted.
- The project, which should address a problem or issue directly relevant to the ministry of the contemporary church, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in consultation with the student's adviser. Regulations governing the style and format of project documents are found in *Andrews University Standards for Written Work*.
- During the third and fourth years of the curricular program, candidates must register for GSEM796. If the project is still in progress after this time, the student must register for GSEM788 DMin Project Continuation (0 cr) and pay the doctoral project continuation fee for each additional semester.
- 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.
- In exceptional cases, a dissertation may be substituted for a project narrative with permission from the Doctor of Ministry Committee.

Time Limits. DMin students must complete all courses and modules and successfully defend the project within six years from the time they begin course work. In special circumstances and upon written request, extensions may be granted for one year. Tuition for continuation equal to one doctoral credit will be charged per semester in an extension year. When participants are dropped due to time limits course module credits are preserved, but project/dissertation courses must be retaken.

Project Process. For a detailed outline of the DMin project process, students should see the Guidelines for the Doctor of Ministry Project. A copy of this document is provided to students during the GSEM790 intensive. It can also be obtained from the Doctor of Ministry Web site: www.doctorofministry.com, or the DMin office.

Academic Supervision. The director of the DMin program acts as curriculum supervisor. The project adviser and a second reader are chosen by the student in consultation with the project coach. Students should work closely with these persons and the DMin project coach to complete the project.

Courses and Modules (Credits)

See inside front cover for symbol code.

All modules include teaching intensives which are generally two weeks in length.

The Project and General Registrations

GSEM700 (0)

DMin Program Orientation

Registration for accepted students preparing for their first module intensive.

GSEM788 (0)

DMin Project Continuation

Persons who have completed all registrations of module and project credits required for the DMin degree maintain their enrollment status by registration for DMin Project Continuation each subsequent semester until completing or leaving the program. Rated as full-time student status.

GSEM789 (0)

DMin Program Continuation

Program participants register in semesters between module intensives for DMin Program Continuation to maintain current student status in all semesters. Rated as half-time student status.

GSEM790 (4)

DMin Project Seminar

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.

GSEM796 (2-6)

DMin Project

A DMin project is a professional project that integrates theological reflection, scholarly research and practical ministry. The project contributes to the enhancement of ministry in the church and to the growth and development of the ministry professional.

GSEM797 (1-8)

Independent Study

Available to students by permission of the program committee. Repeatable. A minimum of one meeting per month with the supervising professor is generally required. May be graded S/U.

Required Module

GSEM706 (6-8)

Spiritual and Theological Foundations for Ministry

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.

Chaplaincy Ministry Concentration

CHMN747 (4-5)

Christian Leadership

This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership in the context of church, education and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

CHMN775 (4)

Foundations of Chaplaincy Ministry

This module examines the biblical and theological foundations for chaplaincy ministry. Participants investigate the history and development of chaplaincy ministry, and its role and function within the mission and life of the church and community. Issues in ethics are explored to advance professional development. Emphasis on personal spiritual formation continues.

CHMN785 (5)

Professional Formation in Chaplaincy Ministry

The primary emphasis in this module is the professional development of the chaplain. Participants examine leadership issues specific to chaplaincy, management, human development, group theory, and organizational theory. Specific modalities of ministry in the chaplaincy context will be examined and developed. Emphasis on personal spiritual formation continues.

Discipleship and Biblical Spirituality Concentration

DSRE705 (4)

Theological and Historical Perspectives on Spiritual Growth

Examines the biblical and theological basis for spiritual life, discipleship and Christian experience as well as how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit.

DSRE707 (8)

The Personal Practice of Biblical Spirituality

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.

DSRE708 (5)

Mentoring for Discipleship and Biblical Spirituality

This course will equip participants for assisting in the Christian formation and discipling of others through spiritual mentoring. It will develop an understanding of how the age, temperament and developmental stage of a mentoree helps to determine the most effective model for discipling.

DSRE709 (5)

Constructs of Corporate Ministry for Discipleship and Biblical Spirituality

Explores constructs of corporate ministry that will enhance growth in Christian formation and discipleship within the context of the church and wider community. A corporate life of outreach and ministry to others through loving and maturing relationships will be developed.

Evangelism and Church Growth Concentration**CHMN719 (4)*****Perspectives on Mission and Church Growth Strategies***

Provides reflection and practice in the following areas: 1) the core value and centrality of evangelism in the mission and life of the local church; 2) ministry-embedded integration of theory and practice within a biblical theology of mission; 3) creating a culture of year-around evangelism; 4) church growth principles; 5) reaching secular people; and 6) church planting as evangelistic strategy.

CHMN767 (5)***Formation of Evangelistic Strategy***

Provides reflection and experience in contemporary personal, public and media evangelistic strategies as a basis for effective evangelistic leadership. Biblical and practical foundations for empowering people for ministry as well as factors and strategies for cell church growth are experienced. Prerequisite: CHMN719.

CHMN789 (5)***The Missional Church***

This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored.

Family Ministry Concentration

Each summer two intensives in the Family Ministry Concentration are offered. Prerequisite: GDPC520 Life Span Development or equivalent.

DSRE720 (1–2)***Professional Development***

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio. Graded S/U.

DSRE755 (2)***Families in Society***

An exploration of issues germane to family life education, and the mission and methods of family ministry within a leadership perspective.

DSRE757 (3)***Family Law and Public Policy***

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.

DSRE758 (2–5)***Internal Dynamics of Families***

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

DSRE759 (2–3)***Human Sexuality***

An understanding of, and skill development in, interpersonal relationships and a study of human social conduct with emphasis on congregational life. Also studies the physiological, psychological, emotional, and social aspects of human sexuality

and the Christian response to this God-given gift. Examines measures for preventing clergy sexual misconduct.

DSRE779 (3)***Parenting Education and Guidance***

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.

Global Mission Leadership Concentration**MSSN731, 732 (4, 4)*****Cultural and Religious Analysis—I, II***

Using the tools of cultural, social, anthropological, and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The course content will be shaped to fit the local situation.

MSSN741, 742 (4, 4)***Mission Strategy Development—I, II***

Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted. Prerequisite: MSSN731, 732 Cultural and Religious Analysis.

Health Care Chaplaincy Concentration**CHMN786 (6)*****Clinical Issues in Care and Counseling***

This module covers instruction in theory and clinical skills within the context of spiritual care. It provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific processes of disease such as HIV/AIDs, cancer, disability, and mental health issues.

CHMN787 (5)***Theory & Research in Chaplaincy***

This module covers current research on spirituality and health as well as the theological understanding of spiritual care within the clinical context. The theoretical framework for this module is based on psychological, sociological, and theological literature. This module also explores methods that will enable participants to have a better understanding of the lived experience of the people to whom they minister.

CHMN788 (5)***Professional Practice in Chaplaincy***

This module promotes integration within the institutional life through professional interdisciplinary areas. It explores the various leadership roles and functions involved in chaplaincy and includes professional conduct, leadership ethics, interdisciplinary consultation, and interdepartmental relations. The issue of how to conduct workshops and organize support groups is also addressed in this module.

Leadership Concentration**CHMN747 (4–5)*****Christian Leadership***

This module investigates principles, challenges, and practices of

Christian leadership, emphasizing issues that make leadership in the context of church, education, and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

CHMN760 (5)
Advanced Leadership Competencies

Participants continue personal and theological reflection with integration of leadership principles. Systems thinking, organizational culture, human development theory, and ecclesiology are investigated in the context of the church and leadership. The module also pursues further development and application of essential leadership practices. Practical focus on administrative skills is initiated. Prerequisite: CHMN747 Leadership and Church Management.

CHMN780 (5)
Leading and Managing the Church Organization

Local churches and denominational organizations present challenges in leadership, management, and administration. This module combines previous requirements of the Doctor of Ministry leadership concentration and an informed foundation of biblical leadership to help participants excel in skills like strategic planning, managing change, team building, resource management, communication, mentoring, and coaching.

Missional Church: A Biblical Response to Mission in Western Culture Concentration

CHMN704 (4)
Incarnational Missional Church

Investigates 21st century western culture and corresponding mission praxis. Includes theological reflection, literature, theory, and practices in ministry. Prepared for leaders who desire to engage the church on effective mission to Western culture; pastors, church planters and administrative leaders who wish to gain an understanding of the implications of missional church.

CHMN713 (5)
Transformational Leadership and Organic Systems Thinking

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.

CHMN714 (5)
Discipling Leaders for Mission

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.

Pastoral Ministry (Spanish)

CHMN747 (4-5)
Christian Leadership

This module investigates principles, challenges, and practices of Christian leadership, emphasizing issues that make leadership

in the context of church, education and non-profit service organizations unique. Participants examine leadership theory and literature, consider a theology of leadership, and build the foundation for leadership development in the context of professional ministry.

CHMN767 (5)
Formation of Evangelistic Strategy

Provides reflection and experience in contemporary personal, public and media evangelistic strategies as a basis for effective evangelistic leadership. Biblical and practical foundations for empowering people for ministry as well as factors and strategies for cell church growth are experienced. Prerequisite: CHMN719.

CHMN778 (5)
Church Growth and Discipleship in the Urban Church

An examination of principles for expanding the Kingdom of God in the Urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included.

CHMN789 (5)
The Missional Church

This module identifies and examines the characteristics of the missional church. Biblical faithfulness in discipleship and mission priority on the congregational level are further examined. Case studies of successful contemporary models for local church evangelism are explored.

DSRE758 (2-5)
Internal Dynamics of Families

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

Preaching Concentration

CHMN743 (4)
Prophetic Preaching in the Worship Context

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.

CHMN744 (5)
A History of Preaching

This module explores the history of preaching, its procession of personalities and trends. Participants investigate and define the beliefs, practices and identity of four preaching styles that have dominated preachers and schools of preaching. Includes a discussion of unusual and/or important contributions to preaching in the 20th-21st century.

CHMN748 (5)
Preaching the Literary Forms of the Bible

Examination of biblical literature, including historical narrative, NT epistles, and apocalyptic passages for preaching. Special attention is given to the skill of storytelling and how stories are processed by the human mind. It includes collegial and inductive reflection on the unique challenges and opportunities within epistolary and apocalyptic biblical texts.

Urban Ministry Concentration**CHMN769 (5)*****Strategic Planning for Urban Community Development***

An in-depth study of key biblical, theological and contemporary models of community-based ministry. Includes an emphasis on strategic planning that leads to economic and community development.

CHMN774 (4)***The Church in the City***

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.

CHMN776 (5)***Urban Church Leadership and Management***

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.

CHMN778 (5)***Church Growth and Discipleship in the Urban Church***

An examination of principles for expanding the Kingdom of God in the urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective, appreciation for diversity, and the local church in civic life.

Youth and Young Adult Ministry Concentration**DSRE710 (4)*****Current Issues in Youth and Young Adult Ministry***

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.

DSRE721 (5)***Perspectives on Youth and Young Adult Ministry Leadership Strategies***

This module will explore the various leadership roles and functions involved in youth and young adult ministry. It includes: youth and young adult ministry leadership principles, planning and leading major events, writing grant proposals, implementing change, leadership in youth evangelism, developing people helping skills, life cycle of a youth and young adult ministry.

DSRE765 (5)***Advanced Youth and Young Adult Ministry***

Builds on knowledge of youth and young adult ministry and advances to a greater depth in such areas as: understanding youth culture, youth evangelism, small groups in youth and young adult ministry, sexuality, music, camping, short-term missions, writing grant proposals, risk management, contemporary worship, and reclaiming missing youth and young adults.

RELIGIOUS EDUCATION**Mission**

The Religious Education programs prepare versatile scholars in the theory and practice that undergird the teaching and discipling mandates of the gospel commission.

Programs

The Religious Education programs offer studies leading to the Master of Arts: Religious Education and the Doctor of Philosophy in Religious Education. Each graduate will have a biblical knowledge base, an understanding of biblical spirituality and nurture, and the theory base for scholarly endeavor and service in either the formal (school) or non-formal (church and family) setting.

Religious Education prepares scholars for leadership roles and service in settings where religious, moral, and spiritual nurture and growth are primary concerns. Areas of emphasis in Religious Education include campus spiritual leadership, children's ministry, Christian formation and discipleship, family life education, theological curriculum and instruction, denominational certification for secondary religion, and other options customized by the student in consultation with an advisor. The programs offer interdisciplinary academic degrees with considerable flexibility to meet individual student interests.

In addition to the area of emphasis, the core requirements focus on facilitating the development of the graduate as a

- Christian Apologist
- Pastor-Teacher
- Servant Leader
- Researcher-Evaluator
- Maturing Christian
- Lifelong Scholar

Each of these roles includes a number of competencies that serve as guides to students in designing their programs of study and choosing their courses. Students generally meet the competencies by satisfactorily completing the core courses and emphasis area electives in the curriculum. A course plan is prepared by each student in consultation with his or her Religious Education advisor. Well-planned choices help to ensure that competencies are met at levels appropriate for the degree pursued.

Graduate Certificate in Religious Education

A graduate certificate program is a focused group of courses with a coherent knowledge base in one field of specialization. Courses in the program are regular graduate courses that are fully transferable into Religious Education graduate degree programs and other graduate programs where these courses are applicable to the curriculum.

Religious Education currently offers one 12-credit graduate certificate program: Campus Spiritual Leadership. The successful completion of a graduate certificate program is noted on the student's transcript.

Admission and Time Limit

The same admission processes and standards are used in graduate certificate programs as are used for master's degree programs, except that the Graduate Record Exam (GRE) and the Sixteen Personality Factor Questionnaire are not required. The time for completion of a certificate program should not exceed five years from first enrollment.

Delivery System

Courses in the graduate certificate programs are offered during the academic year and as summer intensives on a two- to three-year rotation. Intensives require post-campus work.

The courses are normally offered back-to-back in the summers, allowing a student to complete the sequence over two to three summers.

Graduate Certificate: Campus Spiritual Leadership

The Graduate Certificate in Campus Spiritual Leadership is designed for professionals with responsibility for some aspect of the spiritual growth of students on Christian or public campuses. Typical applicants would be pastors, youth pastors, chaplains, Bible teachers, principals, residence hall deans, student services directors, lay leaders of youth and young adult ministries, and youth and education directors.

The classes are set up to examine the broad principles of campus ministry, at the same time allowing those with specific interest in the public or Christian campus to focus their research, assignments, and field work on the setting of their choice. Courses are taught by faculty in the Religious Education and Youth and Young Adult Ministry programs of the Seminary and professionals who are currently involved in campus ministry on Christian and public campuses.

Prerequisites

- Bachelor's degree
- 12 undergraduate/graduate credits in religion/theology
- A course in human growth and development

Requirements

DSRE620	Scholarly and Professional Development
DSRE636	Seminar in Youth Ministry: Young Adults
DSRE656	Counseling Youth and Young Adults
DSRE664	Campus Ministry or DSRE680 Field Practicum: Campus Internship
DSRE669	Reaching the Secular Mind

TOTAL CREDITS for Graduate Certificate—12

MA: RELIGIOUS EDUCATION

John 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. Students electing to obtain a graduate certificate in campus spiritual leadership may continue their studies to complete requirements for the MA: Religious Education. The master's program generally requires attendance during the regular academic year, but many classes are taught over the summers as intensives with post-campus academic and fieldwork assignments.

Admission Requirements

Admission to the MA: Religious Education program is based on the student's meeting the general admission requirements for all graduate students as given on p. 44, and the general Seminary admission requirements on p. 347. 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.

Degree Requirements

The MA: Religious Education is an academic degree awarded upon successful completion of 48 credits of interdisciplinary study in the Seminary and School of Education. Candidates with advanced theological or educational study or with prior extensive undergraduate studies in religion, religious education, or education may submit a petition requesting advanced standing of up to 16 credits. Evaluation of advanced standing is calculated as follows:

- 15 or more credits of undergraduate or graduate religion or theology credit may qualify for advanced standing of up to 11 credits in appropriate areas of the course plan. Advanced standing based on less than 15 credits of prior undergraduate or advanced studies is prorated at a ratio of 0.72:1.
- 7 or more credits of undergraduate or graduate education or religious education may qualify for advanced standing of up to 5 credits in appropriate areas of the course plan. Advanced standing based on less than 7 credits of prior undergraduate or advanced studies is prorated at a ratio of 0.72:1.

Transfer credits for graduate studies other than by petition as noted above are permitted under the regular transfer policies based on a 48-credit curriculum, but only to the extent that the combined credits for prior learning and graduate transfers do not exceed 16 credits. A minimum of 32 credits must be from Andrews University courses.

To remain in regular standing, students must complete the program within six years after first registering for courses and 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.

Comprehensive Examinations. Candidates for the MA degree must pass comprehensive examinations given at the published times. The one-day exams entail a three-hour morning session and a two-hour afternoon session.

Thesis. Candidates for the MA degree may elect to do a thesis (minimum 3 credits). A two-member faculty committee guides the student in developing the project and evaluates the defense. Students who complete a thesis are exempt from writing comprehensive examinations but are required to make a portfolio presentation.

Time Limits. A student must complete the requirements for the MA: Religious Education degree and graduate within six years of first enrolling in the program regardless of admission classification.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist—5–6

EDFN500 Philosophical Foundations for Professionals;
Theological foundations according to emphasis area (2–3)

Pastor-Teacher—5–6

EDCI565 Improving Instruction or DSRE610 Teaching for Discipleship (3); psychology or sociology elective (2–3)

Servant Leader—4

DSRE 605 Issues in Religious Education (3); Leadership study or practicum appropriate to emphasis area (1)

***Researcher-Evaluator—3**

EDRM505 Research Methods

Maturing Christian—3

DSRE541 Foundations of Biblical Spirituality

Lifelong Scholar—0

DSRE620 Scholarly and Professional Development

Scholarship in Religion and Education—0–16

Courses relevant to scholarship in religion (11 credits) and to scholarship in education or religious education (5 credits) under advisement based on evaluation of prior learning. The courses will be distributed appropriately in the course plan. Advanced standing may be obtained for these credits based on a background of advanced theological or educational study or prior extensive undergraduate studies in religion, religious education, or education.

Emphasis Area—12–14**TOTAL CREDITS for MA in Religious Education—48**

* Students planning to enter the PhD in Religious Education should also take EDRM611 Applied Statistical Methods I (3). Depending on how the distributed courses are configured, taking EDRM611 may increase the total credits required for the MA degree.

Areas of Emphasis

There are two defined areas of emphasis: Family Life Education and Campus Spiritual Leadership. Additional emphases include children's ministry, Christian formation and discipleship, youth and young adult ministry, and other options customized by students in consultation with an advisor.

Family Life Education:

MA: Religious Education core requirements: CHMN575, DSRE655. Remaining courses to a minimum of 16 credits must be chosen from DSRE503, 635, 657, 658, 659, 679, 680.

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. 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 are:

- Families and Individuals in Societal Contexts
- Internal Dynamics of Families
- Human Growth/Development across Life Span
- Human Sexuality
- Interpersonal Relationships
- Family Resource Management
- Parent Education and Guidance
- Family Law and Public Policy
- Professional Ethics and Practice
- Family Life Education Methodology

While Andrews University courses are approved for each of these content areas, to complete all the requirements for CFLE, a student must take an extra 5 credits beyond the master's requirements.

Campus Spiritual Leadership:

MA: Religious Education core requirements: DSRE636, 656, 664 or 680, 669.

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: Religious Education. More information about preparing to teach religion in Adventist schools is available from the University Certification Registrar in the School of Education.

PHD: RELIGIOUS EDUCATION

Kathleen Beagles, *Director*

The PhD in Religious Education prepares men and women to be scholars and researchers in specialized teaching and discipling ministries of the home, the church, or the Christian college or university. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research using research methodologies of the social sciences.

Areas of Specialization

- Christian Formation and Discipleship
- Theological Curriculum and Instruction
- Customized: See Curricula for Concentrations, p. 373.

Graduates with a PhD in Religious Education are prepared to serve the church in teaching and leadership ministries focused on the family, the church, or the school and to investigate contemporary religious education issues using social sciences research methodologies.

Admission Requirements

In addition to meeting the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44, and in the Seminary Admission Requirements, p. 347, applicants must

- Hold an MA: Religious Education; an MDiv; an MA: Religion; or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education or religious education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. See proficiency standards in the Graduate Programs Admission section, p. 45.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD in Religious Education program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 363–365), applicants to the PhD in Religious Education must also submit

- A 600-word statement of purpose, which includes their mission statement, a description of the journey that created a desire to pursue doctoral studies, and a vision of the professional accomplishments they foresee.
- A 200-300 word description of their area of interest for dissertation research and an explanation of this choice.
- A significant research paper (term paper, thesis, or research report), normally written during the master's level studies. This paper should give evidence of the applicant's ability to carry out research and to present the results and conclusions of such work in standard English and in an acceptable style.

Prerequisites. Students entering the PhD in Religious Education program should have a foundation in research methods of education and psychology and in basic statistics as evidenced by EDRM505 Research Methods and EDRM611 Applied Statistical Methods I or their equivalents. As part of the conceptual framework for the religious education program, EDFN500 Philosophical Foundations for Professionals; DSRE605 Issues in Religious Education; and DSRE541 Foundations of Biblical Spirituality are required.

Curriculum Requirements

Curriculum Framework and Courses

Christian Apologist—6

DSRE850 Theological Foundations of Christian Teaching; elective

Pastor-Teacher—5–6

Electives in psychology, curriculum and instruction

Servant Leader—3

Elective in administration or leadership

Researcher-Evaluator—23

Research courses (7):

DSRE887 Applied Research; two research methodologies

Dissertation sequence (16):

GSEM854 PhD-ThD Dissertation Proposal Seminar or

EDRM880 Dissertation Proposal Development, and

DSRE995 Doctoral Dissertation

Maturing Christian—3

DSRE830 Fostering Spiritual Growth

Lifelong Scholar—3

DSRE878 Advanced Scholarly and Professional Development

DSRE950 Synthesis in Religious Education

Area of Concentration—19–21

Electives

TOTAL CREDITS for PhD in Religious Education—64

Research Requirements

Research is a major component of the PhD in Religious Education program.

DSRE887 Applied Research is required.

Students should also select two methodologies from the following list:

EDRM605 Qualitative Research Methods or

EDRM636 Program Evaluation

EDRM704 Design and Analysis of Ed and Psych Surveys

EDRM712 Applied Statistical Methods II

EDRM713 Applied Statistical Methods III

HIST650 Historical Method and Research

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 DSRE887 Applied Research is an appropriate way to demonstrate this competency.

Curricula for Concentrations

Courses for the concentrations and, in one case, language prerequisites for a concentration are listed below:

• Christian Formation and Discipleship

CHIS940 Seminar in Church History or Adventist Studies

DSRE830 Fostering Spiritual Growth

GDPC616 Psychology of Religious Experience

MSSN830 Seminar in Strategies and Development in Mission

NTST930 Seminar in New Testament Spirituality

OTST620 Seminar in Old Testament Theology

THST814 Seminar in Philosophy, Theology and Ethics

• Theological Curriculum and Instruction

Language prerequisite: If the area of study requires a language, complete the course Intermediate Greek or Biblical Hebrew II or pass a qualifying examination at the intermediate level in Greek or Hebrew.

15 credits from one, or 9 credits from one and 6 from another of the following areas: Biblical archaeology & history of antiquity, Christian ministry, church history, mission, New Testament, Old Testament, theology and Christian philosophy; 6 credits from curriculum and instruction.

• Customized: Students may design an individualized course of study if three conditions are met.

- Academic area must be appropriate to Religious Education
- Graduate courses on the topic must be available at Andrews University
- Andrews University faculty with expertise in the topic must be available for advising.

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music and worship, spiritual nurture of children, or spiritual nurture of youth and young adults.

General Requirements

- All course work taken at the Seminary should be at the 600-, 800-, or 900-levels; course work taken at the School of Education should be appropriate for doctoral level study.
- At least 51% of the student's course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full-time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full-time Status. For students who have not completed all courses for the degree, full-time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship.
- Registering for 4 or more credits of dissertation.

For students who have completed all requirements for the degree except the dissertation, full-time status requires all of the following:

- Registering for one or more credits of dissertation or dissertation continuation;
- Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.
- All course work is campus-based and supported by online resources.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Progression Through the Program

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education office.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of eight sections, one of which may be given in a take-home format, one of which may be a portfolio presentation, and six of which must be written in a supervised environment. The examination occurs on the dates published in the academic calendar for School of Education doctoral comprehensive examinations. See also the Seminary calendar on p. 344.

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 DSRE878 Advanced Scholarly and Professional Development and DSRE950 Synthesis in Religious Education.

The student is advanced to degree candidacy after passing the comprehensive examination.

Dissertation Committee. Before the student registers for EDRM880 Dissertation Proposal Development or GSEM854 PhD-ThD Dissertation Proposal Seminar, the student—in consultation with his/her advisor—selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee. The

student, the program director, and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. All three members of this dissertation committee must approve the proposal before it is presented to the PhD/ThD committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD committee, as are any changes to the committee.

At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner.

Dissertation Proposal. No later than the last semester of course work, students must submit to the PhD/ThD Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

1. A 10–15 page overview of the major elements of the dissertation.
2. The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.

PHD: BIBLICAL AND ANCIENT NEAR EASTERN ARCHAEOLOGY

Randall W. Younker, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD) in Biblical and Ancient Near Eastern Archaeology is to provide teacher-scholars for church-operated colleges, seminaries and universities around the world.

Areas of Specialization

When students apply to the PhD program in Biblical and Ancient Near Eastern Archaeology they may select one of two areas of emphasis: Biblical Archaeology or Ancient Near Eastern Archaeology and Anthropology. Each emphasis has areas of specialized study as listed below:

Biblical Archaeology

- Biblical History and Archaeology
- ANE Archaeology
- ANE Languages
- Fieldwork, Method and Theory

Ancient Near Eastern Archaeology and Anthropology

- Anthropology of Ancient Peoples, Ethnography and Ethno-archaeology
- ANE Languages
- ANE History and Archaeology
- Fieldwork, Method and Theory

Each area of study is to be supplemented with one of the cognate areas listed below.

- Old Testament
- New Testament
- Church History
- Theology and Christian Philosophy
- World Mission
- Biblical Archaeology (if the major emphasis is Ancient Near Eastern Archaeology and Anthropology)
- Anthropology (if the major emphasis is Biblical Archaeology)
- Ancient Near Eastern Languages

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44. Admission to the PhD in Biblical and Near Eastern Archaeology program is granted to applicants who

- Hold an MA (or its equivalent) from an accredited institution in an appropriate field (ancient Near Eastern history and/or archaeology, biblical history, anthropology).
- Show high promise of future usefulness to church and/or society.
- Read proficiently required ancient and/or modern languages as noted in the Language Requirements below.
- Demonstrate the ability to handle doctoral-level work in English.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.
- Have 16 prerequisite credits in the chosen area of concentration.
- Have a graduate course in Research Methods (e.g. GSEM620 Research Methods)

Admission to Advanced Standing. Advanced standing for the PhD in Biblical and 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 (see pp. 363–365), 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. Biblical Hebrew at the Intermediate Level, French, German (other languages such as modern Hebrew and modern Arabic may be substituted for French and/or German), if these are shown to be important for research purposes.
- Ancient Near Eastern Archaeology and Anthropology. Biblical Hebrew at the Intermediate Level, French, German (other languages such as modern Hebrew and modern Arabic or computer data base skills) may be substituted for French and/or German, if these are shown to be important for research purposes.

Upon approval by the program committee, the Director may approve a different modern language in place of either French or German and 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
Area of Cognate	9
Required Courses	6
GSEM854 Dissertation Proposal Seminar (3),	
GSEM860 Teaching Religion in College (3)	

Dissertation

16

GSEM995 Dissertation (1–12)

(Students with recognized teaching experience at the college/graduate level may substitute a course in either the emphasis or cognate area for GSEM860.)

- Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the 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, worship and assemblies.
- Achieve grades of B (3.00) or better and/or S. Only such grades are counted toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If students fall below this minimum GPA, they are placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of students with grades below B may be terminated after review by the program committee. Students who accumulate more than three grades of C or below (2.00 or below) are not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM880, GSEM888 (non-credit courses) are counted as full-time students. Students who register for GSEM995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

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 GSEM854 Dissertation Proposal Seminar, they, in consultation with the program director, should select a tentative dissertation topic and a dissertation advisory committee. The program director appoints as the chair of each student dissertation advisory committee, a faculty member in agreement with the tentative topic. During the same semester, students and their committee chairs should select two additional faculty members to complete the student dissertation advisory committee, so that, where possible, all three members may contribute to the development of the dissertation proposal. All three members of each student dissertation advisory committee must approve the proposal before it is presented to the program committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the external examiner, is normally a scholar from another graduate institution.

Comprehensive Examinations

Students are required to pass four comprehensive examinations within a four-week period designated by the program committee. Three of these examinations are set in the principal area of study and one in the cognate area. At least two of these examinations must be in the regular written format, each lasting between four and six hours, up to two of the four examinations may be given in the oral and/or take-home formats.

The course requirements of 48 credits must be completed before students can take comprehensive examinations.

The comprehensive examinations determine students' proficiencies in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.

Students' applications to take the comprehensive examinations are also an application for advancement to candidacy, which is granted subject to passing all comprehensive examinations.

Dissertation Proposal

While taking the course GSEM854 Dissertation Proposal Seminar, under the guidance of the course instructor and the chair of the dissertation advisory committee, students begin to work on the dissertation proposal. During the following semesters, but normally not later than the last semester of course work, students should submit a final proposal that is approved by the dissertation advisory committee and prepared for submission to the program committee. The program committee grants final approval for the dissertation topic.

Dissertation

The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship,
- Demonstrate the candidate's competence to do independent research,
- Reveal the candidate's familiarity with and proficiency in handling the pertinent literature, and
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions and implications of the study.

The chair of each student dissertation advisory committee guides students in the research in consultation with other members of the committee. As a rule, a calendar year or more is needed for dissertation preparation.

The dissertation is normally written in SBL 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.

PHD: RELIGION

Thomas Shepherd, *Director*

The Doctor of Philosophy (PhD): Religion program prepares teacher-scholars in focused theological fields of study, primarily for the Seventh-day Adventist Church in its institutions of higher learning around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at:

www.andrews.edu/sem/programs-degrees/PhD/PhD-handbook.pdf

Areas of Specialization

When students apply to the PhD program in religion, they select one of the six areas of study listed below.

Adventist Studies

- Development of Adventist lifestyle
- Development of Adventist theology
- General Adventist history

Church History

- Early Christianity and the Middle Ages
- Reformation
- Modern Church, American Church, and Adventist Studies
- History of Theological and Prophetic Studies
- Church and State

Mission and Ministry Studies

- 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

New Testament Studies

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Old Testament Studies

- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Theological Studies

- Christian ethics, comprising ethical theory and professional, personal, and social ethics
- Historical theology, examining the origin and development of theological concepts and trends
- Philosophical theology
- Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD in Religion is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area.

One who holds a PhD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44, and in the Seminary Admission Requirements, p. 347. Admission to the PhD: Religion program is granted by the PhD-ThD Committee to applicants who

- Hold either an MDiv degree (or its equivalent), or an MA in Religion (or its equivalent) from an approved seminary or university.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and/or modern languages as noted in the Language Requirements.
- Demonstrate the ability to handle doctoral-level work in English. (Standardized proficiency examinations are required of all PhD Religion program applicants whose native language is other than English).
- Complete and return the Sixteen Personality Factor Questionnaire.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM620 Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Admissions by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Admissions by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 363–365), applicants to the PhD-ThD programs must also submit

- A 600-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.
- A significant research paper (term paper or thesis), normally written during MA or MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of concentration.

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 in the different areas of study are listed below.

Adventist Studies and Mission and Ministry Studies

- 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).

Church History

- Prerequisite: Intermediate NT Greek, French, and German.
- Required: CHIS614 Readings in Ecclesiastical Latin.
- Other languages as needed for research and/or dissertation, such as: Biblical Hebrew, Advanced Greek, Syriac, Coptic, etc.
- Up to six hours of language (Ecclesiastical Latin, 3+3=6), or: (Ecclesiastical Latin, 3) + (3 hours of another language) may be included within the program hours.

New Testament Studies

- Prerequisite: Advanced Greek (NTST608 or NTST696), or a passing score on the NT PhD Greek Entrance Exam, Intermediate Hebrew, French and German.
- Required: Advanced Greek (NTST608 or NTST696)

Old Testament Studies

- Prerequisite: OTST625 Biblical Hebrew III (may be repeated and applied toward the area of concentration), or a passing score in the OT PhD Hebrew Entrance Exam, Intermediate NT Greek, and two of the following languages: German, French and Modern Hebrew
- Required: OTST654 Biblical Aramaic and OTST660 Reading in Septuagint, for all specialties other than Archaeology.

Theological Studies

- Prerequisite: Intermediate OT Hebrew, Intermediate NT Greek, German and French.

In addition to these prerequisite language requirements, students in any of the five areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's advisor and the director of the PhD Program.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study, and reading courses, and 16 credits for the dissertation:

Area of Concentration	33
Area of Cognate	9
Requirements for cognates may be obtained from the PhD/ThD office	
Required Courses	6
GSEM854 (3), GSEM860 (3)	
Dissertation	16
GSEM995 (1–12)	

- Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the PhD Program.
- Take a minimum of 24 credits on the 800- and 900-levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worship.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD-ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM880, GSEM888 (non-credit courses) are counted as full-time students. Students who register for GSEM995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for

advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM854 Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chair of the department offering the student's area of emphasis. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's doctoral committee, a faculty member in agreement with the tentative topic.
- The student, the department chair, and the doctoral committee chair collaborate in the selection of two other members to complete the student's doctoral committee. The appointment of the doctoral committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the doctoral committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

- Students are required to pass five comprehensive examinations within a four-week period designated by the PhD-ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.
- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the major area of emphasis and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in the major area of emphasis than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD-ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the PhD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD-ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM995 for 1-16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM888 every semester, and pay a continuation fee until the dissertation is completed and the defense held, or until the time limit has expired.

Dissertation Preparation

The dissertation prepared by the PhD candidate must

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the PhD-ThD programs.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
 - The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.
- Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/PhD/PhD-Handbook.pdf.

THD: DOCTOR OF THEOLOGY

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 is offered in seven fields of study with areas of emphasis as listed below.

Biblical Studies

Archaeology and History
Exegesis and Theology
Languages and Literature

Historical/Biblical Studies

Adventist Studies and Old Testament
Adventist Studies and New Testament
Church History and Old Testament
Church History and New Testament

Historical/Missiological Studies

Adventist Studies and Mission
Church History and Mission

Missiological/Biblical Studies

Mission and Old Testament
Mission and New Testament

Missiological/Theological Studies

Mission, Ethics and Philosophy
Mission and Historical Theology
Mission and Systematic Theology

Theological/Biblical Studies

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

Ethics, Philosophy and Adventist Studies
Systematic Theology and Adventist Studies
Historical Theology and Adventist Studies
Ethics, Philosophy and Church History
Systematic Theology and Church History
Historical Theology and Church History

Each field of study is to be supplemented with one of the cognate areas listed below:

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- World Mission
- New Testament
- Old Testament
- Religious Education
- Theology and Christian Philosophy
- Area selected from approved graduate-level studies

The cognate must be taken in a department other than the two departments bridged in the field of study. If the field of study does not include New Testament, Old Testament, or Theology and Christian Philosophy then the cognate must come from one of these departments.

The ThD program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical

interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The ThD is granted only to those who give evidence that they have attained a distinctly superior level of expertise in their principal area of study and the supplementary cognate area.

One who holds a ThD in Religion should possess the following competencies:

- Faithfulness to God and Scripture
- Mastery of content relevant to the chosen discipline
- Advanced research and writing capability in the chosen discipline
- Expertise in teaching and other forms of communication

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of this bulletin, p. 44, and in the Seminary Admission Requirements, p. 347. 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.
- Show high promise of future usefulness to church and society.
- Read proficiently in ancient and modern languages as noted in the Language Requirements section below.
- Demonstrate the ability to handle doctoral-level work in English. (Standardized proficiency examinations are required of all ThD program applicants whose native language is other than English.)
- Complete and return the Sixteen Personality Factor Questionnaire.
- Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- Have completed GSEM620 Research Methods.

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the Office of Graduate Enrollment by the preceding January 15. A few students may be allowed to enter the program in the summer, in which case the application materials must reach the Office of Graduate Enrollment by the preceding November 30.

The number of students who may enter the program in any given year is limited. Rarely is one accepted who applies late. Students whose applications are late may request consideration for admission in the following year.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 363–365), applicants to the PhD-ThD programs must also submit

- A 600-word personal statement including their philosophical perspective, the relationship of their religious concerns and ethical values to their responsibilities as a teacher-scholar

and leader in the church; an indication of what they hope to accomplish professionally in the future, and a topic for the dissertation if one has already been selected.

- A significant research paper (term paper or thesis), normally written during MDiv studies. This paper should show the applicant's ability to carry out research and to present the results and conclusions of such work with correct English and acceptable style. The topic of this paper should coincide with the area of emphasis within the student's chosen field of study.

Language Requirements. Applicants must demonstrate proficiency in specified languages either by passing language proficiency examinations or by taking specified graduate level language courses at Andrews University and earning a grade of B or above. The language requirements for the ThD degree are advanced Hebrew and advanced Greek and reading knowledge of French and German.

When warranted by the student's program, language substitutions may be made with the approval of the student's advisor and the director of the ThD program. Some departments allow up to 6 hours of language requirements to count toward the field of study.

Schedule of Meeting Language Requirements. All language requirements should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these requirements. Language requirements should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language requirements are met. Because of the amount of study and the length of time usually required in developing skill in languages, the PhD-ThD Committee may require applicants to clear all the language requirements prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the ThD degree, students must:

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminar, directed-study, and reading courses, and 16 credits for the dissertation:

Field of Study 33

A field of study links two departments in the Seminary. Coursework is divided between the two departments with a minimum of 12 hours in any one of the two. Certain fields of study include additional languages as part of the coursework requirements set by the two departments jointly. A list of the current requirements is available from the PhD-ThD office.

Area of Cognate 9

Required Courses 6

GSEM854 (3), GSEM860 (3)

Dissertation 16

GSEM995 (1-12)

- Take all course work at the Seminary on the 600-, 800-, and 900-levels; some non-seminary graduate courses may be approved by the student's doctoral committee in consultation with the director of the ThD Program.
- Take a minimum of 24 credits on the 800- and 900-levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and Seminary worships.

- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD-ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM880, GSEM888 (non-credit courses) are counted as full-time students. Students who register for GSEM995 are also counted as full-time students if the work is done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the ThD Program. Credits earned towards the MDiv degree are not considered for advanced standing. The director of the ThD Program determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within five years of his/her initial registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two 5-year time limits apply independently, so that shortening one does not lengthen the other.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM854 Dissertation Proposal Seminar, the student selects a tentative dissertation topic in consultation with the chairs of the departments of the student's field of study. Then the program director, in consultation with the student and the chairs of the departments, appoints as the chair of the student's dissertation committee, a faculty member in agreement with the tentative topic.
- The student, the department chairs and the doctoral committee chair collaborate in the selection of two other members to complete the student's dissertation committee. The appointment of the dissertation committee is subject to approval by the PhD/ThD Committee as are any changes to the committee.
- At least six weeks before the time of the dissertation defense, the program director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

- Students are required to pass five comprehensive examinations within a four-week period designated by the PhD-ThD Committee. Four of these examinations are set in the student's field of study with components from both departments and the fifth is in the cognate area.
- The regular course requirements of 48 credits or more must be completed before the student can sit for comprehensive examinations.
- The comprehensive examinations determine a student's proficiency in the field of study and in the cognate area of study, familiarity with pertinent literature, and skills in criticism and analysis.
- Students are expected to demonstrate greater proficiency in their field of study than in their cognate area.
- When students make formal application to take the comprehensive examinations, they are thereby also applying for advancement to candidacy, which is granted subject to passing all comprehensive examinations and approval of the dissertation proposal by the PhD-ThD Committee.

Dissertation Proposal

After taking 24 credits, students register for GSEM854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. In this course the dissertation topic is reviewed with the ThD program director. Under the guidance of the instructor and the chair of their doctoral committee, students write a tentative proposal. During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their doctoral committee and prepared for submission to the proposal review committee and the PhD-ThD Committee.

The proposal must contain a basic survey of pertinent literature, a clear statement of the problem, a succinct purpose statement, a description of the methodology to be employed, a list of tentative chapter and subsection titles, and a preliminary bibliography.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM995 for 1–16 dissertation credits for up to six semesters. If the dissertation is not completed after all 16 dissertation credits have been taken, the candidate must register for GSEM888 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

1. Make an original contribution to scholarship.
2. Demonstrate the candidate's competence to do independent research.
3. Reveal the candidate's familiarity with and proficiency in handling the pertinent literature.
4. Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.
5. Not exceed 100,000 words in content and footnotes, excluding bibliography.

Oral Defense of Dissertation

Candidates' oral defense of their dissertations normally cannot be made earlier than 12 months after passing the comprehensive examinations. The date is set and advertised by the director of the ThD program.

The oral defense is conducted by the dissertation defense committee and is held no later than four weeks before the degree is conferred.

To pass the oral defense, candidates must receive a vote of approval from at least four of the five examiners. The committee votes in one of the following ways:

1. Acceptance of the dissertation as presented
2. Acceptance of the dissertation subject to minor revisions
3. Acceptance of the dissertation subject to major revisions
4. Rejection of the dissertation.

Normally, rejection of a dissertation terminates the student's doctoral candidacy, but the PhD-ThD Committee may consider whether to allow him/her to prepare and submit another dissertation and what specific requirements would apply (including possible further course work and additional comprehensive examinations).

After the defense. After the defense

- The student makes all corrections.
- The deadline for dissertations to be submitted to the Dissertation Secretary with the signed approval page is no later than Wednesday, 10 days before graduation.

Strict adherence to this deadline is essential or graduation is postponed.

For more detailed guidelines and scheduling see the PhD/ThD Handbook. A copy may be accessed online at: www.andrews.edu/sem/programs-degrees/PhD/PhD-handbook.pdf.

General Seminary Courses

(Credits)

See inside front cover for symbol code.

Course numbers used in this bulletin are the following:

- 500–599 Master's level courses for professional programs
- 600–699 Master's and doctoral level courses
- 700–799 Professional doctoral courses
- 800–999 Academic doctoral courses

Whenever an alternative number of credits is designated for a given course, a hyphen (e.g., “2–3 credits”) indicates that the student may choose the number of credits within the designated amount (corresponding work is assigned by the teacher); the word “or” (e.g., “2 or 3 credits”) indicates that in any given term the course is available for one of the amounts of credit (but not both). Courses may be increased or decreased by 1 credit in extension schools at the discretion of the dean.

GSEM510

(3)

Revelation, Inspiration and Hermeneutics

An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message. *Also available through the Seminary Distance Learning Center as a 3-credit course.*

GSEM511

(3)

Daniel and Revelation

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.

GSEM525

(1)

The Bible and Biblical History

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.

GSEM528 (2–3)
Nutrition and Health Promotion

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.

GSEM530 (2–3)
Doctrine of the Sanctuary

A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

GSEM534 (2–3)
Issues in Ellen G. White Studies

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. Prerequisite: GSEM532 or CHIS504 Adventist Heritage or equivalent. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

GSEM539 (2–3)
Issues in Origins

A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

GSEM588 (0)
InMinistry MDiv Continuation

GSEM620 (2–3)
Research Methods

An introduction to research techniques and tools. A research paper is required. Prerequisite: Must pass Essential Computer Skills Test. Computer lab required.

GSEM625 (3–4)
Religious Liberty Issues and Advocacy

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.

GSEM626 (2–3)
Contemporary Adventist Theological Issues

Study of contemporary theological issues and their impact on the message, life and mission of the Seventh-day Adventist Church. The content of the course may vary from year to year. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

GSEM627 (3)
Issues in Daniel and Revelation

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.

GSEM648 (variable)
Workshop

GSEM660 (0)
Portfolio

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.

GSEM670 (1–12)
Guided Study Tour of the Bible Lands

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.

GSEM678 (1–8)
Church History Study Tour

Provides a variety of guided study tours to places of interest in general Christian and denominational history. Repeatable with different sites or eras.

GSEM688 \$ (0)
Master's Degree Continuation

GSEM680 (0)
Master's Comprehensive Exam

GSEM695 (2–3)
Research Project

GSEM697 (3–9)
Thesis for MA Degree

GSEM698 (2–8)
Thesis for Master of Divinity Degree

GSEM699 (2–8)
Thesis for Master of Theology Degree

GSEM850 (2)
Research Seminar

An introduction to research methods and tools.

GSEM854 (3)
PhD-ThD Dissertation Proposal Seminar

Advanced research techniques and tools, with preparation of a tentative proposal, or pre-proposal, for a dissertation in the field of religion.

GSEM880 \$ (0)
Preparation for PhD-ThD Comprehensive Examinations
Qualifies for full-time status.

GSEM888 \$ (0)
PhD-ThD Dissertation Continuation
Qualifies for full-time status.

GSEM995 (1–12)
PhD-ThD Dissertation
May take 1–12 credits to qualify for full-time status.

CHRISTIAN MINISTRY

Seminary S220
269-471-6371

Faculty

Stanley E. Patterson, *Chair*
O.M. (Skip) Bell
Lisa L. Clouzet
Ron E.M. Clouzet
Kenley Hall
Donald C. James
R. Clifford Jones
S. Joseph Kidder
Errol McLean
James J. North Jr.
Ricardo Norton
Eduard E. Schmidt
H. Peter Swanson
Hyveth Williams
Walton Williams
W. Bruce Wrenn

Courses

See inside front cover for symbol code.

(Credits)

CHMN508 (2-3) *Tools for the Pastor's Spouse*

This course is designed to equip the pastor's spouse for life in the pastorate. Some of the areas explored are: components needed for success, devotional life, enhancing marriage, hospitality, preacher's kids, discovering mission, team ministry, challenges in the parsonage, women's/men's ministry, and available resources.

CHMN517 (2-3) *Topics in Ministry*

This course introduces students to selected church ministry areas such as finances, church planting, teaching, Christian education, chaplaincy, urban ministry and health evangelism. Repeatable.

CHMN568 (1-8) *Learning in Professional Experience*

Used to record credits granted for previous professional experience based on a learning portfolio and reflection paper in degree programs that provide for this option. Guidelines are available from the respective program directors.

CHMN585 (2-3) *Cross-Cultural Communication*

A study of the impact of culture on communication and the ways cultures influence values and perceptions. Attention given to developing sensitivity when communicating with people of other cultures.

CHMN660 (1-6) *Field Practicum*

Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available. Repeatable to 6 credits.

CHMN905 (2-3)

Seminar in Theory and Praxis

The interfacing of theory and praxis and their informing each other from a variety of theological, philosophical, sociological, functional, and related aspects.

Preaching

CHMN505 (2-3) *Biblical Preaching*

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons. Opportunity for students to do supervised preaching in class and receive constructive feedback. Required for students with no previous formal training in preaching.

CHMN600 (2-3) *Preaching from the New Testament*

An advanced preaching course focusing on how to work with the various types of New Testament literature, including gospel narrative, parable, and epistle.

CHMN605 (2-3) *Theology and Preaching*

An advanced course that examines the interrelationship of preaching and theology, with emphasis on the theology of preaching.

CHMN607 (2-3) *Preaching from the Old Testament*

An advanced preaching course focusing on the analysis of the various types of Old Testament literature and special themes found in selected passages. Identical to OTST607.

CHMN614 (2-3) *Preaching from Daniel or Revelation*

A specialized preaching course taught in a lab setting and designed to complement courses offered in Daniel and Revelation.

CHMN621 (2-3) *Evangelistic Preaching*

Focuses on innovative evangelistic preaching to reach an unchurched, postmodern culture. Experimentation with both proven and creative/innovative evangelistic approaches will be encouraged throughout the course in which attention will be given to the best models of proclaiming the great doctrines of Scripture as understood by Seventh-day Adventists.

CHMN627 (2-3) *Black Preaching*

An advanced preaching course which seeks to refine and further develop the preaching skills of those called to preach among African Americans. Includes a survey and analysis of great Black preachers.

CHMN631 (3) *Field Evangelistic Preaching*

This course equips students to prepare Christ-centered, doctrinally sound sermons to preach at an evangelistic series to obtain decisions for Christ, His teachings and His church. The course will also help students with field preparation and organizational planning for the preaching event. Prerequisites: CHMN539, 562.

- CHMN632** (2-3)
Contextualized Preaching
The history and dynamics of preaching to a particular cultural group, such as African Americans, Hispanics, Youth, and Koreans, with an emphasis on the distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group.
- CHMN633** (2-3)
Preaching the Literary Forms of the Bible
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.
- CHMN637** (2-3)
Seminar in Preaching
An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques. Repeatable.
- CHMN680** (2-3)
Preaching from Selected Books of the Bible
An advanced preaching course emphasizing the preaching challenges and opportunities of working with targeted books of scripture. Repeatable.
- Church Leadership**
- CHMN518** (2-3)
Interpersonal Relationship Skills
This course leads students to examine the patterns of their own interpersonal relationships including the marital and family setting and beyond, and challenges them to emulate Christ's example as they interact with persons from all segments of society.
- CHMN526** (2-3)
Conflict Management in the Church
This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.
- CHMN527** (2-3)
Church Leadership and Administration
Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop non-profit leadership competencies, understanding of leadership in a pluralistic and multi-cultural world, as well as the important administrative skills one needs to lead effectively.
- CHMN529** (2-3)
Church and Personal Finance
Financial structure of the Seventh-day Adventist Church. Also personal finance of the minister.
- CHMN535** (2-3)
Issues in Black Church Leadership
Consideration of issues such as urbanization, nationalistic and separatist movements, changing family patterns, youth culture, Black/White relations, role and function of regional conferences, factors in church growth, Black theology.
- CHMN543** (3)
Christian Leadership in a Changing World
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 CHMN552.
- CHMN552** (2)
Foundations of Pastoral Ministry
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. Lab required.
- CHMN575** (2-3)
Principles of Stewardship
Explores the foundations for stewardship as a Christian lifestyle and the principles which are needed in a stewardship ministry for the local church.
- CHMN630** (2-3)
Leadership Development
A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to MSSN630.
- CHMN638** (2-3)
Seminar in Leadership
Emphases from topics such as social psychology of leadership, theological foundations of leadership and pastoral care, management and leadership, leadership styles, conflict management, and church polity and finance. Repeatable.
- CHMN643** (2-3)
Christian Professional Ethics
An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to THST643.
- Pastoral Care**
- CHMN503** (3)
Marriage, Family, and Interpersonal Relationships
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.
- CHMN540** (2-3)
Church and Urban Community
Analysis of essential characteristics of urban life—diversity, secularity, anonymity, mobility. Study of specific urban issues

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such as racial conflict, inner-city poverty, middle-class alienation, and changing family patterns.

- CHMN546** (2-3)
Marriage and Family
Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.
- CHMN547** (2-3)
The Ministry of Healing
An interdisciplinary study of the nature and function of ministry and medicine as they relate to the integration of the work of the healing agencies of the church and community with the traditional forms of pastoral ministry.
- CHMN548** (2-3)
Religion and the Black Experience
An analysis of the psychological and sociological foundations of the Black religious experience, emerging patterns of change, and a consideration of models and strategies for responding to that change.
- CHMN550** (2-3)
Pastoral Psychology
A specialized study of the psychological realm of human nature as portrayed by science and Divine revelation.
- CHMN 553** (2-3)
The Church and Social Issues
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.
- CHMN555** (2-3)
Pastoral Counseling
Introduction to the processes and function of counseling as practiced by the helping professions, particularly of the pastor actively engaged in ministry to a congregation. A weekly lab experience for skills practice is required.
- CHMN557** (2-8)
Practicum in Clinical Pastoral Education
Clinical experience in the pastoral care of persons in crisis at an approved CPE center. Prerequisite: CHMN555. Note: Crisis healthcare ministry experience for credit is also available in a Pastoral Care Residency. See CHMN659.
- CHMN567** (2-3)
Health Ministry
A study of the Adventist health message in its contemporary expression and application in pastoral work and outreach.
- CHMN569** (2-3)
Chaplaincy Formation
An introduction to the basics of institutional pastoral ministry with a practicum in a local institution under chaplain supervision and in-class reflection on the practicum using discussion, verbatims, and small group principles. Experience in work site visitation on campus and in health-care institutions, emergency ministries, ministry to the sick and dying and their families, ministry to the staff.
- CHMN616** (2-3)
Spirituality in Ministry
Explores topics such as spiritual values in the Adventist faith, the ministry of prayer, and spiritual direction, and others. Repeatable with different topics.
- CHMN618** (1)
The Practice of Spirituality
Nurturing a personal relationship with God through involvement with various spiritual disciplines such as prayer, meditation, devotional reading, and journaling under the guidance of an instructor. Repeatable to 3 credits.
- CHMN620** (2-3)
Supervision in Ministry
Training in the supervision of seminary students and ministerial interns in the practice of ministry. Emphasis on formation as well as education. Action-reflection methods utilized in instruction as models for supervision in person-to-person or small group settings.
- CHMN640** (2-3)
Seminar in Pastoral Counseling
Application of principles and techniques to specific problem areas in pastoral care. Prerequisite: CHMN665 or its equivalent, or permission of instructor.
- CHMN641** (5-8)
Practicum in Military Chaplaincy
Air Force, Army, or Navy Chaplain School courses, such as the Chaplain Candidate Course or Basic Chaplain Course and subsequent Seminary approved military chaplaincy training events.
- CHMN644** \$ (2-3)
Seminar in Chaplaincy Ministries
Studies in the nature of institutional chaplain ministries such as military, health-care, prison, and campus chaplaincies. Fee applies for field trips. Repeatable.
- CHMN645** (2-3)
Seminar in Marriage and Family Problems
Open to advanced students in pastoral care. Individual research for seminar presentations and analysis of more complex and difficult problems faced by the pastor in the family context. A consideration of special techniques and counseling strategies in handling such problems in the pastoral role.
- CHMN646** (2-3)
Seminar in Specialized Ministries
Principles of ministering to people in particular circumstances, such as aging, physical disability, single parenting, delinquency, adoption, substance abuse, and dependency. Repeatable.
- CHMN647** (2-3)
Christian Education in the African-American Church
Explores the way African-Americans historically have conducted the task of grounding themselves and growing in the Word of God. The critical role church schools have played in the African-American community is examined.

- CHMN655** (2-3)
Dynamic Group Strategies
An examination of group-leadership interventions and techniques for specialized ministry in grief support, divorce support, smoking cessation, stress management, and other support groups within church, community, and campus settings.
- CHMN659** (1-4)
Practicum in Pastoral Care and Counseling
A skills course in techniques of pastoral visitation, counseling, and appraisal. Opportunity given for students to have direct counseling experience, with preparation and supervised examination of case reports and studies. Supervised experience at an approved Pastoral Care Residency site. Prerequisite: CHMN555.
- CHMN665** (2-3)
Advanced Pastoral Counseling
An intensive study of potential contributions of counseling to some of the more disturbing problems brought by members of a congregation to their pastors. Designed to enlarge the pastor's acquaintance with the therapeutic approaches of various referral agencies. Prerequisite: CHMN555 or its equivalent.
- Evangelism**
- CHMN536** (2-3)
Personal Evangelistic Ministry
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.
- CHMN539** (3)
Church Growth and the Equipping Pastor
An examination of church growth principles with a special emphasis on the role of the pastor as an equipper. A prerequisite for all NADEI courses. 3 credits required for the MDiv program.
- CHMN561** (2-3)
Preparation for Public Evangelism
Introduces principles and practices of public evangelism, including the task of planning the details of a public meeting. This is an optional course for those conducting their own meeting.
- CHMN562** (3-6)
Field Evangelism
Participating in a field school of evangelism under the direction of an approved evangelist, with an emphasis on evangelistic visitation, clearing of biblical teaching, and leading people to decision. Required: 3 credits in the NADEI program.
- CHMN560** (2)
Theological Field Education
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.
- CHMN566** (2-3)
Mobilizing Laity for the Ministry of Evangelism
Examination of how an equipping pastor practically mobilizes the church for evangelistic ministry. This course builds on the foundation laid in the prerequisite course, CHMN539.
- CHMN586** (1-3)
Specialized Approaches to Evangelism
A study of one or more particular evangelistic strategies, such as small-group evangelism, felt-need ministries, and youth and university-campus evangelism. Repeatable.
- CHMN587** (2-3)
Apologetics in Evangelism
Designed to enhance one's skill in defending the claims of the Christian faith as it relates to various world religions and other systems of beliefs and philosophies including giving reasons for one's faith in order to persuade others to accept Christ.
- CHMN606** (2-3)
Techniques in Church Planting
Development of an awareness of the importance of church planting. Basic models and procedures for successful church-planting programs.
- CHMN612** (2-3)
Urban Mission
Explores the nature of cities, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries dealing with the hungry, homeless, battered, addicted, and the alienated. Identical to MASN612.
- CHMN622** (2-3)
Seminar in Personal Evangelism
Research and presentations on various aspects of soul-winning in one-to-one or small-group encounters, including the development of new methods. This may involve formats, materials, audio-visuals, spiritual and psychological principles, decision seeking, problem solving, etc. Admission of non-doctoral students by permission of instructor.
- CHMN623** (2-3)
Innovative Evangelism
Seeks to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students.
- CHMN625** (2-3)
Demographics and Urban Studies
Methods of determining the characteristics of a particular community or target population, with a unique focus on large urban centers, for the purpose of selecting the most effective evangelistic approaches. Includes the use of needs assessments and marketing surveys.
- CHMN635** (2-3)
Broadcast Evangelism
Studies church-evangelism strategy involving a locally produced radio program. Planning, preparation, production, and follow-up of short daily programs and spots are emphasized, applying

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biblical principles of persuasion; includes actual production experience in the studios of WAUS-FM, the university station.

CHMN639 (2-3)
Seminar in Evangelism

Emphases from topics such as theology and history of evangelism and church growth, theory and research in church growth and member retention, evangelism and social alternative strategies for evangelism. Repeatable.

CHMN656 (2-3)
Holistic Small Groups

A thorough examination of Affinity Groups/Free Market Groups showing their effectiveness and purposes in church ministry. Also explores the key principles of Holistic Small Groups, a major factor of Natural Church Development, as well as the importance of developing an effective equipping system to grow disciples into disciple-makers.

CHMN667 (2-3)
Health Evangelism

The use of health and temperance programming in outreach to meet people's felt needs; to arouse interest in the broader physical, mental, and spiritual aspects of better living; and to assist those pursuing Adventist ideology to make appropriate lifestyle adjustments.

CHMN669 (2-3)
Advanced Holistic Small Groups

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.

Communication

CHMN574 (2-3)
Perspectives in Church Marketing

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.

Sacred Music and Worship

CHMN523 (2-3)
Worship: Word and Music

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.

CHMN537 (2-3)
Hymnology and Sacred Music

The understanding and appreciation of the heritage and development of Christian hymn singing and church music repertoire, in their respective liturgical and theological contexts.

CHMN578 (0.5-1)
Voice and Hymn Singing

Fundamental understanding of the voice as it relates to singing—includes breathing, tone quality, placement, and aspects of keeping the voice healthy. Seminary chorus participation required. Maximum 3 credits.

CHMN588 (0.5)
Seminary Chorus

Choral studies and participation as a demonstration of evangelistic and church music values. Membership open to the public by the consent of the instructor. Maximum 3 credits.

CHMN590 (2-3)
Ministry of Music

Selected topics in music ministry include church-music practicum: the administration and planning of a church-music program, the creation of liturgies, working with choirs, conducting, leading congregational singing; hymnology: the study of the historical, theological, and musical background and development of the Christian hymn.

CHMN629 (2-3)
Sacred Music in the African-American Tradition

An examination of the historical role of music in African-American worship, and of the distinctive contributions African-American sacred music has made to Christian worship.

CHMN654 (2-3)
History and Theology in Adventist Worship

A study of Adventist corporate worship in terms of the theological and historical issues that inform it. Principles for designing and leading Adventist worship are emphasized.

Hispanic Ministries

CHMN514 (2-3)
Public Evangelism (Hispanic)

Evangelistic leadership. A study of basic principles underlying public evangelistic endeavor, and basic evangelistic procedures focused on the Hispanic-American population.

CHMN525 (2-3)
Hispanic-American Culture and Challenges

Studies into the nature of the multifaceted North American Hispanic culture and challenges.

CHMN538 (2-3)
Bilingual Ministry

A study of the contextual needs of Hispanics born in the U.S., with emphasis on principles for retaining church members and reaching those not in the church.

Individual Studies

CHMN690 (1-3)
Independent Study

See general guidelines under Academic Information.

CHMN890 (1-6)
Directed Reading
Repeatable.

CHURCH HISTORY

Seminary N327

269-471-3541

chis@andrews.edu

Faculty

Jerry Moon, *Chair*

Merlin D. Burt

P. Gerard Damsteegt

Denis Fortin

Nicholas P. Miller

Trevor O'Reggio

John Reeve

Courses

(Credits)

See inside front cover for symbol code.

CHIS501

(2)

Church History I

Early church; rise of the papacy; great schism; crusades; medieval church to 1500. Intended for students without a college course in church history. CHIS501, 502, and 503 should be taken sequentially.

CHIS502

(2)

Church History II

Continental Reformation and Counter Reformation; English Reformation; Elizabethan Settlement; English Puritanism. Intended for student without a college course in church history.

CHIS503

(2)

Church History III

Enlightenment; pietism; Methodism; American denominationalism; Eastern Orthodoxy; and recent developments. Intended for students without a college course in church history.

CHIS504

(3)

Adventist Heritage

History of the Seventh-day Adventist Church and the life and ministry of Ellen G. White. Intended for students without equivalent undergraduate course(s). Prerequisite to GSEM534 and CHIS674.

CHIS567

(2, 3)

Hispanic-American Church History

The Christian Church in Hispanic North America, in the wider context of Spanish and Latin American church history since the 16th century.

CHIS600

(2-3)

The Early Church to A.D. 604

The message and mission of the church; experiences, attitudes, and practices of early Christians, selected for their usefulness to a modern pastor.

CHIS609

(2-3)

The Church in the Middle Ages

Rise of the papacy; the evangelization of Europe; the great schism, investiture controversy, crusades, and conciliarism; religious authority, predestination, justification, church and state, church and sacrament, faith and reason.

CHIS620

(2-3)

Seminar in Christian Biography*

A study of the lives and contributions of selected preachers and other church leaders from ancient times to the present.

CHIS625

(2-3)

Seminar in Church-State Thought

A seminar that examines religious toleration and freedom and the relationship of church and state through the reading of primary sources. Includes classic writers such as Augustine, Aquinas, Calvin, Williams, Bayler, Locke, Jefferson, and Mill, and contemporary authors such as Neuhaus and Carter.

CHIS628

(3)

Historical Research and Historiography

An examination of the methods of historical investigation and presentation.

CHIS629

(2-3)

History of Christian Spirituality

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. Repeatable.

CHIS630

(2-3)

History of Jewish Experience

The history of the Jewish people, religion, literature, and culture since biblical times, with emphasis on relationships to Christianity.

CHIS635

(2-3)

History of the African American Churches

An investigation of the African-American experience within the Christian church, with particular focus given to the Seventh-day Adventist Church. Study is given to such critical issues as Regional Conferences.

CHIS638

(2-3)

History of Covenant, Law, and Sabbath

The historical development of the doctrines of covenant, law, and Sabbath and their interrelationships since the early church, with particular attention to aspects that have influenced the Seventh-day Adventist Church.

CHIS640

(2-3)

Reformation: _____

Careers and contributions of selected major reformers and the course of their movements. Repeatable with different reformers or movements.

CHIS650

(2-3)

English Reformation and Rise of Puritanism

Developments in the 16th and 17th centuries; the Elizabethan Settlement; the Puritan movement and its relation to authority, the kingdom of God, preaching, and the Sabbath; leading Reformers and Puritans and their legacy for today.

CHIS655

(2-3)

Wesley and Methodism

Topics in the historical development of Methodism and Wesleyan theology. Repeatable.

CHIS660

(2-3)

History of Religion in America

The development of religion in America from colonial times to the

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present. Emphasis on the role of religion in American culture and on such issues as revivalism, the social concerns of the churches, and the evolution of major denominational families.

CHIS664 (2-3)

History of American Religious Thought

Special attention given to the evolution of Calvinistic and Arminian thought, millennial schemes in the 19th and early 20th centuries, and the fundamentalist-modernist controversy. Intellectual developments that influenced the development of Seventh-day Adventism are emphasized.

CHIS665 (2-3)

Modern Church History

The Pietistic movement, evangelical awakenings, the Enlightenment, the rise of the modern missionary impulse, the Oxford Movement, the Vatican Councils, and related phenomena, in the context of their times. Factors that influenced the rise of Seventh-day Adventism are emphasized.

CHIS668 (2-3)

History of Religious Liberty

Religious oppression and freedom in the history of Western civilization with special attention to developments in British Colonial America and the United States; Sunday closing laws and labor unionism as threats to religious freedom; government aid to education; current developments as they occur.

CHIS670 (2-3)

Seminar in History of the Seventh-day Adventist Church*

Research into specific areas of denominational history employing source materials in the Adventist Heritage Center and Ellen G. White Research Center. Repeatable. Prerequisite: CHIS570 or CHIS674.

CHIS673 (2-3)

Development of Seventh-day Adventist Lifestyle

The historical development of Seventh-day Adventist practice and attitude in such areas as healthful living, military service, Sabbath observance, literature evangelism, labor unions, recreation, dress, political activity, marriage, minorities, and education. Repeatable.

CHIS675 (2-3)

Seminar in the Development of Seventh-day Adventist Lifestyle*

The historical development of Seventh-day Adventist practices and attitudes in relation to such matters as healthful living, military service, Sabbath observance, worship, labor unions, recreation, amusement, entertainment, sports, dress and adornment, music, theater, drama, marriage, divorce, minorities, education, reform, and the nearness of the second advent. Repeatable.

CHIS680 (2-3)

History of Sabbath and Sunday

A historical and theological study of the extensive primary sources and issues concerning Sabbath and Sunday, with due attention to related matters.

CHIS682 (3)

Seminar in Church History*

Research into special topics in Christian history from the Early-church period through post-Reformation times. Repeatable with different topics.

CHIS684 (3)

Seminar in History of Sabbath and Sunday*

Analysis of documents and issues not covered in CHIS680. Repeatable.

CHIS685 (2-3)

Studies in Church History

Topics announced in advance. Repeatable with different topics.

CHIS688 (2-3)

Contemporary Trends

Selected topics involving recent developments in such areas as church and state relations, tensions between science and religion, challenge and opportunity in a technological society, the appeal of non-Christian religions, dialogue and debate in the ecumenical movement, and Christian versus non-Christian secularism.

CHIS689 (2-3)

History of Liturgical Movements

Liturgical movements in the medieval, Reformation, and post-Reformation periods; the Book of Common Prayer; liturgical developments in the Reform tradition; the contemporary liturgical revival in the context of ecumenism and Vatican II.

Language and Literature

CHIS514 (3)

Introduction to Ecclesiastical Latin

Grammar, syntax and working vocabulary of Ecclesiastical Latin.

CHIS614 (3)

Readings in Ecclesiastical Latin

Reading and analysis of primary sources in Ecclesiastical Latin, selected for their significance to the history of theology. Prerequisite: CHIS514 or equivalent. Repeatable.

Theology

CHIS634 (2-3)

Reformation Theology

Teachings of the leading Reformers on justification, predestination, law and grace, the church, the sacraments, church-state relationships, and other topics; a comparison of these positions with Seventh-day Adventist teachings.

CHIS654 (3)

Seminar in English Reformation and Puritan Theology*

Theological documents of the English Reformation and Puritanism, with particular attention to those aspects which influenced Seventh-day Adventist doctrine.

CHIS657 (3)

Seminar in Reformation Theology

Selected topics from Lutheran, Reformed, Swiss, Radical, and Counter-Reformation theologies. Repeatable.

CHIS659 (3)

Seminar in the History of Selected Christian Doctrines

The history of concepts characteristic of Seventh-day Adventism, such as the Sabbath, sanctuary, conditional immortality, and pre-millennial historicist eschatology, as taught through the centuries, with principal emphasis on their development outside of Seventh-day Adventism. Repeatable.

CHIS674 (2, 3)
Development of Seventh-day Adventist Theology
 Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. Prerequisite: CHIS504 or equivalent.

CHIS686 (2-3)
Development of Prophetic Interpretation
 The historical development of the understanding of apocalyptic prophecies in Daniel, Revelation, the Gospels, and the Epistles, since the first century. The origin, development and impact of historicism, preterism, futurism, dispensationalism, and millennialism.

CHIS687 (2-3)
Seminar in Development of Prophetic Interpretation*
 A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh-day Adventists. Repeatable.

CHIS940 (3)
Seminar
 Selected issues in Church History or Adventist Studies. Repeatable.

CHIS974 (3)
Seminar in Development of Seventh-day Adventist Doctrines
 The development of such doctrines as the Sabbath, sanctuary, atonement, righteousness by faith, conditionalism, and premillennialism within the Seventh-day Adventist Church. Repeatable.

Individual Studies

CHIS690 (1-3)
Independent Study
 Restricted to advanced students. Selected problems in the field of church history. See general guidelines under Academic Policies Applying to All Programs (p. 349).

CHIS695 (2-3)
Topics in Church History
 Selected themes. Can be used only by preapproval from the student's program director and the teacher. Repeatable with different topics.

CHIS890 (1-6)
Directed Reading in Church History
 Repeatable. May be graded S/U.

CHIS895 (1-6)
Directed Reading in Adventist Studies
 Repeatable. May be graded S/U.

*Entrance to 600-level seminars normally requires completion of a related course with superior grade and in some instances (e.g., when enrollment is restricted) may also require the professor's permission.

DISCIPLESHIP & RELIGIOUS EDUCATION

Seminary S220
 269-471-6186

Faculty
 Allan R. Walshe, *Chair*
 Kathleen A. Beagles
 Cheryl Doss
 Emilio Garcia Marenko
 John V.G Matthews
 Trevor O'Reggio
 David Sedlacek
 Ronald H. Whitehead

Courses (Credits)
 See inside front cover for symbol code.

DSRE503 (3)
Marriage, Family, and Interpersonal Relationships
 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.

DSRE534 (2-3)
Ministry to Youth and Young Adults
 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.

DSRE541 (2-3)
Foundations of Biblical Spirituality
 Study and practice of Biblical spirituality designed to lead students to growth in their personal spiritual lives.

DSRE542 (2-3)
Advanced Foundations of Biblical Spirituality
 In-depth study and practice of specific issues and activities of the spiritual life. Repeatable. Prerequisite: DSRE541.

DSRE546 (2-3)
Marriage and Family
 Examination and development of pastoral tools for pre-marriage and marriage counseling. Includes study of theological, psychological, and sociological principles and applications for the life cycle of the family.

DSRE564 (2-3)
Advanced Youth and Young Adult Ministry Leadership
 Application of biblical principles of youth ministry leadership to the concrete issues and settings of contemporary youth ministry. Treats topics such as: small groups for youth; sexuality and dating; music; programming. Prerequisite: DSRE534.

DSRE605 (2-3)
Issues in Religious Education
 Issues in religious education—with a focus on contemporary

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theoretical approaches to religious education and discipleship—and an introduction to procedures needed to implement, maintain, and evaluate religious/spiritual learning in the church and the school.

DSRE608 (2–3)

Youth and Young Adults in Contemporary Culture

A study of current developments in youth culture and the influence of youth culture on young people both in the church and the community. Students formulate a strategic response relevant to Seventh-day Adventist ministry to youth.

DSRE610 (2–3)

Teaching for Discipleship

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.

DSRE615 (2–3)

The Pastor and the Adventist School

From the perspective of the pastor's role, deals with issues related to goals and long range planning, organizational structures, financial resources, church growth, teacher-parent relationships, and promotion and support of Adventist education.

DSRE619 (2–3)

Religious Experience in Adolescence

A survey of the literature on the tasks of adolescence with particular emphasis on how this developmental stage impacts acceptance of or alienation from religion. An investigation into how adolescents develop and experience faith and the various influences—such as parents, peers, church, school and media.

DSRE620 (0)

Scholarly and Professional Development

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until requirements are completed and experiences are documented in the portfolio. Graded S/U.

DSRE626 (2–3)

Ministry to At-Risk Youth

This course addresses the theory, practice and application of helping skills to at-risk youth. Emphasis is placed on biblical solutions to real life secular problems. Students will experience and develop effective social skills to work with at-risk youth, focusing on prevention, redirection and restoration skills.

DSRE630 (2–3)

Fostering Spiritual Growth

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?

DSRE635 (2–3)

Christian Perspectives on Professional Ethics

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.

DSRE636 (2–3)

Seminar in Youth Ministry

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). Repeatable. Prerequisite: DSRE534 or permission of professor.

DSRE648 (1–3)

Workshop: _____

Examination and application of principles and strategies in Religious Education. Repeatable. Graded S/U.

DSRE655 (3)

Families in Society

An introduction to family life education, and the mission and methods of family ministry within a leadership perspective.

DSRE656 (2–3)

Counseling Youth and Young Adults

Application of counseling theories and techniques to counselees in their teens and twenties. Students engage in actual counseling experiences and submit reports for self and instructor critiques. Prerequisite: CHMN550 recommended for MDiv students.

DSRE657 (3)

Family Law and Public Policy

An introduction which identifies social problems affecting families and how family law and public policies relate to social services for children and families.

DSRE658 (3)

Internal Dynamics of Families

A study of family systems theory and its application to key issues in internal family dynamics.

DSRE659 (3)

Human Sexuality

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.

DSRE660 (1–6)

Field Practicum: Youth & Young Adult Ministry

Practical training in a variety of field activities. An individual contract is developed between the student and a seminary faculty member that includes field supervision of that work, and the writing of a final product or report. Guidelines are available. Repeatable to 6 credits.

DSRE664 (3)

Advanced Campus Ministry

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.

DSRE669 (2-3)
Reaching the Secular Mind

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.

DSRE676 (1-3)
Topics: _____

Repeatable with different topics in Religious Education. Themes to be covered are announced in the current class schedule.

DSRE678 (2-3)
Spiritual Nurture of Children

Examines the spiritual needs of children and young adolescents in light of their physical, social, emotional, and mental development. Considers the nurturing roles of parents and teachers in the church and day school. Practicum activity required.

DSRE679 (3)
Parenting Education and Guidance

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.

DSRE680 (1-6)
Field Practicum: Religious Education

Supervised religious education experience in a chosen area of specialty, such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. Graded S/U.

DSRE690 (1-3)
Independent Study: _____

Repeatable to 6 credits. Permission of advisor and instructor required.

DSRE699 (1-3)
Thesis

Master's thesis. Must be repeated to a minimum of 3 credits.

DSRE688 (0)
MA: Religious Education Program Continuation

Allows off-campus master's and graduate certificate students to maintain active status and allows access to the James White Library electronic resources. Continuation fee.

DSRE830 (3)
Advanced Fostering Spiritual Growth

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.

DSRE840 (3)
Nonformal Learning

A philosophical and practical approach toward teaching strategies in diverse cultural, non-formal settings, with consideration given to literacy issues in the developing world.

DSRE850 (3)
Theological Foundations of Christian Teaching

Theistic assumptions and biblical models that identify the goals of Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries.

DSRE860 (3)
Teaching Religion in College

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.

DSRE870 (1-4)
Advanced Studies: _____

Individual or group studies in a specific area of Religious Education designed to meet program competencies. Repeatable. By permission of advisor and teacher.

DSRE878 (0)
Advanced Scholarly and Professional Development

Represents student initiatives for developing sustainable habits of scholarship and includes such things as attendance at colloquia, special-event lectures, and professional conferences; presentation of scholarly papers; and teaching experiences. DG will be given until requirements are completed and experiences are documented in the portfolio. Graded S/U.

DSRE880 (0)
PhD in Religious Education Program Continuation

Allows off-campus doctoral students maintain active status and allows access to the James White Library electronic resources. Continuation fee.

DSRE885 (1-5)
Field Practicum: _____

Supervised religious education experience for the advanced student's chosen area of specialty such as family life, children's ministry, youth ministry, academy or college teaching, editorial work, etc. Permission of advisor and practicum supervisor required. Graded S/U.

DSRE887 (1-3)
Applied Research

A planned research experience dealing with a research question in the area of religious education. The student identifies a faculty member or members with whom to engage in collaborative research study leading to joint publication. Project to support competency for dissertation research.

DSRE888 (0)
Dissertation Continuation

Reduced tuition rate applies.

DSRE890 (1-6)
Directed Reading

Repeatable.

DSRE930 (3)
Seminar: _____

Group study in specified areas of Religious Education. Repeatable. Permission of advisor and instructor required.

DSRE950 (3)
Synthesis in Religious Education

A capstone course in which students synthesize their learning

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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.

DSRE995

(1–14)

Doctoral Dissertation

To be repeated to 14 credits. Doctoral candidates may not register for a cumulative total of more than 4 dissertation credits until they have successfully completed EDRM880 or GSEM854, and their dissertation proposal has been approved.

NEW TESTAMENT

Seminary N125

269-471-3219

ntst@andrews.edu

Faculty

P. Richard Choi, *Chair*

Teresa Reeve

Thomas Shepherd

Ranko Stefanovic

Courses

(Credits)

See inside front cover for symbol code.

NTST606

(2–3)

Formation and History of the New Testament

Development and history of the New Testament canon, text and translations. Meets the New Testament Backgrounds course requirement for the MDiv.

NTST677

(2–3)

Seminar in New Testament Issues

Topics announced in the Class Schedule. Repeatable. Admission for non-doctoral students by permission of professor.

NTST930

(3)

Seminar in New Testament Spirituality

Designed for cohorts in the PhD in Religious Education program. Explores topics in spirituality, discipleship and mission in the New Testament. Topic announced in advance. Repeatable.

Exegesis

Language prerequisites for courses in this section should be noted carefully.

NTST510

(3)

Intro to Exegesis and Theology 1: Gospels

Interpretation and theology of the four Gospels, with detailed exegesis of selected passages. Prerequisite: Must have met the beginning Greek requirement or be enrolled in NTST551.

NTST543

(2)

Intro to Exegesis and Theology 2: Acts and General Epistles

Interpretation of the book of Acts and the General Epistles, with detailed exegesis of selected passages. Prerequisite: Must have met the intermediate Greek requirement or be enrolled in NTST552.

NTST509

(3)

Intro to Exegesis and Theology 3: Pauline Writings

Interpretation and theology of the writings of the Apostle Paul, with detailed exegesis of selected passages. Prerequisite: Must have met the intermediate Greek requirement.

NTST525

(2)

Revelation

An exegetical approach to the book of Revelation, with special emphasis on selected passages. Prerequisite: Must have met the beginning Greek requirement or be enrolled in NTST551. Also available through the Seminary Distance Learning Center as a 2-credit course.

- NTST550** (2–3)
Exegesis of the English New Testament:
Exegesis of selected portions of the New Testament. The same subject cannot be repeated with the other 500-level course number. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with a different subject matter. *Also available through the Seminary Distance Learning Center as a 2-credit course.*
- NTST633** (2–3)
Social Issues in the New Testament (Exegesis)
Interpretation and theology of selected New Testament passages regarding the involvement of individual believers and the church in addressing human need. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST645** (2–3)
Hebrews
Prerequisite: Must have met the Intermediate Greek requirement.
- NTST646** (2–3)
Studies in New Testament Exegesis
Studies in hermeneutical principles and procedures requisite to New Testament interpretation and/or in various sections of the New Testament. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST648** (2–3)
Exegesis of Revelation
A study of the key chapters of Revelation. Prerequisite: GSEM511 Daniel and Revelation or GSEM627 Issues in Daniel and Revelation. Must have met the Intermediate Greek requirement.
- NTST653** (2–3)
Advanced Studies in the General Epistles
The epistle(s) chosen from among James, 1 Peter, 2 Peter, Jude, and 1–3 John announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST655** (2–3)
Advanced Studies in the Gospels
The Gospel(s) to be studied are announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST658** (2–3)
Advanced Studies in the Pauline Writings
The letter(s) of Paul to be studied are announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST660** (2–3)
Readings in the Septuagint
Reading of selected passages in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Prerequisite: NTST552 and OTST552 or their equivalent.
- NTST678** (2–3)
Seminar in Greek Exegesis
Particular books or passages to be exegeted are announced in advance. Repeatable. Admission for non-doctoral students by permission of professor. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST930** (3)
Seminar in New Testament Spirituality
Designed for cohorts in the PhD in Religious Education program. Explores topics in spirituality, discipleship, and mission in the New Testament. Topic announced in advance. Repeatable.
- NTST940** (3)
Seminar in New Testament Exegesis and Hermeneutics:
Exegesis in New Testament books or passages and/or studies in particular topics such as the history of New Testament exegesis and hermeneutics. Repeatable.
- Theology**
- NTST567** (2–3)
Theology of the English New Testament
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. Repeatable with a different subject matter.
- NTST616** (2–3)
Theology of Luke-Acts
Prerequisite: Must have met the Intermediate Greek requirement.
- NTST617** (2–3)
Theology of Matthew
An in-depth study of the literary design and theological ideas of Matthew. Must have met the Intermediate Greek requirement.
- NTST630** (2–3)
Theology of the Synoptic Gospels
Prerequisite: Must have met the Intermediate Greek requirement.
- NTST634** (2–3)
Theology of the Pauline Epistles
Prerequisite: Must have met the Intermediate Greek requirement.
- NTST641** (2–3)
Theology of the Johannine Writings
Prerequisite: Must have met the Intermediate Greek requirement.
- NTST647** (2–3)
Eschatology
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. Must have met the Intermediate Greek requirement.
- NTST657** (2–3)
Theology of Hebrews
Prerequisite: Must have met the Intermediate Greek requirement.
- NTST667** (2–3)
Topics in New Testament Theology
A study of selected themes in New Testament theology or of the structure of New Testament theology as a whole. Topics announced in advance. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.

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- NTST668** (2-3)
New Testament Ethics
A study of the ethical teachings of the New Testament, their relation to New Testament theology, and their implications for contemporary Christian living. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST676** (2-3)
Jesus in Recent Scholarship
Advanced studies in the person and proclamation of Jesus and the ways Jesus has been understood in various, significant 'lives' of Jesus, including current Jewish assessments. Seeks to give a biblical answer to Jesus' question, "Who do you say that I am?" Prerequisite: Must have met the Intermediate Greek requirement.
- NTST679** (2-3)
Seminar in New Testament Theology and Ethics
An examination of one or more major theological or ethical themes of the New Testament. Particular themes announced in advance. Repeatable. Admission for non-doctoral students by permission of professor. Prerequisite: Must have met the Intermediate Greek requirement.
- NTST945** (2-3)
Seminar in Biblical Theology
Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the testaments, and biblical authority. Identical to OTST945. Repeatable. Prerequisite: Must have met the Intermediate Greek requirement.
- Historical Background and Christian Origin**
- NTST515** (2-3)
New Testament Backgrounds
The political, cultural, and religious situation in the New Testament world, with an introduction to the major primary sources.
- NTST615** (2-3)
New Testament Archaeology
A study of the archaeological evidence that contributes to a better understanding of the political, religious, and cultural context in which the New Testament was written.
- NTST626** (2-3)
Seminar in Classical Jewish Literature
Reading in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and medieval texts. Required languages vary according to the subject matter. Repeatable. Identical to OTST626.
- NTST635** (2-3)
Intertestamental Period
The political, cultural, and religious history of the Near East as it relates to the Jews from Alexander the Great to the destruction of Jerusalem.
- NTST636** (2-3)
Jerusalem in the Time of Jesus
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.
- NTST654** (2-3)
Second Century Christianity
A study of the line of development from the writings and communities of the New Testament to the literature and movements of the post-apostolic period.
- NTST680** (2-3)
Greco-Roman World
Aspects of the culture, history, and religion of the Greco-Roman world bearing on New Testament interpretation.
- NTST684** (2-3)
Judaism and the New Testament
A study of the Jewish background of the New Testament, including the contemporary history, culture, religion, and literature.
- NTST689** (2-3)
Seminar in New Testament Backgrounds
Particular topics announced in advance. Repeatable.
- NTST920** (2-3)
Seminar in New Testament Backgrounds
Particular topics announced in advance. Repeatable.
- Languages**
- NTST551** (2)
Beginning Greek
An introduction to the grammar and syntax of New Testament Greek for students without a working knowledge of the language.
- NTST552** (3)
Intermediate Greek
Completes the coverage of grammar and syntax and includes extensive reading in the Greek New Testament. Prerequisite: NTST551 or equivalent.
- NTST608** (2-3)
Advanced Greek Grammar and Syntax
An intense and rigorous course to give students high proficiency in the Koine Greek of the New Testament and cognate literature. It presupposes a knowledge of vocabulary and paradigms equivalent to that attained by successfully completing NTST552.
- NTST618** (2-3)
Syriac
Basic elements of grammar and syntax with a practical vocabulary; attaining proficiency in reading to enable continued independent study; comparisons with Hebrew for a better understanding of biblical Hebrew in its Semitic setting. Repeatable.
- NTST660** (2-3)
Readings in the Septuagint
Readings of selected passages in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Prerequisite: NTST552 and OTST552 or their equivalent.
- NTST665** (2-3)
Coptic
Basic elements of Coptic grammar and syntax, readings in the Coptic New Testament and other Coptic literature.

NTST696 (2-3)
Seminar in Hellenistic Greek
 Selected readings in and analysis of various sources such as the Greek New Testament, Septuagint, papyri, Josephus, Philo, Apostolic Fathers, or related texts. Admission for non-doctoral students by permission of professor.

Individual Studies

NTST690 (1-4)
Independent Study
 Research on an individual basis dealing with problems in the field of the New Testament. Open only to students who have completed basic courses in New Testament. Repeatable. See general guidelines under Academic Information.

NTST695 (3)
Topics: _____
 Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher. Repeatable with different topics.

NTST890 (1-8)
Directed Reading in New Testament Studies
 Repeatable. May be graded S/U.

OLD TESTAMENT

Seminary N111
 269-471-2861

Faculty

Jiří Moskala, *Chair*
 Richard M. Davidson
 Jacques B. Doukhan
 Constance E. C. Gane
 Roy E. Gane
 Paul Z. Gregor
 Gerald A. Klingbeil
 Randall W. Younker

Courses (Credits)
 See inside front cover for symbol code.

OTST500 (2-3)
Survey of the Old Testament
 An introductory survey of the history, literature, and backgrounds of the Old Testament for students who have not had such a course on the college level.

OTST515 (2-3)
Introduction to Middle Eastern Languages, Culture and History
 An introduction to the languages and/or culture and history of the Middle East, this course is designed to provide a practical general background for students who plan to conduct work or research on or in selected Middle Eastern countries. Repeatable.

OTST570 (2-3)
Readings in the Old Testament (English)
 Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min. students and others who have not taken Hebrew. Not applicable for MDiv credit. Repeatable. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

OTST607 (2-3)
Preaching from the Old Testament
 An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN607.

OTST640 (2-3)
The Old Testament and Its Translations
 A non-technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest.

OTST659 (2-3)
Studies in Old Testament Issues
 A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis 1-11, Messianism, and Old Testament eschatology. Repeatable.

OTST820 (3)
Textual Criticism
 Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts. Repeatable. Prerequisites: OTST654, OTST660, additional languages as needed. Admission by permission of instructor.

Theology

OTST520 (2-3)
Introduction to Old Testament Theology
 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.

OTST619 (2-3)
Theology of the Old Testament
 Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith. Prerequisite: Must have met the Intermediate Hebrew requirement.

OTST620 (2-3)
Seminar in Old Testament Theology
 Selected aspects of Old Testament theology, such as the nature and function of Old Testament theology, the method of Old Testament theology, and the development of major theological themes. Prerequisite: Must have met the Intermediate Hebrew requirement. Repeatable.

OTST627 (2-3)
Jewish Life and Thought
 An introduction to Jewish beliefs and theology, liturgy and festivals, and thinking and philosophy as they illuminate approaches to the Bible and Hebrew customs. Prerequisite: Must have met the Intermediate Hebrew requirement.

OTST835 (3)
Theology of the Hebrew Scriptures
 The theology of an individual book or block of books in 1 of the 3 divisions of the Hebrew canon: Torah (Pentateuch), Prophets, and Writings. Content announced in advance. Repeatable.

OTST845 (3)
Methodology in Biblical Theology
 The development of biblical theology from the Reformation to the present with special attention to current methodologies.

OTST945 (3)
Seminar in Biblical Theology
 Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the Testaments, and Biblical authority. Identical to NTST945.

History and Archaeology

OTST510 (2-3)
Archaeology and the Bible
 The assembling of archaeological and ancient textual material which, interpreted from the philosophical viewpoint of the Bible,

emphasizes the accuracy and authenticity of the Scriptures. A study of cultures, customs, languages, and rituals that throw light on the statements of God's Word. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

OTST514 (2-3)
Bible Lands and Their Explorations
 Countries of the Bible and archaeological explorations carried out in them during the past 150 years; the geographical setting of Bible history; the background, rise, and progress of biblical archaeology; methods employed by archaeologists in using material excavated and found in the Near East.

OTST604 (2-3)
History of the Ancient Near East
 An introduction to the history of the Ancient Near East up to the time of Alexander the Great. Topics alternate between the history of Egypt and the history of Mesopotamia. Emphasis on the intersection with biblical history. Students may take each topic once.

OTST605 (2-3)
Seminar in Old Testament History
 Individual research on specific problems for advanced students in Old Testament history. Prerequisite: OTST635 or OTST604 or equivalent. Repeatable.

OTST614 (2-3)
Archaeology of Palestine
 An introduction to the principles, methods, and results of archaeological research in Palestine, especially in how they impact biblical studies.

OTST615 (2-3)
Seminar in Archaeology and History of Antiquity
 The archaeology and historical discoveries and problems related to the Old Testament. Repeatable. Prerequisite: OTST510 or 514 or equivalent and OTST614 or equivalent, or permission of instructor.

OTST630 (1-8)
Archaeological Field Work
 In connection with the Andrews-sponsored archaeological expeditions, qualified students obtain practical training in archaeological field work by assisting in the supervising of excavations, drawing, registering, reading of pottery, and kindred work. Repeatable to 12 credits.

OTST635 (2-3)
History of Israel
 An introduction to the history of Israel in the pre-monarchial, monarchial, and post-monarchial periods.

OTST638 (2-3)
Archaeology in Evangelism
 An introduction to the use of archaeology in evangelistic settings. Field projects are observed and presented by students. Prerequisites: OTST510 or equivalent.

OTST810 (3)
Near Eastern Archaeology
 Covers such periods of antiquity as the Bronze Age, Iron Age, Early Christian period, and Byzantine times. A study of ancient artifacts, architecture, and other mainly non-written materials. Repeatable. Prerequisite: OTST614 or equivalent.

Language and Literature

OTST551 (3)
Biblical Hebrew I
 The fundamentals of biblical Hebrew: a small but practical vocabulary, an understanding of the grammatical structure of the language, and practice in the use of lexicons and commentaries. Aims to provide the minister with a practical study tool.

OTST552 (2-3)
Biblical Hebrew II
 Development of reading ability in narrative portions of the Hebrew Bible for the student who has OTST551 or its equivalent.

OTST612 (2-3)
Ancient Near Eastern Languages
 Basic elements of grammar and syntax, with a practical vocabulary, for one of the following languages: Sumerian, Akkadian, Egyptian, Ugaritic, Hittite, Syriac, and Coptic. Language announced in advance. Prerequisite: OTST552 or its equivalent. Repeatable.

OTST625 (3)
Biblical Hebrew III
 The reading of substantial portions of various types of prose and poetry in the Hebrew Bible, with attention to matters of syntax. Prerequisite: OTST551 and 552 or their equivalent. Repeatable.

OTST654 (2-3)
Biblical Aramaic
 Study of the essentials of grammar and syntax (with some reference to biblical Hebrew) coordinated with reading and analysis of a substantial part of the Aramaic portions of the Bible. Prerequisite: OTST552 or its equivalent.

OTST658 (2-3)
Seminar in Ancient Near Eastern Languages
 A study of Ancient Near Eastern languages and/or texts not offered in other courses. Prerequisite: OTST552 or its equivalent. Repeatable.

OTST660 (2-3)
Readings in the Septuagint
 Reading of selected texts in the Septuagint and learning how to use the apparatus in the standard editions of the Septuagint. Prerequisite: NTST552 and OTST552 or their equivalent.

Hebrew/Aramaic Exegesis

Language prerequisites for courses in this section should be noted carefully.

OTST545 (2-3)
Daniel
 Exegetical study in selected portions of Daniel. Prerequisite: Must have met the intermediate Hebrew requirement. *Also available through the Seminary Distance Learning Center as a 2-credit course.*

OTST555 (3)
Prophets
 Interpretation of the Nevi'im (Prophets, except Daniel) and exegetical study in selected portions of its books. Prerequisite: Must have met the intermediate Hebrew requirement or be enrolled in OTST552.

OTST558 (2)
Writings
 Interpretation of the Ketubim (Writings) and exegetical study in selected portions of its books. Prerequisite: Must have met the intermediate Hebrew requirement or be enrolled in OTST552.

OTST565 (3)
Pentateuch
 Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, or Deuteronomy). Prerequisite: Must have met the beginning Hebrew requirement or be enrolled in OTST551.

OTST626 (2-3)
Seminar in Classical Jewish Literature
 Readings in classical religious texts of Judaism. Sources include liturgical, Hellenistic, Rabbinic, and Medieval texts. Required languages vary according to the subject matter. Repeatable. Identical to NTST626.

OTST628 (2-3)
Methods of OT Exegesis
 Introduction to the Masoretic text (Masora, accents, apparatus) and to the various methods and tools of exegesis; provides basic training in applying the exegetical work to selected passages of the Hebrew Bible. Must have met the intermediate Hebrew requirement.

OTST633 (2-3)
Social Issues in the Old Testament (Exegesis)
 Interpretation and theology of the Old Testament regarding the involvement of individual believers and the covenant community of faith in addressing human need. Prerequisite: Must have met the Intermediate Hebrew requirement.

OTST639 (2-3)
Studies in Old Testament Exegesis
 Exegetical studies in selected sections or themes of the Old Testament. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.

OTST664 (3)
Pentateuch
 Exegetical study in selected portions of Genesis, Exodus, Leviticus, Numbers or Deuteronomy. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.

OTST666 (3)
Historical Books
 Exegetical study in selected portions of Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra, Nehemiah or Esther. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.

OTST668 (3)
Psalms/Wisdom Literature
 Exegetical study in selected portions of Job, Psalms, Proverbs, Qoheleth or Song of Songs. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.

OTST674 (3)
Daniel
 Exegetical study in selected portions of Daniel. Prerequisite: Must have met the intermediate Hebrew requirement. Recommended prerequisite: OTST654.

- OTST675** (3)
Minor Prophets
Exegetical study in selected portions of the Book of the Twelve (“Minor Prophets”). Content announced in advance. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.
- OTST680** (2–3)
Seminar in Old Testament Exegesis
Exegesis of selected passages in the Old Testament. Content announced in advance. Repeatable. Prerequisite: Biblical Hebrew III and at least one Hebrew exegesis course with a grade of A.
- OTST685** (2–3)
Principles of Hermeneutics
An examination of hermeneutical presuppositions and formulation of sound principles of biblical interpretation with application to selected texts. Prerequisite: Must have met the intermediate Hebrew requirement.
- OTST686** (3)
Major Prophets
Exegetical study in selected portions of Isaiah, Jeremiah or Ezekiel. Prerequisite: Must have met the intermediate Hebrew requirement. Repeatable.
- OTST940** (3)
Seminar in Advanced Old Testament Exegesis
Advanced work on selected passages of the Old Testament; building on the other exegesis courses in Old Testament. Content announced in advance. Repeatable. Prerequisite: OTST625 Biblical Hebrew III.
- Individual Studies**
- OTST690** (1–3)
Independent Study
Individual research work on specific problems for students who have completed basic courses in Old Testament. Repeatable. See general guidelines under Academic Information.
- OTST695** (3)
Directed Studies
Course deals with selected themes. Can be used only by preapproval from the student’s program director and the teacher. Repeatable with different topics.
- OTST890** (1–6)
Directed Reading in Old Testament Studies
Repeatable. May be graded S/U.

THEOLOGY & CHRISTIAN PHILOSOPHY

Seminary N311
269-471-3607
thst@andrews.edu

Faculty

Miroslav M. Kiš, *Chair*
John T. Baldwin
Fernando L. Canale
Jo Ann Davidson
Denis Fortin
Martin Hanna
Darius Jankiewicz

Courses (Credits)

See inside front cover for symbol code.

Written consent of the professor is required for registration in seminars. Seminars are not substitutes for core requirements.

Systematic Theology

THST521 (3) **Christian Theology I**

Study of the interdisciplinary nature, sources, and methods of theology; the doctrines of God (the Trinity, foreknowledge, predestination), His works (creation, providence, the covenant, law and Sabbath), the Holy Spirit, and human beings (nature, image of God, and sin). For students without a prior degree in Theology.

THST522 (3) **Christian Theology II**

Study of the doctrines of Christ (nature and works of atonement), salvation, the church (marks, ministry, and mission) and eschatology (Adventist, Christ-centered exploration of end-time prophecies and events). For students without a prior degree in Theology.

THST540 (2–3) **Doctrine of Salvation**

A broad study of the Christian doctrine of Salvation: The author, object, need, agent, process, and result of salvation. Biblical, historical and systematic considerations are intrinsic to this course. While the Seventh-day Adventist understanding of this doctrine constitutes the central focus of the study, other views are also acknowledged.

THST555 (2–3) **Ecclesiology and the Practice of Ministry**

Selected issues in ecclesiology related to the practice of ministry.

THST608 (2–3) **Doctrine of the Sabbath**

Significance of the Seventh-day rest in the Old Testament, in the teachings of Christ and the apostles, and in Christian theology.

- THST615** (2–3)
Doctrine of the Church
The nature, attributes, marks, and government of the Christian Church. Its relation to Christ, to the Scriptures, and to the Holy Spirit. The ordinances and the ministry.
- THST616** (2–3)
Doctrine of God
A study of the nature and attributes of God and His relation to the world. Consideration of divine foreknowledge, predestination, and providence; the Trinity; God as person. *Also available through the Seminary Distance Learning Center as a 3-credit course.*
- THST617** (2–3)
The Works of God
An in-depth study of such doctrines as creation, law and covenant, and Sabbath. Can be repeated for credit.
- THST618** (2–3)
The Works of Christ
An in-depth study of such doctrines as atonement, salvation, and righteousness by faith. Can be repeated for credit.
- THST619** (2–3)
Principles and Methods of Theology
The nature, function, and practice of constructive theological activity. Doing theology: What? Why? How? For advanced students.
- THST630** (2–3)
Doctrine of Christ
The unique person of Christ: His pre-existence, virgin birth, and incarnation. The incarnate relation of His divinity and humanity. The meaning and implications of His death.
- THST637** (2–3)
Biblical Eschatology
Adventist approach to a Christ-centered interpretation of the end-time prophecies regarding the judgment, the second coming of Christ, the kingdom of God, and the millennium in the Old and New Testaments on the basis of biblical principles of interpretation.
- THST639** (2–3)
Doctrine of the Holy Spirit
The person and work of the Holy Spirit in the plan of redemption and the divine economy. *Also available through the Seminary Distance Learning Center as a 2-credit course.*
- THST647** (2–3)
Human Nature and Destiny
Origin of humanity, the fall, and sin—its nature and effect. The nature of man, the doctrine of immortality. Man and woman as the image of God.
- THST649** (2–3)
Seminar in Theological Issues
Study of issues such as Christology, anthropology, ecclesiology, contemporary theology, and Christian ethics. Repeatable. Available for PhD/ThD, MA, and select MDiv students.
- THST940** (3)
Seminar in Systematic Theology
Selected issues in systematic theology. Can be repeated for credit.
- Historical Theology**
- THST510** (2–3)
Understanding the Christian World
Reaching Roman Catholic, Protestant, Ecumenical, and post-denominational minds. Addressing the post-modern worldview, as well as other challenges to the task of theology in general, and to the Seventh-day Adventist faith in particular. For students without a prior degree in Theology. *Also available through the Seminary Distance Learning Center as a 2-credit course.*
- THST624** (2–3)
Protestant Theological Heritage
The most important positions of the great shapers of the Protestant tradition from the earliest times to the present.
- THST625** (2–3)
Early Christian Theology
Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.
- THST626** (2–3)
Modern Christian Theology
Study of the major doctrinal trends of the Church from Anselm to Wesley. Particular attention given to such themes as atonement, salvation, ecclesiology, and eschatology.
- THST627** (2–3)
Roman Catholic Life & Thought
An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.
- THST628** (2–3)
Contemporary Theology
Study of major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.
- THST629** (2–3)
Interchurch Dialogue
Analytical and critical study of the development, structures, problems, and theological implications of ecumenical and post-denominational movements. Evaluation and response from a Seventh-day Adventist perspective.
- THST656** (2–3)
Seminar in Historical Theology
Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Repeatable. Available for PhD/ThD, MA, and select MDiv students.
- THST809** (3)
The Theology of Ellen G. White
Analytical study of major theological themes in the writings of E. G. White and their influence on Adventist theology. Repeatable.
- THST830** (3)
Methods in Historical Theology
An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Repeatable.

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THST964 (3) Seminar in Historical Theology Study of selected doctrinal and historical issues and systems. Repeatable.	THST676 (2-3) History of Philosophy An overview of classical, medieval, modern, and contemporary philosophy: an introduction to key figures such as Plato, Aristotle, Augustine, Thomas Aquinas, Descartes, Hume, and Kant; and a survey of recent developments such as process, existentialist, and analytical philosophy.
Philosophy and Ethics	
THST550 (2-3) Principles of Christian Ethics Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.	THST678 (2-3) Science and Religion The relation of scientific information and theory to Christian doctrines; theories of origin, geologic time, uniformity, and organic evolution as developed in the fields of historical geology and biology.
THST600 (2-3) Christian Personal Ethics An application of Christian moral teachings to various personal issues and dilemmas with special emphasis on the moral habits and Christian character.	THST814 (3) Seminar in Philosophy, Theology and Ethics The interrelation between philosophical, theological and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.
THST634 (2-3) Christian Social Ethics An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.	THST935 (3) Seminar in Philosophical Theology
THST643 (2-3) Christian Professional Ethics An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to CHMN643.	THST966 (3) Seminar in Ethics Selected issues in ethics from a Christian perspective. Repeatable.
THST644 (2-3) Theological Ethics Discussion and application of biblical teachings and normative models to decision making and standards of Christian behavior in the context of praxis of ministry. THST550 strongly recommended (expected for MDiv students) prior to this course.	Individual Studies
THST659 (2-3) Seminar in Philosophy, Theology, and Ethics The interrelation between philosophical, theological, and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.	THST690 (1-3) Independent Study Restricted to advanced students. Selected problems in the field of theology. See general guidelines under Academic Information.
THST660 (2-3) Church and Society Interdisciplinary analysis of the interrelatedness of church, its theology and task with the society as potential recipient of the Gospel; examination of structures and dynamics in church and society from biblical, theological, ethical, and sociological perspectives; formulation of a biblical word view vis-a-vis modern philosophies and ideologies.	THST695 (2-3) Topics _____ Course deals with selected themes. Can be used only by preapproval from the student's program director and the teacher. Repeatable with different topics.
THST667 (2-3) Postmodernism and the Church A critical study of the nature and ideological origins of the postmodern mind as it relates to both the theology and the mission of the Seventh-day Adventist Church.	THST890 (1-6) Directed Reading in Systematic Theology Repeatable. May be graded S/U.
	THST895 (1-6) Directed Reading in Historical Theology Repeatable. May be graded S/U.
	THST896 (1-6) Directed Reading in Christian Ethics Repeatable. May be graded S/U.

WORLD MISSION

Seminary S203
269-471-6505
mssn@andrews.edu

Faculty

Bruce L. Bauer, *Chair*
Cheryl Doss
Gorden Doss
Wagner Kuhn
Lester P. Merklin, Jr.

Courses

See inside front cover for symbol code.

	(Credits)
MSSN505 <i>Christian Responses to Human Needs</i> Explores biblical models, historical examples, and development paradigms for Christian involvement in incarnational ministries.	(2-3)
MSSN525 <i>Mission to the World</i> 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.	(2-3)
MSSN546 <i>Mission in Cultural and Religious Context</i> 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.	(3)
MSSN561 <i>Christian Witness and World Religions</i> 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.	(3)
MSSN584 <i>Preparation for Cross-Cultural Workers</i> 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.	(2-4)
MSSN610 <i>Theology of Mission</i> The biblical foundation of mission—its essence, goals, motives, and the role of the church in mission. Prerequisite: MSSN546 or MSSN561.	(2-3)
MSSN615 <i>Anthropology for Mission and Ministry</i> 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.	(2-3)
MSSN618 <i>Urban Mission</i> Explores the nature of cities worldwide, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries. Prerequisite: MSSN546 or MSSN561.	(2-4)
MSSN630 <i>Cross-Cultural Leadership Development</i> 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. Prerequisite: MSSN546 or MSSN561	(2-3)
MSSN635 <i>Contemporary Issues in Mission</i> Current issues in mission and the way they affect the church's outreach in the world. Repeatable. Prerequisite: MSSN546 or MSSN561.	(2-3)
MSSN640 <i>Advanced Mission Studies</i> Study of advanced missiological principles and their application. Repeatable. Prerequisites: MSSN546 and MSSN561.	(3)
MSSN650 <i>Introduction to a World Religion</i> An introduction to the history, beliefs, writings, personalities and current developments in religions such as Islam, Judaism, Hinduism and Buddhism. Repeatable. Prerequisite: MSSN546 or MSSN561.	(2-3)
MSSN652 <i>Biblical and Qur'anic Studies</i> 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. May be repeated for credit.	(2-5)
MSSN653 <i>Islamic Culture and Society</i> 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. May be repeated for credit	(3)
MSSN660 <i>Witnessing to People of Another Religion</i> Development and evaluation of various forms of Christian witness among the peoples of other religions such as Muslims, Jews, Hindus, and Buddhists. Repeatable. Prerequisite for MDiv students: MSSN546 or MSSN561.	(2-3)
MSSN676 <i>History of Christian Mission</i> 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. Prerequisite: MSSN546 or MSSN561.	(2-3)
MSSN685 <i>Strategies for World Mission</i> A concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth.	(2-3)

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MSSN840 (3)

Research Methods in Mission and Ministry

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.

Individual and Seminar Studies

MSSN690 (1-3)

Independent Study

Individual research on a selected problem in the theory, history, or practice of mission. See general guidelines under Academic Information.

MSSN695

Topics _____

On themes by preapproval from the student's program director and the teacher. Repeatable with different topics.

MSSN826 (3)

Seminar in Theology of Mission

MSSN827 (3)

Seminar in History of Mission

MSSN828 (3)

Seminar in Social Sciences and Mission

MSSN829 (3)

Seminar in Other Religions

MSSN830 (3)

Seminar in Strategies and Development in Mission

MSSN890 (2-12)

Directed Reading in Mission Studies

Repeatable. May be graded S/U.

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UNIVERSITY PERSONNEL

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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
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Seventh-day Adventist Theological Seminary, 1937–1957

Milton E. Kern	1937–1943
Denton E. Rebok	1943–1951
V. E. Hendershot	1951–1952
Ernest D. Dick	1952–1957

Potomac University, 1957–1960

Ernest D. Dick	1957–1959
Floyd O. Rittenhouse	1959–1960

Andrews University, 1960–

Floyd O. Rittenhouse	1960–1963
Richard Hammill	1963–1976
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(As of March 6, 2012)

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 Aimee Vitangcol-Regoso, MBA, Assistant Registrar
 Ronald Whitehead, MA, Assistant to the President for
 Spiritual Life; Executive Director, Center for Youth Evangelism
 Gary Williams, BA, Associate Registrar

Academic Deans and Directors

Christon Arthur, PhD, Dean, School of Graduate Studies &
 Research

Lynley Bartlett, PhD, Director, Off-Campus Programs
 Kathleen Beagles, PhD, Director, PhD (Religious Education)
 Skip Bell, DMin, Director, Doctor of Ministry Program
 Gary Burdick, PhD, Associate Dean of Research, School of Graduate Studies & Research
 Merlin D. Burt, PhD, Director, Center for Adventist Research
 Carey Carscallen, MArch, Dean, School of Architecture, Art & Design
 Ron E.M. Clouzet, DMin, Director, North American Division Evangelism Institute
 Cheryl Doss, PhD, Director, Institute of World Mission
 Paula Dronen, JD, Associate Dean, School of Architecture, Art & Design
 Jacques B. Doukhan, ThD, Director, Institute of Jewish-Christian Studies
 Tom Evans, Associate Director, North American Division Evangelism Institute
 David Ferguson, MA, Director, Undergraduate Leadership Program
 Denis J.H. Fortin, PhD, Dean, Seventh-day Adventist Theological Seminary
 La Ronda Forsey, Associate Dean, School of Distance Education; K-12 Principal, Griggs International Academy
 Constance Gane, MA, Acting Curator, Horn Archaeological Museum
 Paul Z. Gregor, PhD, Associate Director, Institute of Archaeology
 Kenley Hall, DMin, Director, Theological Field Education
 Martin Hanna, PhD, Director, MA (Religion)
 James R. Jeffery, PhD, Dean, School of Education
 R. Clifford Jones, PhD, Associate Dean, Seventh-day Adventist Theological Seminary
 Ronald A. Knott, BA, Director, University Press
 Janine Lim, PhD, Associate Dean of Higher Education, School of Distance Education
 John V.G. Matthews, PhD, Director, MA (Religious Education)
 Keith E. Mattingly, PhD, Dean, College of Arts & Sciences
 Donald L. May, MA, Associate Dean, College of Arts & Sciences; Director, General Education and Student Retention
 Errol McLean, DMin, Associate Director, North American Division Evangelism Institute
 Lester P. Merklin Jr, DMin, Director, Global Center for Adventist Muslim Relations
 Lynn Merklin, PhD, Director, Institutional Assessment
 Lawrence W. Onsager, MLS, Dean of Libraries
 Robert L. Overstreet, MA, Principal, Andrews Academy
 L. Monique Pittman, PhD, Director, J.N. Andrews Honors Program
 Thomas Shepherd, PhD, Director, PhD (Religion) & ThD Programs
 Allen F. Stenbridge, EdD, Dean, School of Business Administration
 Alayne Thorpe, PhD, Dean, School of Distance Education
 David Waller, MEd, Principal, Ruth Murdoch Elementary School
 Dominique Wakefield, MA, Director of Fitness & Exercise Studies
 Allan R. Walshe, DMin, Director, MA (Youth and Young Adult Ministry)
 Walton A. Williams, DMin, Director, InMinistry Center
 Randall W. Younker, PhD, Director, Institute of Archaeology; Director, PhD (Biblical and Ancient Near Eastern Archaeology)

Administrative Deans and Directors

Elynda Bedney, MSA, Director, Student Financial Services
 Stanley Beikmann, BS, Director, Arboretum
 Glynis Bradfield, PhD, Director, Griggs Student Services (K-20)
 Jennifer Burrill, MA, Director, Lamson Hall
 Spencer Carter, MA, Director, Meier Hall
 Tami Condon, BA, Director, Alumni Services
 Judith B. Fisher, PhD, Director, Counseling & Testing Center

Carolina Gomez-Jones, MA, Assistant Dean, School of Distance Education
 Daniel Hamstra, BS, Director, Telecommunication Systems
 Dale Hodges, Director, Campus Safety
 David Iwasa, MAT, Director, University Towers
 David G. Jardine, Director, Student Activities & Athletics
 Ethan Jones, JD, Director, Compliance, School of Distance Education
 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
 Najeeb Nakhle, PhD, Director, International Student Services
 William Navalon, BA, Director, Recruitment Services
 Tari Popp, BS, Director, Planned Giving & Trust Services
 Daniel Reichert, MD, Director, Medical Services
 Richard L. Scott, BA, Director, Facilities Management
 Sharyl R. Turon, BBA, Director, Financial Records
 Alice C. Williams, PhD, Director, University Archives
 Steve Yeagley, MDiv, Associate Dean, Student Life

Managers of Service Departments and Auxiliary Enterprises

Martin D. Bradfield, BBA, Manager, Transportation Services
 Thomas N. Chittick, EdD, Manager, Farm and Dairy
 Rodrick Church, BS, Manager, LithoTech
 Mark Daniels, BA, General Manager, Dining Services
 Sharon J. Dudgeon, MMus, Manager, WAUS
 Paul Elder, Manager, Plant Service
 Cheryl Kean, Manager, University Bookstore
 Alfredo Ruiz, MA/MDiv, Director, University Apartments
 Erica Slikkers, BA, Manager, Howard Performing Arts Center
 Dean Snow, Manager, Custodial Services

Administrators Emeriti

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
 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

Vlad Radivojevic (BS '95, MSPT '96), President, South Bend, Ind.
 Tami Condon (BS '91), Executive Director, Berrien Springs, Mich.
 Andriy Kharkovyy (BBA '06, MBA '09), Executive Asst Director, Berrien Springs, Mich.
 Deborah Busch (BS '92, BS '98), Eau Claire, Mich.
 Arvin Delacruz (BArch '97), Berrien Springs, Mich.
 Norma Greenidge (BS '80, MA '92, PhD '00), Berrien Springs, Mich.
 Alex Markovich (BS '96, MSPT '97), Granger, Ind.
 Dave Nelson (Att.), Berrien Springs, Mich.
 Scott Schalk (BBA '92, MBA '93), Berrien Springs, Mich.
 Rachael Unutoa-Silafau (BSW '01, MSW '03), Berrien Springs, Mich.
 Michael Villwock (BT '08), Buchanan, Mich.
 Bruce Wrenn (current faculty), Berrien Springs, Mich.

Ex-Officio Members

Niels-Erik A. Andreasen, PhD, President, Andrews University
 David A. Faehner, PhD, Vice President, University Advancement
 Patricia Spangler, BS, *FOCUS* Editor
 2012–13 AUSA Representative
 2012–13 BSCF Representative
 2012–13 GSA Representative

Recipients of Andrews University Faculty Awards for Excellence in Teaching

1976–77—Bill Chobotar, Patricia M. Silver
 1977–78—Merlene A. Ogden, M. Lillian Moore
 1978–79—Daniel A. Augsburg, Ivan L. Warden
 1979–80—Robert R. Ludeman, F. Estella Greig
 1980–81—Ruth R. Murdoch, Malcolm B. Russell
 1981–82—Robert A. Wilkins, Leonard K. Gashugi
 1982–83—Carl Coffman Jr, Neville H. Clouten
 1983–84—Asa C. Thoresen, Des Cummings Jr.
 1984–85—Lawrence T. Geraty, Robert U. Kalua
 1985–86—C. Warren Becker, Øystein S. LaBianca
 1986–87—Ivan T. Blazen, Janice Y. Watson
 1987–88—William W. Davidson, Duane C. McBride
 1988–89—Ralph M. Scorpio, Bruce A. Closser
 1989–90—Dwain L. Ford, Meredith J. Jones
 1990–91—Øystein S. LaBianca, Georgina P. Hill
 1991–92—Stanley M. Bell, Leonard K. Gashugi, A. Josef Greig,
 F. Estella Greig, William E. Richardson,
 Russell L. Staples, John B. Youngberg
 1992–93—Paul S. Brantley, Arthur N. Brown
 1993–94—Dennis W. Woodland, Edwin I. Hernandez
 1994–95—James L. Hayward, Annetta M. Gibson
 1995–96—Kenneth E. Thomas, Carole L. Kilcher
 1996–97—Jon L. Dybdahl, James A. Tucker
 1997–98—Richard M. Davidson, Beverly J. Matiko
 1998–99—Curtis J. VanderWaal, Katherine A. Koudele
 1999–00—David A. Steen, April R. Summitt
 2000–01—Bill Chobotar, Stephen P. Zork
 2001–02—Shelley Bradfield, James L. Hayward

Recipients of the Daniel A. 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), Lillian Doukhan (CAS), Robert Moore (CAS), David Sherwin (COT), Robin Johnson (SOA), Jacquelyn Warwick (SBA), Duane Covrig (SED), Randall Younker (SEM)
 2010–11—Ann-Marie Jones (CAS), Darah J. Regal (CAS), Dianne L. Staples (CAS), Robert E. Zdor (CAS), James H. Doran (COT), Mark A. Moreno (SOA), Samuel Kim-Liang Chuah (SBA), Barbara A. Reid (SED), H. Peter Swanson (SEM)
 2011–12—Rudolph Bailey (SED), Bruce Bauer (SEM), José Goris (SBA), Herbert Helm (CAS), Marcia Kilsby (CAS), Glenn Russell (CAS), Martin Smith (SAAD), Tiffany Summerscales (CAS)

Recipients of Andrews University Faculty Awards for Excellence in Research and Creative Activity

1991–92—Gregory J. Constantine, Donna Habenicht, Gerhard Hasel, Gary Land, Margarita Mattingly, Duane McBride, Raymond Paden, Abraham Terian
 1992–93—Gordon Atkins, Roger Dudley, Edwin Hernandez, Mickey Kutzner, Jonathan Paulien, Brian Strayer
 1993–94—Bill Chobotar, Gregory J. Constantine, Jacques Doukhan, Lyndon Furst, George Knight
 1994–95—Roger Dudley, Shirley Freed, Scott Moncrieff, William Proulx, Jim Wolfer
 1995–96—Gregory J. Constantine, George Knight, Margarita Mattingly, Janet Mulcare, John Stout
 1996–97—Philip Bess, Mickey Kutzner, Jonathan Paulien, Douglas Singh, James Tucker
 1997–98—Paul Brantley, Russell Burrill, Larry Richards
 1998–99—Gordon J. Atkins, Lenore S. Brantley, Gregory J. Constantine, George R. Knight, P. David Merling
 1999–00—Shirley A. Freed, Mickey D. Kutzner, Janet A. Mulcare, Jon K. Paulien, Carla L. Trynchuk
 2000–01—Philip H. Bess, Gary W. Burdick, Roger L. Dudley, Gary G. Land, Jiri Moskala
 2001–10—no awards given these years.

Recipients of the Siegfried H. Horn Excellence in Research and Creative Scholarship Award

2010–11—Karen A. Allen (Professional Programs), Larry D. Burton (Arts & Humanities), Richard M. Davidson (Religion & Theology), Shandelle M. Henson (Pure & Applied Sciences)
 2011–12—Steve Hansen (Arts & Humanities), Duane McBride (Pure & Applied Sciences), Jiří Moskala (Religion & Theology), Curtis VanderWaal (Professional Programs),

2012–2013 FACULTY

(as of March 6, 2012)

COLLEGE OF ARTS & SCIENCES

Emeriti

Sallie J. Alger, MS	Associate Professor of Library Science, Emerita	Lisa A. Ahlberg, Associate Professor of Chemistry BS, Andrews University; PhD, University of California, Davis	2011
Luanne J. Bauer, PhD	Professor of Communication, Emerita	Gordon J. Atkins, Research Professor of Biology BSc, MS, Andrews University; PhD, McGill University	1989
Bill Chobotar, PhD	Professor of Biology, Emeritus	Sonia R. Badenas, Assistant Professor of French BA, MA, University of Geneva, Switzerland; MA, University of Grenoble, France	2008
Wilma S. Darby, MSW	Associate Professor of Social Work, Emerita	Karl G.D. Bailey, Associate Professor of Psychology BSc, Andrews University; MA, PhD, Michigan State University	2004
Delmer I. Davis, PhD	Professor of English, Emeritus	Janet Blackwood, Assistant Professor of English BA, Walla Walla University; MS, Indiana University MA, Portland State University	2012
Edith C. Davis, MA	Assistant Professor of Education, Emerita	Jeanette W. Bryson, Assistant Professor of English BS, Pacific Union College; MA, San Diego State University; PhD, Andrews University	2001
Robert C. Fadeley, MEd	Associate Professor of Psychology, Emeritus	Gary W. Burdick, Research Professor of Physics BS, Southern Adventist University; PhD, The University of Texas at Austin	1999
Dwain L. Ford, PhD	Professor of Chemistry, Emeritus	Harvey Burnett, Assistant Professor of Psychology BA, University of Michigan; MDiv, PhD, Andrews University	2010
Kenneth L. Franz, MA	Associate Professor of Developmental and General Mathematics, Emeritus	Romulus Chelbegean, Assistant Professor of Behavioral Sciences BA, SDA Theological Institute, Bucharest, Romania; MA, Hyperion University, Bucharest; MA, La Sierra University; MS, PhD, Loma Linda University	2011
F. Estella Greig, PhD	Professor of English, Emerita	Bruce A. Closser, Associate Professor of English BA, Southern Adventist University; MA, Andrews University; PhD, University of Pennsylvania	1978
A. Josef Greig, PhD	Professor of Philosophy, Emeritus	G. Brendan Cross, Instructor of Physics BS, Andrews University; MS, University of Notre Dame	2010
Paul E. Hamel, DMusEd	Professor of Music, Emeritus	Desiree E. Davis, Associate Professor of Social Work BSW, Oakwood University; MSW, Ohio State University	2011
Bonnie Jean Hannah, MA	Professor of Business Education, Emerita	D. Ivan Davis, Assistant Professor of English BA, BS, Atlantic Union College; MA, Andrews University; PhD, Ball State University	1997
Theodore R. Hatcher, PhD	Professor of Mathematics, Emeritus	Donald C. DeGroot, Associate Professor of Engineering and Computer Science AS, BS, Andrews University; MS, PhD, Northwestern University	2006
Harold E. Heidtke, MA	Professor of Biology, Emeritus	Kathleen M. Demsky, Associate Professor of Library Science BA, MLS, Indiana University at Bloomington (Holds joint appointment in School of Architecture)	1995
Glenn E. Johnson, MEngSc	Associate Professor of Engineering Technology, Emeritus	Lilianne U. Doukhan, Associate Professor of Music and French MA, University of Strasbourg; MA, Andrews University; PhD, Michigan State University	1992
Ronald L. Johnson, MSEE	Associate Professor of Engineering & Computer Science, Emeritus	Daniel J. Drazen, Assistant Professor of Library Science BA, MA, Andrews University; MLS, Rosary College	1992
Robert E. Kingman, PhD	Professor of Physics, Emeritus	Dawn I. Dulhunty, Assistant Professor of International Development BN, Monash University, Melbourne; MSA, Andrews University	2001
Robert C. Kistler, PhD	Professor of Sociology, Emeritus	Carlos A. Flores, Professor of Music BM, MM, Andrews University; PhD, University of North Texas	1998
Wolfgang F.P. Kunze, PhD	Professor of German, Emeritus	James B. Ford, Associate Professor of Library Science BA, Andrews University; MLS, MA, University of Maryland	1991
Gary G. Land, PhD	Professor of History, Emeritus		
Harold H. Lang, PhD	Professor of Engineering, Emeritus		
Robert R. Ludeman, PhD	Professor of Engineering Technology, Emeritus		
Susan E. Murray	Professor of Psychology, Emerita		
William Mutch, PhD	Professor of Chemistry, Emeritus		
Eduardo Ocampo, PhD	Professor of Spanish, Emeritus		
Merlene A. Ogden, PhD	Dean & Professor of English, Emerita		
Derrick Proctor, PhD	Professor of Psychology, Emeritus		
Donald H. Rhoads, PhD	Associate Professor of Mathematics, Emeritus		
William E. Richardson	Professor of Religion and Dean, College of Arts & Sciences, Emeritus		
S. Clark Rowland, PhD	Professor of Physics, Emeritus		
Richard W. Schwarz, PhD	Professor of History, Emeritus		
Reger C. Smith, PhD	Professor of Social Work, Emeritus		
David A. Steen, PhD	Professor of Biology, Emeritus		
John F. Stout, PhD	Research Professor of Biology, Emeritus		
Morris L. Taylor, DMusA	Professor of Music, Emeritus		
S. Douglas Waterhouse, PhD	Professor of Religion, Emeritus		
Woodrow Whidden, PhD	Professor of Religion, Emeritus		
Robert A. Wilkins, PhD	Professor of Chemistry, Emeritus		
Peter Wong, PhD	Professor of Chemistry, Emeritus		
Dennis W. Woodland, PhD	Professor of Botany, Emeritus		

Figures at the right margin indicate beginning date of employment.

Regular Faculty

George S. Agoki, Professor of Engineering
BScEng, MA, PhD, University of Nairobi

2001

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Erhard Gallos, Assistant Professor of Religion BA, Schulzentrum Marienhoehe, Darmstadt, Germany; MA, Newbold College	2008	Asta LaBianca, Instructor of English BA, Walla Walla University; MA, Andrews University	2010
John T. Gavin, Associate Professor of Social Work Associate Director of Social Work Program for Washington Adventist University Off-Campus Site BSW, Walla Walla University; MSW, Catholic University of America	2004	Øystein S. LaBianca, Professor of Anthropology BA, Andrews University; MA, Loma Linda University; PhD, Brandeis University	1980
Brent G.T. Geraty, Assistant Professor of Legal Studies BA, Atlantic Union College; MA, Andrews University; JD, Yale University	2001	Julia S. Lindsay, Assistant Professor of Music BS, Columbia Union College; MMus, Andrews University	1988
Claudio M. Gonzalez, Associate Professor of Music DMA, MMP, Michigan State University; ARCM, The Royal College of Music, London	2004	Kenneth D. Logan, Professor of Music BMus, MMus, Andrews University; AMusD, University of Michigan	1996
H. Thomas Goodwin, Professor of Paleobiology BA, Southern Adventist University; MA, Loma Linda University; PhD, University of Kansas	1994	Kanya C. Long, Assistant Professor of Biology BA/BS, Atlantic Union College; MHS, John Hopkins Bloomberg School of Public Health; PhD, University of Texas Medical Branch	2012
Gary R. Gray, Assistant Professor of English BA, Atlantic Union College; MDiv, Andrews University; MA, University of Massachusetts, Boston	1990	Peter J. Lyons, Assistant Professor of Biology BS, Atlantic Union College; PhD, Dalhousie University	2012
Ryan Hayes, Associate Professor of Chemistry BS, Andrews University; MS, PhD, Northwestern University	2009	Linda J. Mack, Associate Professor of Library Science BMus, MMus, Andrews University; MLS, Brigham Young University	1987
James L. Hayward, Research Professor of Biology BS, Walla Walla University; MA, Andrews University; PhD, Washington State University	1986	John J. Markovic, Professor of History BA, Andrews University; MA, PhD, Bowling Green State University	1990
Herbert W. Helm Jr., Professor of Psychology BS, BA, MA, MAT, Andrews University; PhD, University of Southern Mississippi	1987	Lauren R. Matacio, Associate Professor of Instructional Library Science BA, MA, Andrews University; MLS, Western Michigan University	1991
Bernard Helms, Assistant Professor of Library Science BS, Walla Walla University; MIS, Andrews University; MLS, Indiana University	2006	Marie Mathieu, Assistant Professor of Social Work BSW, MSW, Andrews University	2012
Cynthia Mae Helms, Associate Professor of Library Science BS, Philippine Union College; MLS, University of the Philippines	1987	Beverly J. Matiko, Associate Professor of Communication and English BA, MA, Andrews University; PhD, University of Alberta	1992
Shandelle M. Henson, Professor of Mathematics BS, Southern Adventist University; MA, Duke University; PhD, University of Tennessee	2001	Lionel N. A. Matthews, Professor of Sociology BSocSc, University of Guyana; MSc, Indiana State University; PhD, Wayne State University	1996
Ante Jeroncic, Assistant Professor of Theology BA, Andrews University; MA, Stellenbosch University, South Africa PhD, University of Chicago	2006	Keith E.K. Mattingly, Professor of Old Testament BA, MDiv, PhD, Andrews University	1984
Douglas A. Jones, Professor of English BA, Walla Walla University; MA, Andrews University; PhD, Michigan State University	1980–1995, 2002	Margarita C. K. Mattingly, Professor of Physics BA, Andrews University; MA, University of Arkansas; PhD, University of Notre Dame	1979
Meredith Jones Gray, Professor of English BA, MA, Andrews University; PhD, University of Michigan	1982	David N. Mbungu, Associate Professor of Biology BS, Andrews University (UEAB campus); MS, Andrews University; PhD, University of California, Riverside	2001
Joon Hyuk Kang, Professor of Mathematics BA, Sung Kyun Kwan University; PhD, Michigan State University	2000	Duane C. McBride, Research Professor of Sociology BA, Andrews University; MA, University of Maryland; PhD, University of Kentucky	1986
Eun-Young Kim, Assistant Professor of English BA, Union College; MA, Andrews University; PhD, Northern Illinois University	2010	Getahun P. Merga, Professor of Chemistry BSc, Addis Ababa University MSc, PhD, University of Pune, India	2002
Mickey D. Kutzner, Research Professor of Physics BS, Loma Linda University; MS, University of California at Los Angeles; PhD, University of Virginia	1989	Debbie Michel, Associate Professor of Communication BS, Brooklyn College at the City University of New York; MS, Columbia University	2008
Hyun J. Kwon, Associate Professor of Engineering BS, MS, Korea Advanced Institute of Science and Technology; PhD, University of Louisville	2005	Alan F. Mitchell, Assistant Professor of Music BA, MA, California State University	1987
Gunnar Lovhoiden, Associate Professor of Engineering BS, Walla Walla University; MS, PhD, University of Tennessee	2007	Scott E. Moncrieff, Professor of English BA, Pacific Union College; MA, Andrews University; PhD, University of California (Riverside)	1988
		Robert C. Moore, Professor of Mathematics BA, Southern Adventist University; MS, University of North Carolina; EdD, University of Georgia	2006

Ruben Munoz-Larrondo, Assistant Professor of Biblical Studies BT, Universidad Adventista de las Antillas, Mayaguez; MA, Northern Baptist Theological Seminary; MDiv, Andrews University; PhD, Vanderbilt University	2006	Joel L. Raveloharimisy, Assistant Professor of Behavioral Sciences BA, MBA, Eastern Washington University; MDiv, Andrews University; PhD, Western Michigan University	2011
Desmond H. Murray, Associate Professor of Chemistry BS, Andrews University; PhD, Wayne State University	1994	Terry D. Robertson, Associate Professor of Library Science; Seminary Librarian BA, MA, Andrews University; MLS, Indiana University (Holds joint appointment in the SDA Theological Seminary)	1999
Marlene N. Murray-Nseula, Associate Professor of Biology BS, Oakwood University; MS, PhD, Wayne State University	2001	Glenn E. Russell, Assistant Professor of Religion BA, Columbia Union College; MDiv, Andrews University	1985, 2000
Marcella Myers, Assistant Professor of Political Science BA, MA, PhD, Western Michigan University	2009	Kathryn M. Silva Banks, Assistant Professor of History BA, University of Massachusetts MA, PhD, University of South Carolina	2010
Elaine Navia, Instructor of Portuguese/Spanish BA, Andrews University; MA, Western Michigan University	2009	Erling B. Snorrason, Assistant Professor of Religious Education BA, Newbold College; MA, PhD, Andrews University	1996
Pedro A. Navia, Professor of Spanish BA, Antillian College; MA, Andrews University; MA, University of Notre Dame; PhD, University of Puerto Rico	1996	Rahel Schafer, Assistant Professor of Religion & Biblical Languages BS, MA, MS, Andrews University	2012
Boon-Chai Ng, Professor of Engineering and Computer Sciences BS, Western Michigan University; MS, PhD, Michigan State University	2002	Steve Sowder, Assistant Professor of Library Science BS, Southern Adventist University; MS, University of North Texas (Holds joint appointment in the School of Business Administration)	1998
D. David Nowack, Professor of Biochemistry BA, Union College; MS, PhD, Purdue University	1979–84, 1998	Dianne L. Staples, Associate Professor of English BA, MAT, Andrews University; MA, University of Arizona	1976–81, 1997
Yun Myung Oh, Associate Professor of Mathematics BS, MS, Ewha Women's University; PhD, Michigan State University	2006	Delyse E. Steyn, Professor of Communication BA, DTE, MEd, DEd, University of South Africa	2001
Silas Oliveira, Professor of Library Science 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	2010	Brian E. Strayer, Professor of History BA, Southern Adventist University; MA, Andrews University; PhD, University of Iowa	1983
Lawrence W. Onsager, Associate Professor of Library Science BS, University of Wisconsin; MLS, University of Washington; MA, Loma Linda University	2001	Tiffany Z.K. Summerscales, Associate Professor of Physics BS, Andrews University; PhD, Pennsylvania State University	2006
Ruben A. Perez-Schulz, Assistant Professor of Spanish BA, Universidad de La Frontera, Chile MEd, University of Lethbridge, Canada	2006	Felipe E. Tan, Assistant Professor of Library Science AB, Adventist University of the Philippines MDiv, MA, SDA Theological Seminary, Far East MLS, University of the Philippines	2006
Shelly J. Perry, Associate Professor of Social Work BSW, Loma Linda University; MSW, State University of New York	1996	Trina Thompson, Associate Professor of Music Theory BA, Walla Walla University; MMus, Northern Illinois University	2009
Paul Petersen, Professor of Hebrew Bible BA, University of Copenhagen; PhD, Andrews University	2009	Wendy E. Thompson, Assistant Professor of Social Work BSW, MSW, DPH, Jackson State University	2011
L. Monique Pittman, Associate Professor of English BA, Andrews University; MA, College of William and Mary; PhD, Purdue University	1999	Stephen C. Thorman, Professor of Computer Science and Physics BS, Pacific Union College; MS, California State University; MSECE, PhD, University of Massachusetts (Holds joint appointment in the College of Arts & Sciences)	1999–2002, 2003
Melissa Ponce-Rodas, Assistant Professor of Psychology BA, Yale University; MA, PhD, University of Illinois—Chicago	2010	Lloyd Trueblood, Assistant Professor of Biology BS, Andrews University; MS, Walla Walla University; PhD, University of Rhode Island	2012
Melchizedek M. Ponniah, Associate Professor of Communication BLA, Spicer Memorial College; MA, PhD, Andrews University	2003	Carla L. Trynchuk, Professor of Music BMus, MMus, The Julliard School of Music	1991
Laura Racovita-Szilagy, Assistant Professor of Social Work BA/BSW, MSW, Andrews University	2010	Larry S. Ulery, Assistant Professor of Community Services Programming BS, Western Michigan University; MA, Andrews University; MSA, University of Notre Dame	1991
David W. Randall, Associate Professor of Chemistry BS, Andrews University; PhD, University of California, Davis	2009	Amanda R. Umlauf, Instructor of Mathematics BA, MAT, Andrews University	2011

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Curtis J. VanderWaal, Research Professor of Social Work BS, Andrews University; MSW, University of Michigan; PhD, Case Western Reserve University	1990	Debra Inglefield, MMus Harold James, PhD Richard James Sr., PhD	Music Behavioral Sciences Psychology
Abdias Vence, Assistant Professor of Mathematics BA, Southern Adventist University; MS, Georgia Institute of Technology	2011	Ethan Jones, JD Gary Jones, MSW Christopher Keech, BS	English Social Work Music
Desrene L. Vernon, Assistant Professor of Communication BA, Brooklyn College; MA, Andrews University; PhD, Howard University	2011	Ian Kelly, DMin Gary Land, PhD Grant Leitma, PhD	Religion Religion Psychology
Roy Villafane, Associate Professor of Computer Science BS, MS, PhD, University of Central Florida	2004	Shelma Middleton Little, PhD Sherry Manison, MDiv Ray McAllister, PhD	Social Work Religion Religion
Joseph W. Warren, Associate Professor of English BA, Oakwood University; MA, PhD, Ohio State University	1976	Daniel McCarthy, MA Akosoa McFadgion, MSW Bertram Melbourne, PhD	Music Social Work Religion
Lynelle M. Weldon, Assistant Professor of Mathematics BS, Pacific Union College; MA, PhD, University of California, Davis	1997	Douglas Morgan, PhD Alexej Muran, MMus A. Lamar Nangle, MS	Religion Music Religion
William D. Wolfer, Assistant Professor of Computer Science BBA, MS, Andrews University	1990, 1995, 1999	Jane Nesbit, MA Silvia Nestares, MA Earnan Norman, DMin	Mathematics Spanish Religion
Gary V. Wood, Associate Professor of Political Science BA, Newbold College; MA, California State University, San Bernardino; PhD, Claremont Graduate University	2006	Lily Odera, MS Gerhard Pfandl, PhD Emely Poloche, MA	French Religion International Languages
Janice F. Wrenn, Professor of Social Work BS, Andrews University; MSW, University of Michigan	1996	Duane Potter, MA Ed Randles, MA Melvin Roberts, PhD	Religion Music Biology
Xiaoming Xu, Instructor of Library Science BA, Shanghai Foreign Language Institute; MBA, Andrews University; MLS, Indiana University	2008	John A. Rorabeck, MS Kimberly Rosales, MSW Nikolaus Satelmajer, DMin	Chemistry Social Work Religion
Chi Yong Yun, Assistant Professor of Piano BM, MM, Indiana University, Bloomington	2008	David Sciarabba, MA Janalee Shaw, PhD Aaron Sinnett, MMus	International Languages English Music
Robert E. Zdor, Professor of Biology BS, Pacific Union College; MS, Walla Walla University; PhD, University of Missouri	1991	Sean Sinnett, BMus Twyla Smith, MSW Timothy Standish, PhD	Music Music Social Work
Stephen P. Zork, Associate Professor of Music BMus, Atlantic Union College; MMus, Pacific Lutheran University	1991	Michael Stepniak, EdD Cheryl L. Trine, PhD Richard L. Trott, DMin	Biology Music Biology
Susan P. Zork, Assistant Professor of Religion BA, Atlantic Union College; MA, Andrews University	2001	Melinda Villanueva, PhD Jill Walker-Gonzalez, MA Marsha Wiinamaki, PhD	Religion Biology English Social Work
Adjunct Professors			
Alina Baltazar, MSW			Behavioral Sciences
E. Earl Blackwell, MDiv			Religion
Lisa Bubar, BM			Music
Karla Bucklew, MMus			Music
Lael O. Caesar, PhD			Religion
Gina Creek, MS			Mathematics
Lilianne U. Doukhan, PhD			International Languages
Joan Francis, DA			History
Joe Francisco, MSW			Social Work
John Gavin, MSW			Sociology
Christina Gibson, MA			Music
Jackie Gonzalez-Feezer, MA			History
Helena Gregor, PhD			Religion
F. Estella Greig, PhD			English
Jason Gresl, MMus			Music
Gladstone Gurubatham, PhD			Sociology
Lloyd Hamilton, MSW			Social Work
James Hammond, PhD			Psychology
James Hanson, DMA			Music
Edwin I. Hernandez, PhD			Behavioral Sciences
Gary L. Hopkins, MD, MPH, DrPH, CHES			Behavioral Sciences
Ronald Hull, BS, MusEd			Music
Jennet Ingle, BMus			Music
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	James L. Hayward
Dental Hygiene	James L. Hayward
Dentistry	James L. Hayward
Law	Brent Geraty
Medicine & Osteopathy	Bill Chobotar, H. Thomas Goodwin, Marcia A. Kilsby, D. David Nowack
Occupational Therapy	Bill Chobotar
Optometry	James L. Hayward
Pharmacy	D. David Nowack
Physician Assistant	Bill Chobotar, H. Thomas Goodwin D. David Nowack
Public History	Gary G. Land
Respiratory Care	Bill Chobotar
Veterinary Medicine	Katherine Koudele

DEPARTMENT OF AGRICULTURE

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Stanley H. Beikmann, Assistant Professor of Agriculture	1996
BS, Kansas State University	
Thomas N. Chittick, Professor of Agriculture	1987
BS, MAT, MA, Andrews University; MS, Michigan State University; EdD, Andrews University	
Katherine Koudele, Professor of Animal Science	1995
BA, MS, Andrews University; PhD, Michigan State University	

Adjunct Professors

Larry H. Adams, MS	Agriculture
Jessica Balsis, DVM	Agriculture
Dayle Birney, BS	Agriculture
Jolene Birney, DVM	Agriculture
M. Lee LaVanway, AS	Agriculture
Holly D. Shaffer, DVM	Agriculture
Jeff Trubey	Agriculture
Michael Villwock, BT	Agriculture
Garth Woodruff, BT	Agriculture

Associate Degree Curricula

Agriculture/Horticulture	Katherine Koudele
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DEPARTMENT OF AVIATION

Emeriti

Harry C. Lloyd, MA	Professor of Aeronautical Technology, Emeritus
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Figures at the right margin 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 Airplane	
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	
C. Brooks Payne, Assistant Professor of Aviation	2011
BBA, Pittsburgh State University FAA Ratings: Commercial Pilot, AMEL, ASEL; Instrument, Mechanic: Airframe and Powerplant, Authorized Inspector	
Randall 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 Rating: Airline Transport Pilot, AMEL; Commercial Pilot, ASEL; Instrument Flight Instructor, ASEL, AMEL, Instrument	
Dina Simmons, Assistant Professor of Aviation	2005
BT, Andrews University; FAA Ratings: Commercial Pilot, ASEL, AMEL; Instrument; Flight Instructor, ASEL, AMEL, Instrument Mechanic: Airframe and Powerplant	

SCHOOL OF ARCHITECTURE, ART & DESIGN

Emeriti

Gregory J. Constantine, MFA	Research Professor of Art and Artist-in-Residence, Emeritus
William W. Davidson, PhD	Professor of Engineering, Emeritus
Laun L. Reinholtz, PhD	Professor of Technology Education, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Carey C. Carscallen, Associate Professor of Architecture	1997
BA, Walla Walla University; MS, BArch, MArch, University of Idaho	
Paula L. Dronen, Associate Professor of Architecture	1994, 2008
BS, BSI, Andrews University; JD, Michigan State University	
Stefanie P. Elkins, Associate Professor of Art History	2005
BA, Andrews University; MA, Georgia State University	
Steven L. Hansen, Professor of Art	1987
BFA, Andrews University; MFA, University of Notre Dame	
Troy M. Homenchuk, Assistant Professor of Architecture	2007
BArch, Andrews University; MArch, University of Notre Dame	
Robin A. Johnson, Assistant Professor of Architecture	2005
BS, MArch, University of Michigan	

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Thomas B. Lowing, Associate Professor of Architecture BS, MArch, University of Michigan; Member: American Institute of Architects; Licensed Architect, State of Michigan	1996	Leonard K. Gashugi, Associate Professor of Economics and Finance BA, MA, Fordham University; MA, Andrews University; PhD, Boston University	1979
Thomas J. Michaud, Instructor of Digital Media BGS, University of Kansas; MFA, Academy of Art, San Francisco, Calif.	2006	Annetta M. Gibson, Hasso Endowed Chair of Business Ethics; Professor of Accounting BA, Walla Walla University; MBA, Andrews University; PhD, Washington State University; CPA	1992
Mark A. Moreno, Associate Professor of Architecture BS, University of Texas at Arlington; MArch, Harvard University	1996	Betty L.S. Gibson, Assistant Professor of Computer Science and Information Systems BSc, The University of the West Indies; MS, Andrews University	1999
Diane Myers, Assistant Professor of Graphic Design BT, Andrews University	2009	José R. Goris, Professor of Management BA, Antillean Adventist University; MA, Loma Linda University;	2000
Sharon J. Prest, Associate Professor of Technology Education BS, MA, Andrews University	1999	MBA, Inter American University of Puerto Rico; PhD, University of North Texas	
Rhonda G. Root, Professor of Art BA, MAT, Andrews University; MFA, University of Notre Dame	1995	William C. Greenley, Assistant Professor of Computer Information Systems BS, Columbia Union College; MSA, Central Michigan University; DBA, Nova Southeastern University	1994
Llewellyn D. Seibold, Professor of Architecture BS, University of Nebraska; MArch, University of Oregon; Licensed Architect, State of Kansas	1989, 1994	Alan J. Kirkpatrick, Associate Professor of Finance BA, University of South Florida; MBA, Georgia State University; DBA, University	2005
David B. Sherwin, Assistant Professor of Photography BFA, Andrews University	1987–1991, 2000	Ben A. Maguad, Professor of Management AB, University of Santo Tomas-Manila; MA, Thammasat University-Bangkok; MBA, Andrews University; PhD, University of South Australia-Hong Kong Ext.	1999
Martin D. Smith, Assistant Professor of Architecture BArch, Andrews University; Licensed Architect, State of Michigan	2003	Armand Poblete, Instructor of Information Systems BS, University of Eastern Africa; MS, Andrews University	2005
Ariel Solis, Assistant Professor of Architecture BSA, MArch, Andrews University	2010	LeRoy T. Ruhupatty, Assistant Professor of Accounting B. Commerce, Klabat University, Indonesia; M. Commerce, University of St. Tomas, Manila; PhD, University of Western Australia, Perth	2010
Douglas Taylor, Assistant Professor of Graphic Design BFA, Andrews University	2010	Lucile Sabas, Associate Professor of Economics BA, MA, Diploma of Advanced Studies, University of the French West Indies; PhD, University La Sorbonne, Paris	2011
Marc G. Ullom, Assistant Professor of Photography BS, Andrews University; MFA, Academy of Art, San Francisco, Calif.	1997	Allen F. Stembridge, Professor of Management Business Diploma, Helderberg College; B. Commerce, University of South Africa; MBA, EdD, Andrews University	1988–99, 2007
Andrew C. von Maur, Associate Professor of Architecture BArch, Andrews University; MArch, University of Notre Dame	2003	Carmelita Troy, Associate Professor of Accounting BS, Pacific Union College; MBA, Andrews University; PhD, University of Maryland, College Park	2007
Kristin S. von Maur, Assistant Professor of Architecture BArch, Andrews University; MArch, University of Notre Dame	2003	Jacquelyn Warwick, Professor of Marketing BA, University of Puget Sound; MBA, PhD, Texas A&M University	1998
		W. Bruce Wrenn, Colson Endowed Chair of Marketing; Professor of Marketing BA, Auburn University; MA, PhD, Northwestern University (Holds joint appointment in the SDA Theological Seminary)	2008

Adjunct Professor

Brian Manley, MFA Visual Art & Design

SCHOOL OF BUSINESS ADMINISTRATION

Emeritus

Robert E. Firth, PhD Professor of Management, Emeritus
Robert C. Schwab, PhD Professor of Management, Emeritus

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Jerry Chi, Professor of Management
PhD, Illinois State University;
MBA, PhD, Andrews University;
BBA, BA, Taiwan Adventist College
 2012 |

Adjunct Professors

Mark E. J. de Rond, PhD Management
Robin Sarkar Management
Delynn J. Shepard, PhD Economics and Finance
Susan M. Taylor, JD Management
Charlotte Wenham Management

Richard White, BA, CPA Business
 Douglas M. Wood, MBA Management
 James Temple, MBA, CPA Accounting & Economics

Visiting Professor

Slimen J. Saliba, PhD Marketing

SCHOOL OF EDUCATION

Emeriti

George H. Akers, EdD Professor of Curriculum and Instruction, Emeritus
 Edith C. Davis, MA Assistant Professor of Education, Emerita
 Lyndon G. Furst, EdD Graduate Dean and Professor of Educational Administration & Supervision, Emeritus
 Gary Gifford, EdD Associate Professor of Leadership & Educational Administration, Emeritus
 Donna J. Habenicht, EdD Professor of Counseling Psychology, Emerita
 Thesba N. Johnston, EdD Professor of Counseling Psychology, Emerita
 Frederick A. Kosinski Jr., PhD Professor of Counselor Education, Emeritus
 Marion J. Merchant, PhD Professor of Educational Psychology, Emerita
 M. Louise Moon, PhD Associate Professor of Education, Emerita
 Roy C. Naden, EdD Professor of Religious Education, Emeritus
 Edward A. Streeter, EdD Professor of Educational Administration & Supervision, Emeritus
 Jerome D. Thayer, PhD Professor of Research and Statistical Methodology, Emeritus
 John B. Youngberg, EdD Professor of Religious Education, Emeritus
 Millie U. Youngberg, EdD Professor of Teacher Education, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Lynley R. Bartlett, Professor of Higher Education Administration 2011
 BA, Pacific Union College; MA, Andrews University; PhD, University of Maryland
 Nancy Agnetta, Assistant Professor of Teacher Education 2001
 BA, Grand Valley State University; MS, University of Kansas
 Michelle K. Bacchiocchi, Assistant Professor of Teacher Education 2006
 BS, MMT, MAT, Andrews University
 Rudolph N. Bailey, Professor of Educational Psychology, School Psychology and Special Education 2001
 BA, Columbia Union College; MA, University of London; PhD, Andrews University
 Erich W. Baumgartner, Professor of Leadership and Intercultural Communication 1994
 Diplôme d'Evangeliste Licencié, Adventist University of France; MDiv, Andrews University; MA, PhD, Fuller Theological Seminary

Glynis Bradfield, Associate Professor of Curriculum & Instruction 2011
 BS, University of South Africa; MAT, UNISA, South Africa; MA, Andrews University; PhD, University of Stellenbosch, South Africa
 Larry D. Burton, Professor of Teacher Education 1995
 BS, Andrews University; MEd, Southwestern Adventist College; PhD, Andrews University
 Nancy J. Nixon Carbonell, Associate Professor of Counselor Education and Counseling Psychology 1991
 BA, Pacific Union College; MA, PhD, Andrews University
 Ron D. Coffen, Professor of Counseling and School Psychology 2003
 BS, Andrews University; MA, PhD, University of Maryland
 Duane M. Covrig, Professor of Leadership and Educational Administration 2005
 BA, Weimar College; MA, Loma Linda University; PhD, University of California, Riverside
 R. Lee Davidson, Associate Professor of Teaching and Learning 2002
 BS, Southern Missionary College; MEd, University of Tennessee; EdD, Auburn University
 Becky De Oliveira, Instructor of Graduate Writing 2008
 BA, Walla Walla College; MA, Andrews University (Newbold College); MA, Lancaster University
 David K. Ferguson, Instructor of Leadership 2009
 BA, MA, Andrews University
 Shirley A. Freed, Professor of Leadership and Qualitative Research 1991
 BA, Andrews University; MA, Loma Linda University; PhD, Andrews University
 Elvin S. Gabriel, Professor of Educational Psychology and Counselor Education 1997
 BS, Atlantic Union College; MA, Andrews University; EdS, Loma Linda University; EdD, The George Washington University
 Sylvia Gonzalez, Professor of Leadership and Educational Leadership 2003
 BSA, Indiana Wesleyan University; MBA, PhD, Andrews University
 Luana Greulich, Associate Professor of Special Education 2011
 BA, Purdue University; MS, Indiana University; PhD, Florida State University
 Tevni E. Grajales Guerra, Professor of Research and Statistical Methodology 2006
 BA, Columbia Adventist University; MA, Loma Linda University; DSEd, Latina University
 Bradley K. Hinman, Associate Professor of Counselor Education 2011
 BA/BS, Central Michigan University; MA, Andrews University
 James R. Jeffery, Professor of Educational Administration 1999
 BA, Columbia Union College; MA, Andrews University; PhD, University of Alberta
 Jimmy Kijai, Professor of Research and Statistical Methodology 1990
 BA, Spicer Memorial College; MEd, PhD, University of South Carolina

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Janet Ledesma, Associate Professor of Leadership BS, Atlantic Union College; MA, PhD, Andrews University	2011	Cheryl Fleming, PhD Vinjar Fonnebo, MD, PhD Linda Fuchs, MA	Leadership Leadership Teacher Education
Janine Lim, Associate Professor of Educational Technology BA, MAT, PhD, Andrews University	2011	Eduardo Gonzalez, EdD Mickey Hay, PhD	Educational Leadership Leadership
Elizabeth Lundy, Assistant Professor of School Psychology and Special Education BA, Hope College; MA, EdS, Andrews University	2008	David L. Heise, PhD Ruth Horton, EdD Elsie Jackson, PhD	Leadership Teacher Education Leadership
Robson Marinho, Professor of Leadership and Higher Education Administration BA, MA, Latin-American Adventist Theological Seminary; MA, Andrews University; PhD, Indiana University	2006	Donna Jeffery, EdS Loretta Johns, PhD Stephen Joseph, PhD Paul Kaak, PhD	Graduate Psychology & Counseling Leadership Curriculum & Instruction Leadership
John V.G. Matthews, Professor of Educational Foundations and Religious Education BA, Columbia Union College; MA, PhD, Andrews University (Holds joint appointment in the SDA Theological Seminary)	1999	Kenneth Kirkham, MA Cheryl Kisunzu, PhD Raquel Korniejczuk, PhD Sunimal Kulasekera, PhD Janine Lim, PhD	Teacher Education Leadership Curriculum & Instruction Teacher Education Leadership
Faith-Ann McGarrell, Assistant Professor of Curriculum and Instruction AS, BA, Caribbean Union College; MA, PhD, Andrews University	2007	Dale J. Mancini, PhD Scott Massey, PhD James Martz, MA Scott Massey, PhD	Leadership Leadership Teacher Education Leadership
Jeannie K. Montagano, Associate Professor of School Psychology BA, Ball State University; MS, University of Tennessee, Chattanooga; PhD, Andrews University	2011	Isadore Newman, PhD Constance C. Nwosu, PhD Silas Oliveira, PhD	Leadership Curriculum & Instruction Leadership
Raymond J. Ostrander, Professor of Teacher Education BA, California State College, Bakersfield; MS, University of Tennessee, Knoxville; PhD, University of Nebraska, Lincoln	1992	Jean A. Papandrea, PhD Jacqueline M. Quinn-Tan, PsyD	Leadership Graduate Psychology & Counseling
Barbara A. Reid, Professor of Teacher Education BS, Andrews University; MA, PhD, University of Maryland	2006	Gary Randolph, EdS Angela T. Razon, PsyD Albert Reyes, PhD Hyacinth Rose, PhD	Educational Leadership Graduate Psychology & Counseling Leadership Teacher Education
Dennis Waite, Assistant Professor of Counselor Education and Counseling Psychology BA, Andrews University; MA, EdD, Western Michigan University	1998	Bill Shepard, MA Bradley Sheppard, MA Sue Smith, PhD Pretoria St. Juste, PhD	Teacher Education Teacher Education Leadership Curriculum & Instruction
Carole Woolford-Hunt, Associate Professor of Counseling Psychology BS, Andrews University; MEd, Northeastern University; PhD, Western Michigan University	2008	Kristen Stehower, PhD Garry Sudds, MA Louis Trenta, PhD James A. Tucker, PhD Joan Ulloth, PhD Eileen White, PhD Thom Wolf, PhD	Leadership Teacher Education Leadership Leadership Leadership Leadership Leadership

Education

Ray J. Ostrander	Director of Teacher Education
Barbara A. Reid	Director of Student Teaching and Field Experience

Adjunct Professors

Mike Aufderhar, PhD	Leadership
Lyn Bartlett, PhD	Education
Hinsdale Bernard, PhD	Leadership
Larry Blackmer, MA	Educational Leadership
David Boshart, PhD	Leadership
Pamela Brown, MA	Teacher Education
Theodore Brown, PhD	Leadership
William Bruinsma, PsyD	Graduate Psychology & Counseling
Matthew K. Burns, PhD	Leadership
Pamela Burton, MA	Teacher Education
Beverly Cobb, PhD	Leadership
Pam Cress, PhD	Leadership
Michelle Crowder, MA	Teacher Education
Jennifer Dove, PhD	Leadership
Marilyn R. Eggers, PhD	Leadership
M. Lloyd Erickson, PhD	Graduate Psychology & Counseling
Troy Fitzgerald, PhD	Leadership

SCHOOL OF HEALTH PROFESSIONS

Emeriti

C. William Habenicht, MPH	Professor of Physical Therapy, Emeritus
Zerita J. Hagerman, DNSc	Professor of Nursing, Emerita
Ingrid C. Johnson, MA	Professor of Physical Education, Emerita
Martha K. Lorenz, PhD	Professor of Home Economics, Emerita
Patricia Mutch, PhD	Professor of Nutrition, Emerita
Rilla D. Taylor, MSN	Professor of Nursing, Emerita
Constance H. Tiffany, PhD	Professor of Nursing, Emerita

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Ruth D. Abbott, Associate Professor of Nursing BS, Wayne State University; MS, University of Alabama, Birmingham; PhD, Andrews University	1991	Elizabeth T. Oakley, Associate Professor of Physical Therapy BS, MSPT, Andrews University; DHSc, University of St. Augustine	1994
Karen A. Allen, Professor of Nursing BSN, MSN, Andrews University; PhD, University of Illinois	1998	Lee E. Olson, Associate Professor of Physical Therapy DC, Western States Chiropractic College MPT, Andrews University	2002
Greg Almeter, Associate Professor of Physical Therapy BS, MSPT, Andrews University	2008	Cindi Papendick, Associate Professor of Nursing BSN, MS, Andrews University	2009
Kathleen A. Berglund, Director of Post-Professional Physical Therapy Program and Associate Professor of Physical Therapy BS, MA, University of North Carolina	1994	Wayne L. Perry, Associate Professor of Physical Therapy BS, Loma Linda University; MBA, California State University; PhD, Andrews University	1994
John Carlos Jr., Professor of Physical Therapy BS, Loma Linda University; MS Boston University; PhD, Florida State University	1995	Peter Pribis, Associate Professor of Nutrition & Wellness MD, Charles University, School of Medicine, Prague; DPH, Loma Linda University	2004
Nancy A. Carter, Assistant Professor of Nursing BS, Andrews University; MSc, University of Michigan	1983–91, 1993	Darah J. Regal, Assistant Professor of Audiology BS, Andrews University; MA, Ball State University	2000
Kimberly W. Coleman, Associate Professor of Physical Therapy BS, MS, Andrews University	2006	Karen A. Reiner, Associate Professor of Medical Laboratory Sciences BS, Columbia Union College; MSCLS, Andrews University; MT(ASCP), MSCLS	2004
Winston J. Craig, Professor of Nutrition BSc, Honors, University of Newcastle; MPH, Loma Linda University; PhD, University of Queensland; RD	1987	Arlene M. Saliba, Assistant Professor of Nursing BS, MS, Andrews University	1993
Brynja K. Davis, Assistant Professor of Speech Pathology BS, Andrews University; MS, Loma Linda University	2006	Leslie R. Samuel, Assistant Professor of Physical Therapy BS, MS, Andrews University	2011
Mioara Diaconu, Assistant Professor of Physical Therapy BA, Theological Adventist Institute, Romania; MSA, MSW, Andrews University; PhD, University of Texas, Arlington	2007	Gisela E. Schmidt, Assistant Professor of Nursing RN, River Plate Adventist University; BSN, University of Rosario; MS, River Plate Adventist University	2004
Heather L. Ferguson, Associate Professor of Speech- Language Pathology & Audiology BS, Andrews University; MS, Southern Connecticut State University	2011	Richard D. Show, Associate Professor of Medical Laboratory Sciences BS, MS, Andrews University; MT(ASCP)SC, DLM	1988
Henrietta H. Hanna, Assistant Professor of Nursing BA, Northern Caribbean University; MS, Andrews University; PhD, Barry University	2004	David P. Village, Professor of Physical Therapy BS, MSPT, Andrews University; DHS, University of St. Augustine	1995
Magaly R. Hernandez, Assistant Professor of Nutrition BS, Andrews University; MPH, Loma Linda University; RD	1992–96, 2002	Dominique Wakefield, Assistant Professor of Fitness & Exercise Studies BA, MA, California State University	2008
Aileen Hyde, Associate Professor of Medical Laboratory Sciences BS, Southern Adventist University; MS, Loma Linda University	2011	Alice Williams, Associate Professor of Nutrition BA, Andrews University; MS, Loma Linda University; PhD, University of Tennessee, Knoxville	1983–88, 1993
Marcia A. Kilsby, Associate Professor of Medical Laboratory Sciences BS, MS, PhD, Andrews University; MT(ASCP)SBB, CLS(NCA)	1984		
Gretchen Krivak, Assistant Professor of Nutrition BA, Bethel College; MS, Andrews University	2010		
Gisele Kuhn, Assistant Professor of Pediatric Nursing BSN, Loma Linda University	2009		
Timothy A. Newkirk, Assistant Professor of Medical Laboratory Sciences BS, BSMT, Andrews University	2010		
Mary Ngugi, Assistant Professor of Nursing BS, MS, Andrews University	2012		

Curricula Coordinators**Pre-Professional Curricula**

Chiropractic	Lee E. Olson, PT, DC
Cytotechnology	Marcia A. Kilsby
Dietetics	Winston J. Craig
Health Information Management	Marcia A. Kilsby
Physical Therapy	Jillian Panigot

Adjunct Professor

Stephanie Goddard, M.A.	Nutrition
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Adjunct Clinical Professors of Dietetics

Karen Feldmeyer, MSA, RD, LD	Atrium Medical Center
Angie Jonas, MA, RD	Bronson Hospital
Ruth Hanson, RD, CDE, CNSC	Florida Hospital
Debra Ham, MS, RD, LD/N	Florida Hospital Waterman
Gwen Kossick, RD, LD	Floyd Medical Center

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Sandra Morris, RD, CD
Peggy Nickola, MS, RD, LDN
Diane Eady, MS, RD, LD
Laura Walters, RD, LD
Lisa Dalglish, RD
Maureen Jamieson, MS, RD
Jocie Antonelli, RD
Cecilia Pius, BS, RD

IU Health-Goshen
Adventist Hinsdale Hospital
Huguley Memorial Medical Center
Kettering Medical Center
Lakeland Medical Center
Memorial Hospital
Notre Dame University
Spectrum Health

Adjunct Clinical Instructors of Dietetics

Adventist Hinsdale Hospital

Linda S. Bandy, RD, LDN, CDE
Lea Lin, MS, RD, LDN, CDE
Irene M. Simatic, MBA, RD, LDN, CDE

Laura A. Beckley, MS, RD, LDN
Lisa D. Murray, MS, RD, LDN

Atrium Medical Center, Kettering

Kathy Bere, RD, LD
Carolyn Fogarty, RD, CDE, LD
Cary Muller, MS, RD, CSG, LD

Louise Easerly, LD, SNS
Mary Kathleen Fox, RD, CDE, LD
Carol Narker, RD, CDE, LD

Bronson Hospital, Kalamazoo

Elizabeth Berkey, CDE, RD
Jan Cox, CSP, MS, RD
Chelsey Hickok, RD
Julia Ridenour, RD
Shawn Urbain, RD

Sally Bonnema MA, RD
Diane Delhey MS, RD
Arden Rickert, RD
Mara Melbardis CSP, RD
Alice Yankoviak, BSW, RD

Florida Hospital, Orlando

Isabelle Breedlove, RD, CDE
June Flowers, RD/N, CDE
Michele Jachim, RD/N, CDE
Joan Phelps, MBA, RD, LD
Frances Smith, BS, RD, CNSD, LD
Tennille Yates, RD

Nicole Dutcher, BS, RD
Sherri Flynt, MPH, RD
Ruth Melendez, BS, RD, LD
Laurie Sirak, RD
Tristan Soyka, RD

Florida Hospital-Waterman, Tavares

Sunny Bond, RD, LD/N
Barbara Nemeck, RD, LD/N, CNSD
Valerie Schulz, MMSc, RD, LD/N, CDE
Lindsey Thompson, RD, LD/N

Julia Garossino, RD, LD/N
Kasturi Yalamanchili, RD, LD/N

Floyd Medical Center, Rome

Desiree Cox, RD, LD
Janet Childre, RD, LD

Helen Judd, RD, LD
K. Lynne Reeves, MBA, RD, LD

IU Health-Goshen, Goshen

Cynthia Adam, RD, CD
Sherri Kramp, RD, CD
Audrey Reyes, MA, RD, CD

Sami Kauffman, MS, RD, CD
Becky Overholt, RD, CD, CSO
Tiffany Swartzentruber, RD, CD

Huguley Medical Center, Fort Worth

Caitlin Brinker RD, LD
Mary Schoen MS, RD, LD

Beverly Millison RD, LD, CDE
Christina Strudwick RD, LD

Kettering Medical Center, Kettering

Stephani Beecroft RD, LD
Dyanne Johnson, RD, LD
Nancy Kunkel, RD, LD, CDE
Christy Priebe, RD, LD
Kelly Savino, RD, LD
Nicole Wimsatt, RD, LD

Amanda Griffen RD, LD
Elizabeth Krumlauf MS, RD, LD
Kaysie Morrison, MS, RD, LE, CNSC
Jessica Rylant, RD, LD
Cheryl Shimmin MS, RD, LD
Susan Wilson MS, RD, LD

Lakeland HealthCare, St. Joseph

Jeanette Bixby, RD
Tom Grove, RD
Cassie Jaros, RD
Karen Knauss, RD
Laura Landrey, RD
Monique Miller, RD
Erin VerHage, RD, CNSC

Abby Black, RD, CDE
Chelsea Hickok, RD
Sara Kline, RD
Pamela Kurtz, RD, CDE
Julie Lischer, RD, CNSC
Birgit Sherwin, RD

Memorial Hospital, South Bend

June Brandner, RD, CSD, CD
Carol Curtis, RD, CD
Susan Szczechowski, RD, CD, CDE

Vickie Craker, RD, CSP, CD
Martha Magliola, RD, CD

Notre Dame, South Bend

Jocie Antonelli, RD

Spectrum Health, Grand Rapids

Peri Bianchi, PhD, RD, CNSD
Sandra Blackwell, BS, RD
Crystal Creighton, BS, RD
Karen Ferguson, BS, RD, CNSD
Irene Franowicz, BS, RD, CDE
Tracy Gast, BS, RD, CPN
Kristen Heinbeck, BS, RD, CPN
Ruth Kaufman, MS, RD, CNSD
Jamie Krebs, BS, RD
Jennifer Loxterman, BS, RD
Stephanie Patterson, BS, RD
Caren Rojas, RD
Lindsay Shultz, RD
Pamela Sutton, BS, RD, CPN
Kathy Talis, MBA, RD
Jackie Tutt, MS, RD, CDE
Krista Vakertzis, MS, RD

Molly Bigford, BS, RD
Cathy Cimbaliak, BS, RD, CNSD
Kristen Cuevas, RD
Jennifer Ford, BS, RD
Krista Gast, BS, RD
Sue Gunnink, MS, RD, CSN, CNSD
Jane Jordan, BS, RD
Kateri Kozak, BS, RD, CNSD
Cathy Laarman, BS, RD
Christy McFadden, BS, RD
Travis Peck, BS, RD Beth
Elizabeth Savor, RD
Kristen Stache, MS, RD
Beth Robinson-Wolfe, BS, RD, CDE
Terri Thelen, RD
Leigh Tweddle, BS, RD
Julie Welsh, BS, RD

Adjunct Clinical Professors of Medical Laboratory Sciences

Adventist Hinsdale Hospital

Alesia Gruener, AAS, MT(ASCP)
Virginia McCambridge, BS, MT(ASCP)SH
Gale Meyer, BS, MT(ASCP)
Roger Rosen, BS, MT(ASCP)SM
Zenaida Tojino, BS, MS, MT(ASCP)SC
Dino Vallera, MD
Marcia Wallace, BS, MT(ASCP)
Lily Young, BS, MT(ASCP)

Central Florida HealthCare Alliance

(formerly Leesburg Regional Medical Center)

Cliff Bridges, MD
Mary Candance Davis, BS, MT(ASCP) CLS State of Florida
DOH MDQA
Cliff Sutherland, BA, MS, MT(ASCP)
Alice Szunyog, BS, MT(ASCP) CLS State of Florida DOH MDQA
Orlando Uson, BS, MT, CLT State of Florida DOH MDQA
Carol Westerhoff, AS, MLT(ASCP) CLT State of Florida DOH MDQA

Eliza Coffee Memorial Hospital

C.A. Barnes, MD
Mary A Carton, BS, MT(ASCP)BB
James R Hurley, BS, MT(ASCP)

Matthew L Lovell, BS, MT(ASCP)
 James R Martin, BS, MT(ASCP)
 Randel L Roden, BS, MT(ASCP)
 Kenneth (David) Smith, BS, MT(ASCP)
 Charlotte C Walker, BS, MT(ASCP)
 Kathy J Young, BS, MT(ASCP)

Florida Hospital

Elsie Batista, BS, MT (ASCP)
 Maria Brock, BSMT(ASCP)ART, SH
 Angel Cheverez, BA
 Maryanne Ciullo, BS, MT(ASCP)
 George Corpus, BS, CLSp(NCA)MB
 Debra Dickman, MAED, MT(ASCP)SH
 Yajaira Encarnacion, AS(ASCP)
 Jacelis Garcia-Casillas, BS, MT(ASCP)
 Sandy Hernandez, BS, MT(ASCP)
 Julie Hess, BSMT(ASCP)
 Jenny Howard, BS, MT(AMT)
 Sarah Huston, BS, MT(ASCP)
 Mary Kay Jones, BSMT, MT(ASCP)
 Max Marschner, BS, MBA, MT(ASCP)SBB, CHS
 Bhavna Mehta, BSMT(AMT)
 Lourdes Ortiz, BS, MT(ASCP)
 Patrick O'Sullivan, BS, MS, MT(ASCP)SBB
 Theresa Palmer, BS, MT(ASCP)
 Alicia Pestana, BS, MT(ASCP)
 Debra Pless, BS, MT(ASCP)BB
 Barbara Rhiner, BS, BA, MT(ASCP), AMT
 Michelle Santana Lopez, BS, MT(ASCP)
 Eileen Wujcik, BS, MT(ASCP)

Grandview Hospital and Medical Center

Alicia Barlan Lu, BS, MT(ASCP)
 Amanda Dick, BS, MT(ASCP), SBB
 George Eaton, BS, MT(ASCP)
 Dianne Griffith, BS, MSA, MT(ASCP)
 Sandra Parker, BSMT, H(ASCP)
 Kerensa Rogers, BS, MT(ASCP)
 Lois Rudzienski, MS, NRM (ASM)

Huguley Memorial Medical Center

Diana Forand, BS, MT(ASCP)
 Itsia Gonzalez, BS, MT(ASCP)
 Nikki Haberstroh, BS, MT(ASCP)
 Kevin Homer, MD
 Ron Kimbrow, BS, MT(ASCP)
 Karen Martinson, BS, MT(ASCP)
 Gloria Mathur, BS, MT(ASCP)(CSLT)SBB
 Douglas Toler, MD

Indiana University Health LaPorte Hospital

Patricia Cardin, BS, MT(ASCP)
 Bryan G Cunningham, MD
 Jennifer Dennington, MBA, MT(ASCP)
 Jean Knickerbocker, MT(ASCP)
 Beverly Lockhart, CMA
 Robert Nelson, MHA, MT(ASCP)
 Cynthia A Whitacre, BS, MT(ASCP)

Lakeland Regional Health System—St. Joseph

Linda Cox, BS, MT(ASCP)SBB
 Deborah Fuke, BS, CLS(NCA)
 Sharon Gauthier, BS, MT, MLT(ASCP)SM

Roger Gregorski, BS, MSA, MA, MT(ASCP)
 Wilson Pandjaitan, BS, MT(ASCP)
 E Arthur Robertson, MD
 Jamie Starbuck, BS, MT(ASCP)
 Marc Van Lake, BS, MT(ASCP)

Memorial Health Care Systems

Vickie Burger, BS, MBA, MT(ASCP)
 Beth Davis, BS, MT(ASCP)
 Ann Durham, BS, MT(ASCP)
 Ross Moore, BS, MT(ASCP)
 Kristi Parson, BS, MT(ASCP)
 Philip Pollock, MD
 Gail Roberson, BS, MT(ASCP)

Porter Adventist Hospital (Centura Laboratory Services)

Hilary Bennett, BS, MT(AMT)
 Deb Berg, BS, MT(ASCP)
 John Bourquin, BS, MT(ASCP)
 Bonnie Carroll, BS, MT, SM(ASCP)
 Deborah Cattani, AS, MT(ASCP)(HEW)
 Angiele Cook, BS, BA, MT(ASCP)SH
 Vicki Daugherty, BS, MLS(ASCP)
 Janice Eakins, BS, MT(ASCP)
 Rasha Elshieck, BS, MT, AMT
 Barbara Fink, BS, MT(ASCP)
 Frank Forney, MLT(ASCP)
 Patricia Hammond, BS, MT(ASCP)
 Ann Hawthorne, BS, MT(ASCP)
 Renee Helvey, BS, MLS(ASCP)
 Karen Hoggot, BS, MBA, MT(ASCP)
 Kathleen Jakubowski, BS(ASCP)
 Cathy Janl, BS, MLS(ASCP)
 Aundrea Johnson, BS
 Dianne Johnston, BS, MT(ASCP)
 Deanne Martin, BS, MT(ASCP)
 Donna Martinez, BS, MT(ASCP)
 Brittany Maude, BS, MLT(ASCP)
 Rita Mayers, AA, MLS(AMT)
 Heather Melsness, BS, MT(ASCP)
 Mary Metcalf, BS, MT(ASCP)
 Debbie Miller, BS, MLS(ASCP)
 Julie Neputi, AS, MLT(ASCP)(HHS)
 Rita Oliver, BS, MT(ASCP)
 Marty Pack, BS, MT(ASCP)
 Charmuan Perez, BS, MT(ASCP)
 Martha Pitney, BS, MT(ASCP)
 Daun Pringle, AA, MLT(ASCP)
 Diane Reynolds, BS, MT(ASCP)
 Gail Shannon, BS, MT(ASCP)
 Rachael Shaw, BS, MT(ASCP)
 Lynn Simpson, BS, MLT(ASCP)
 Robert Thompson, BS(ASCP)
 Ann Tran, AS, MLT(ASCP)
 Judy Wendling, BS, MT(ASCP)
 Diann Young, BS, MT(ASCP)
 Jennifer Yurglich, BS, MT(ASCP)

Saint John's Health System

Sarah Asnicar, BS, BB(ASCP)
 Rosie Beard, BS, MT(ASCP)
 Rhonda Canady, BS, MT(ASCP)
 Pamela Fattic, BS, MT(ASCP)
 Janette Holtzleiter, BS, MT(ASCP)

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Tina Kelly, BS, MT(ASCP)SH
Kelly Myers, BS, MT(ASCP)
Ann Noland, BS, MT(ASCP)BB
LaShay Nunn, BS, MT(ASCP)
David Soper, MD

South Bend Medical Foundation

Barb Arnold, BS, MT(ASCP)
Nan Boston, BS, MT(ASCP)
Carol Bowman, BS, MT(ASCP)
Alice Clark, BS, MT(ASCP), SBB(ASCP)
Trudy Cunningham, CLT, MLT(ASCP)
Jennifer Cutshaw, BSMT, MT(ASCP)
Smruti Damania, BS, MT(ASCP)
Raye Desmith, MLT(ASCP), CLT(HHS)
Teresa Kendall, BS, MT(ASCP)
Alissa Lehto-Hoffman, BS, MT(ASCP)
Kevin Maggert, AS, MLT, MT(ASCP), CLS(NCA)
Bradley McDonald, BS, MT(ASCP)(NCA)
Teresa McIntyre, AS, MLT(ASCP)
Cheryl Metzger, BS, MT(ASCP)
Bonnie Morgan, AS, MLT(ASCP), CLT(DHS)
Joyce Munsey, BS, MT(ASCP)SH
Jones Prentiss Jr., MS, PhD, TC(NRCC)
Felicia Rice, BS, MT(ASCP)
Chris Saitz, AS, MLT(ASCP)
Brenda Schori, BS, CLS(NCA)
Lori Schuck, BS, MT(ASCP)
Jeff Stern-Gilbert, BS, MT(ASCP)
Jill Stitt, CLT(ASCP)
Robert Tomec, MD
Aubrey Truez, BS, MT(ASCP)
Sherrie White, BS, MT(ASCP)
Jim Williams, BS, MT(ASCP)
Marty Wright, CLT(HEW)

Professorial Lecturers

Physical Therapy, Andrews University

Teri Anzures, PT	Lisa Babcock, DPT
Patrick Casey, PhD	Sharon Dreese, OT
Tony Escotto, PT	Norbert Fliess, CP
Cyndi Forrester, PT	David Grellman, MD
Bill Habenicht, PT	Jeff Jasinski
Leann Jewell, PT	Kristin Kabele, PT
George Kolettis, MD	Cynthia Krafft, PT
Brian Malas, MHPEd	David Newbolds, MPT
Stephen Prendergast, CO	Reginald Richards
Becky Rommel	Rocco Sarli, PT
Cynthia Schlipp	Bill Scott, PT
Angel Snyder, MSPT	Dave Snyder
Tracy Tacket, DO	Susan Talley, PT, PhD
Robert Taylor, ATC, CSCS	Curt VanderWaal, PhD
Mark Veenstra, MD	Alison Yacobozzi, PT
Kristin Zakutansky, MBA	

Adjunct Professors of Physical Therapy

Bonny Dent, PT, MSPT	Pat Fonstad, DScPT
Paula Fortune, MSPT	Lisa Goolsby, MBA
Candice Hollingshead, PhD	Philip Jasheway, PT
John Matthews, PhD	David Musnik, MD
Michael O'Hearn, PT, MHS	Keri Pawielski, DPT

Shelly Perry, MSW	Erl Pettman, MCSP, MCPA, COMP
Todd Rose, PT, MSPT	Glenn Russell, MDiv
Scott Schalk, MBA	Geoff Schneider, DScPT
George Soper, PT, PhD	Kathleen Stupansky, DScPT
Susan Zork, MA	

Adjunct Clinical Instructors of Physical Therapy

Brenda Adock, PT, CCCE	Lisa Allshouse, PT, CCCE
Dayadnny Alvarez, CCCE	Beth Andersen, MSPT
Rachel Atanosian, PT, CCCE	Russell Atkins, PT, CCCE
Angie Biggs, CCCE	Lisa Black, PT, DPT
Helen Bower, PT, CCCE	Sonja Bradburn, PT, CCCE
Roger Branes, PT, CCCE	Richard Bray, PT
Sarah Bristol, DPT, CCCE	Matt Carbone, PT, CCCE
Andrea Carter, PT, CCCE	Anne Chan, MS, PT, CCCE
Laura Chapman, Director of Recruiting	
Amanda Chilton, PT, CCCE	Melissa Christopher, MSPT
Sheyrl Clark, PT, CCCE	Derek Clewley, PT, CCCE
Kathryn Collins, PT, MBA, LAT, ATC, CCCE	
Jon Cummings, PT, CCCE	Joan Darr, PT, CCCE
Jason De Rueda, PT, CCCE	Hillary DeBoer, PT, CCCE
Trevyn Despain, CCCE	LeAnn Distelberg, PT, CCCE
Tammy Drew, CCCE	Julie Dwyer, PhD, MSPT, CSCS, EMT, CI
Christopher Ford, PT, CCCE	Jordan Ford, CCCE
Jordan Ford, PT, CCCE	Paul Frederick, PT, CCCE
Carl Fried, PT, CCCE	D'Adrea Gadberry, CCCE
Katharine Gaj, PT, MBA, LAT, ATC, CCCE	
Kerry Galleher, MSPT, CCCE	Terri Galligan, PT, CCCE
Susan Godson, PT, MSPT, Cert. MDT	Wayne Goffin, PT, CCCE
Cory Goodson, ATC, PTA, MA, CSCS, CCCE	
Jody Goodson, PT, CCCE	Chris Grant, PT, CCCE
Tami Grunitzky, CCCE	Sara Habeeb, PT, CCCE
Linda Hall, PT, CCCE	Matt Hauck, PT, CCCE
Dionne Hawkins, PT, CCCE	Tammy Hayes, PT, CCCE
Loren Heath Perez, PT, CCCE	Hal Henninger, PT, CCCE
Todd Herzberger	Jennifer Hibler, PT, CCCE
Marc Hinze, PT, CCCE	Eric Holsopple, PT, CCCE
Steve Horney, PT, CCCE	Rusty Hottal, PT, CCCE
Teresa Huffman, PT, CCCE	LaTrice Hutton, PT Director
Lisa Hwang, PT, CCCE	Brian Jacobs, PT, CCCE
Renuka Jain, PT, CCCE	Elizabeth Jankauskis, PT, CCCE
Phil Jasheway, PT, CCCE	Vicki Jensen, PT, DPT, CCCE
Ed Jones, PT, CCCE	Kristea Jones, PT Director
Mark Kargela, MS, CCC-SLP	Angie Kinzer, PT, CCCE
Erika Kissinger, CCCE	Nicole Koenigshof, MSPT, CCCE
Cynthia Krafft, PT, CCCE	Martha Kramer, PT, CCCE
Bonnie Kreiter, PT, CCCE	Johan Kuitse, PT, CCCE
Carrie Kutchie, PT, CCCE	Beth Kuzma, PT, DPT, MS, NCS, CCCE
Karyn Kuzniar, PT, CCCE	Susan Lansrud, PT, MSPT, Cert. MDT
Kelley LeBerte, CCCE	Chris Leck, PT, DSC, CMPT, CCCE
David Leffler, PT, CCCE	Stephen Leppard, PT, CCCE
David Linklater, CCCE	Michelle Linowski, PT, CCCE
Sally Lyons, PT, CCCE	Melanie Machen, PT, CCCE
Alex Markovich, PT, CCCE	Marcy McKinley, PT MHS
Joti Melwani, PhD, MSPT, CSCS, EMT, CI	Gina Metcalfe, PT, CCCE
Glen Meyer, PT, CCCE	Charles Middleton, CCCE
Sheri Miller, MSPT, CCCE	Lora Moore, PT, CCCE
Pamela Mountz, PT, CCCE	Emily Neumann, PT, CCCE
Jose Nieves, CCCE	Stephanie Noel, PT, CCCE
James Nussbaum, PhD, MSPT, CSCS, EMT, CI	
Angie O'Brien, MS, PT, CCCE	Paul Ochoa, PT, CCCE, DPT
Greg Otto, PT, CCCE	Jonathan Overbay, PT, DPT
Sandra Page, PT, CCCE	Dean Papadopoulos, PT, FRC

Patty Peel, PT, CCCE	Denise Pitts, PT, LAT	Bruce L. Bauer, Professor of World Mission	1989–97, 2000
Suzy Posluszny, CCCE	Kirk Randall, MPT, CCCE	BA, MA, Andrews University;	
Pamela Redfearn, PT, CCCE	Janene Reeves, PT	MAMiss, DMiss, Fuller Theological Seminary	
Linden Reeves, CCCE	Lisa Reischach, PT, CCCE	Kathleen A. Beagles, Assistant Professor of Religious	2008
Suzanne Rentner, CCCE	Karen Reyhl, PT, CCCE	Education	
Aaron Robbins, PT, CCCE	Debra Rodgers-Olson, PT, FRC	BA, Columbia Union College;	
Percy Rodriguez, PT, CCCE	Steve Rogers, PT, CCCE	MA, PhD, Andrews University	
John Rubino, PT, CCCE	Tressa Rudolph, CCCE	O. M. “Skip” Bell, Professor of Christian Ministry	2000
Kim Rutherford, PT, CCCE	Kathy Ryan, PT, CCCE	BA, Union College; MDiv, Andrews University;	
Nicole Scheiman, PT, CCCE	Sarah Schmutz, PT, CCCE	DMin, Fuller Theological Seminary	
Carlos Schmidt, PT, CCCE	Dawn Shuda, PT, CCCE	Merlin D. Burt, Associate Professor of Church History	2004
Kristen Siminski, PT Director	Nicole Springer, PT, CCCE	BA, Southwestern Adventist College;	
Krissy Stein, PT Director	Ryan Stern, PT, CCCE	MDiv, PhD, Andrews University	
Pablo Stinson, PT, CCCE	Lori Summerfelt, PT, CCCE	Fernando L. Canale, Professor of Theology and Philosophy	1985
Beth Sweigert, MSPT	Colette Switzer, PT, CCCE	Licenciado en Teología, Profesor de Filosofía y Pedagogía,	
Bindu Thamman, PT, CCCE	Mike Trammell, CCCE	River Plate University;	
Dave Tupper, CCCE	Susan VanDeWalker, CCCE	Licenciado en Filosofía, Catholic University of Santa Fe;	
Dennika Weller, PT, CCCE	Alyson Wilkey, PT, CCCE	MDiv (equivalency), PhD, Andrews University	
Leah Williams, PT, CCCE	Patricia Willmarth, CCCE	P. Richard Choi, Professor of New Testament	1991
Brenda Worden, PT, CCCE	Eva Wosiak, PT, CCCE	BA, Pacific Union College; MDiv, Andrews University;	
Jennifer Zdobyak, PT, CCCE		PhD, Fuller Theological Seminary	

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		
Raoul Dederen, Dr.es-Sc. Mor.	Professor of Theology, Emeritus		
Walter B.T. Douglas, PhD	Professor of Church History and History of Religion, Emeritus		
Roger L. Dudley, EdD	Professor of Church Ministry, Emeritus		
Attilio 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		
W. Larry Richards, PhD	Professor of New Testament Exegesis, Emeritus		
Leona G. Running, PhD	Professor of Biblical Languages, Emerita		
Russell L. Staples, PhD	Professor of World Mission, Emeritus		
O. Jane Thayer, PhD	Associate Professor of Religious Education, Emerita		
Steven P. Vitrano, PhD	Professor of Preaching, Worship, & Evangelism, Emeritus		
Peter van Bemmelen, ThD	Professor of Theology, Emeritus		
Nancy J. Vyhmeister, PhD	Professor of Mission, Emerita		
Werner K. Vyhmeister, PhD	Dean and Professor of Mission, Emeritus		
		Bruce L. Bauer, Professor of World Mission	1989–97, 2000
		BA, MA, Andrews University;	
		MAMiss, DMiss, Fuller Theological Seminary	
		Kathleen A. Beagles, Assistant Professor of Religious	2008
		Education	
		BA, Columbia Union College;	
		MA, PhD, Andrews University	
		O. M. “Skip” Bell, Professor of Christian Ministry	2000
		BA, Union College; MDiv, Andrews University;	
		DMin, Fuller Theological Seminary	
		Merlin D. Burt, Associate Professor of Church History	2004
		BA, Southwestern Adventist College;	
		MDiv, PhD, Andrews University	
		Fernando L. Canale, Professor of Theology and Philosophy	1985
		Licenciado en Teología, Profesor de Filosofía y Pedagogía,	
		River Plate University;	
		Licenciado en Filosofía, Catholic University of Santa Fe;	
		MDiv (equivalency), PhD, Andrews University	
		P. Richard Choi, Professor of New Testament	1991
		BA, Pacific Union College; MDiv, Andrews University;	
		PhD, Fuller Theological Seminary	
		Lisa L. Clouzet, Assistant Professor of Ministry and	2007
		Chaplaincy	
		AS, BS, Andrews University;	
		MA, MS, Southern Adventist University	
		Ron E.M. Clouzet, Professor of Christian Ministry and	2007
		Pastoral Theology	
		BA, Loma Linda University; MDiv, Andrews University;	
		DMin, Fuller Theological Seminary;	
		ThD, University of South Africa	
		P. Gerard Damsteegt, Associate Professor of	1988
		Church History	
		Certificate of Aeronautical Engineering,	
		School of Aeronautics, The Hague;	
		BA, Columbia Union College; MDiv, Andrews University;	
		Certificate, Centre Universitaire d’Études Oecuméniques;	
		MPH, Loma Linda University;	
		Dr Theol, Free University of Amsterdam	
		Jo Ann M. Davidson, Professor of Theology	1992
		BA, MA, Andrews University;	
		PhD, Trinity Evangelical Divinity School	
		Richard M. Davidson, J.N. Andrews Professor of Old	1979
		Testament Interpretation	
		BA, Loma Linda University;	
		MDiv, PhD, Andrews University	
		Cheryl D. Doss, Associate Professor of World Mission	2000
		BS, MA, Andrews University	
		PhD, Trinity Evangelical Divinity School	
		Gorden R. Doss, Professor of World Mission	1998
		BA, MDiv, DMin, Andrews University	
		PhD, Trinity Evangelical Divinity School	
		Jacques B. Doukhan, Professor of Hebrew and Old	1984
		Testament Exegesis	
		Licence en Théologie, Séminaire Adventiste du Salève;	
		Licence en Hébreu, Maîtrise en Hébreu,	
		Dr es Let Hébraïques, Université of Strasbourg;	
		ThD, Andrews University;	
		Maîtrise en Égyptologie, Université of Montpellier	
		Tom Evans, Assistant Professor for Church Planting	2011
		and Ministry Coaching	
		BA, Walla Walla University; MDiv, Andrews University	
		Denis J.H. Fortin, Professor of Theology	1994
		BA, Canadian University College;	
		MDiv, Andrews University; PhD, Université Laval	

Figures at the right margin indicate beginning date of employment.

Regular Faculty

Niels-Erik Andreassen, Professor of Old Testament Studies	1994
BA, Newbold College; MA, BD, Andrews University;	
PhD, Vanderbilt University	

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Constance E.C. Gane, Assistant Professor of Archaeology and Old Testament BS, Pacific Union College; MA, University of California, Berkeley	2003	James J. North Jr., Professor of Pastoral Care and Chaplaincy; Seminary Chaplain BA, Atlantic Union College; MDiv, DMin, Andrews University	1988
Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages BA, BMus, Pacific Union College; MA, PhD, University of California, Berkeley	1994	Ricardo Norton, Associate Professor of Church Growth BTh, Universidad de Montemorelos; MDiv, Andrews University; DMin, Fuller Theological Seminary	1996
Emilio Garcia-Marenko, Professor of Family Ministry AA, BTh, Central American Adventist University MA, EdD, Andrews University	1997	Trevor O'Reggio, Associate Professor of Church History BA, Walla Walla University; MDiv, Andrews University; MA, PhD, University of Chicago; DMin, Gordon-Conwell Theological Seminary	2001
Paul Z. Gregor, Professor of Old Testament and Biblical Archaeology BA, MA, Newbold College; PhD, Andrews University	2007	Stanley E. Patterson, Associate Professor of Christian Ministry BA, Southwestern Adventist University; PhD, Andrews University	2008
Kenley Hall, Associate Professor of Christian Ministry BA, Loma Linda University; MDiv, DMin, Andrews University	2004	John Reeve, Assistant Professor of Church History BA, Pacific Union College; MA, MDiv, Andrews University; PhD, University of Notre Dame	2004
Martin Hanna, Associate Professor of Historical Theology BA, Northern Caribbean University; MA, PhD, Andrews University	2004	Teresa Reeve, Assistant Professor of New Testament Contexts BA, Pacific Union College; MA, MDiv, Andrews University; PhD, University of Notre Dame	2002
Donald C. James, Assistant Professor of Small Group Evangelism BA, Pacific Union College; MDiv, DMin, Andrews University	1995	Eduard E. Schmidt, Assistant Professor of Personal Evangelism BA, River Plate University; MDiv, Andrews University; DMin, Fuller Theological Seminary	1995
Darius W. Jankiewicz, Associate Professor of Theology BA, Avondale College; MDiv (equivalency), PhD, Andrews University	2008	David Sedlacek, Professor of Discipleship and Family Life BS, Cleveland State University MSSA, PhD, Case Western Reserve University	2010
R. Clifford Jones, Professor of Christian Ministry BA, Fitchburg State College; MA, Andrews University; DMin, New York Theological Seminary; PhD, Western Michigan University	1995	Thomas Shepherd, Professor of New Testament BA, Pacific Union College; MPH, DrPH, Loma Linda University; MA, PhD, Andrews University	2008
S. Joseph Kidder, Professor of Christian Ministry BA, BS, Walla Walla University; MDiv, DMin, Andrews University	2000	Ranko Stefanovic, Professor of New Testament BTh, MA, Adventist International Institute of Advanced Studies; PhD, Andrews University	1999
Miroslav M. Kiš, Professor of Ethics Diplôme d'Évangéliste Licencié, Séminaire Adventiste du Salève; MDiv, Andrews University; PhD, McGill University	1983	H. Peter Swanson, Assistant Professor of Pastoral Care Theol Dipl, Helderberg College; MA, PhD, Andrews University	1988
Wagner Kuhn, Professor of World Mission BTh, Seminario Adventista Latino-Americano de Teologia; MA, Andrews University; PhD, Fuller Theological Seminary	2005	Allan R. Walshe, Associate Professor of Youth Ministry BA, Avondale College; MA, University of New South Wales; DMin, Fuller Theological Seminary	2008
Errol McLean, Associate Professor of Christian Ministry BA, Northern Caribbean University; MA, Webster University; MA, DMin, Andrews University	2010	Ronald H. Whitehead, Assistant Professor of Youth Ministry BA, Southern Adventist University; MA, Andrews University	1996
Lester P. Merklin Jr., Associate Professor of World Mission BA, Walla Walla University; MDiv, Andrews University; DMin, Trinity Evangelical Divinity School	2005	Hyveth Williams, Professor of Christian Ministry BA, Columbia Union College; MDiv, Andrews University; DMin, Boston University School of Theology	2009
Nicholas P. Miller, Associate Professor of Church History BA, Pacific Union College; JD, Columbia University; PhD, University of Notre Dame	2008	Walton A. Williams, Associate Professor of Christian Ministry BA, Southern Adventist University; MDiv, Andrews University; DMin, Denver Seminary	2000
Jerry A. Moon, Professor of Church History BA, Union College; MA, Western Michigan University; MDiv, PhD, Andrews University	1994	Randall W. Younker, Professor of Old Testament and Biblical Archaeology BA, MA, Pacific Union College; MA, PhD, University of Arizona	1986
Jiří Moskala, Professor of Old Testament Exegesis and Theology BA, MTh, ThD, Protestant Theological Faculty of Charles University, Czech Republic; PhD, Andrews University	1999		

Joint Appointments

- John V.G. Matthews, Professor of Educational Administration and Religious Education 1999
 BA, Washington Adventist University; MA, PhD, Andrews University
 (Holds joint appointment in the School of Education)
- Terry D. Robertson, Associate Professor of Library Science; Seminary Librarian 1999
 BA, MA, Andrews University; MLS, Indiana University
 (Holds joint appointment in the College of Arts & Sciences)
- W. Bruce Wrenn, Professor of Marketing 2008
 BA, Auburn University; MA, PhD, Northwestern University
 (Holds joint appointment in the School of Business Administration)

Adjunct Professors

- Jeffrey Brown, PhD Family Ministry
 Steve Case, PhD Youth Ministry
 Felix Cortez, PhD New Testament
 Japhet De Oliveira, MA Youth Ministry
 Jon Dybdahl, PhD Biblical Spirituality, Mission
 James Fisher, PhD Old Testament
 Ron Flowers, DMin Family Ministry
 Barry Gane, DMin, PhD Youth Ministry
 James Hiner, PhD Old Testament
 Bill Knott, PhD Research and Writing
 Larry L. Lichtenwalter, PhD Preaching, New Testament
 A. Allan Martin, PhD Discipleship, Family Ministry
 Derek J. Morris, DMin Biblical Spirituality, Preaching
 Dwight K. Nelson, DMin Preaching
 John Nixon, DMin Preaching
 Willie Oliver, PhD Family Ministry
 Jon Paulien, PhD New Testament
 David Penno, PhD Research and Writing
 Ronald R. Pickell, MDiv Campus Ministry
 Miroslav Pujic, DMin Postmodernism
 Paul J. Ray, PhD Archaeology
 Monte Sahlin, MDiv Research
 Jerald Whitehouse, DrPH Islamic Studies
 Jesse Wilson, DMin Urban Ministry
 Steve Yeagley, MDiv Youth Evangelism

2012–13 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,
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 Michael Pearson, DPhil Principal Lecturer in Philosophy
 Hazel Rennalis, MA Lecturer in English
 Gifford Rhamie, MA Lecturer in Pastoral Studies

440 AFFILIATED SCHOOLS FACULTY

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Roselyn Ward, MA Professor of Music

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
Chawngdinpui Tlau, PhD Assistant Professor of Theology

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

APPENDIX

ANDREWS UNIVERSITY ACCREDITATIONS, APPROVALS AND MEMBERSHIPS

Accreditations

Bachelor's degrees—granted 1939

Master's degrees—granted 1968

Doctoral degrees—granted 1979

Accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago IL 60602-2504
Phone: (312) 263-0456
www.ncahigherlearningcommission.org

All university programs

Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Incorporated (Central Office)
Education Department
General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Spring MD 20904

Department of Aviation

Federal Aviation Administration
800 Independence Ave SW
Washington DC 20591

College of Arts & Sciences

Department of Chemistry

American Chemical Society
1155 Sixteenth Street NW
Washington DC 20036

Engineering Program

Accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>

Graduate/undergraduate degrees: Department of Music

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston VA 20190

Social Work program: Department of Social Work

Council on Social Work Education
1600 Duke Street, Suite 300
Alexandria VA 22314-3421

School of Architecture

National Architectural Accrediting Board (NAAB)
1735 New York Avenue NW
Washington DC 20006

School of Business Administration

International Assembly for Collegiate Business Education (IACBE)
11257 Strang Line Rd
Lenexa KS 66215

School of Distance Education

Griggs University and Griggs International Academy, operated by the School of Distance Education, are accredited by:

- The Accrediting Commission of the Distance Education and Training Council
- The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities
- Middle States Association for Colleges and Schools (K–12 program)
- The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (K–12 program)

School of Education

Counseling programs: Department of Educational Counseling & Psychology

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 N Fairfax Street, Suite 510
Alexandria VA 22314

Teacher Education programs: Department of Teaching, Learning & Curriculum

State of Michigan Department of Education
PO Box 30008
Lansing MI 48909

Teacher training and school services programs: Department of Teaching, Learning & Curriculum

National Council for the Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington DC 20036-1023

School of Health Professions

Department of Medical Laboratory Sciences

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N River Rd
Rosemont IL 60018-5719

Didactic program in Dietetics, Preprofessional Practice program: Department of Nutrition & Wellness

Commission on Accreditation for Dietetics Education of the American Dietetic Association
120 S Riverside Plaza, Suite 2000
Chicago IL 60606-6995

Graduate/undergraduate programs: Department of Nursing

Michigan/DCH/Bureau of Health Professions
Ottawa Towers North
611 W Ottawa, 1st Floor
Lansing MI 48933

National League for Nursing
Accreditation Commission
3343 Peachtree Rd NE, Suite 500
Atlanta GA 30326

Physical Therapy program: Department of Physical Therapy

Commission on Accreditation in Physical Therapy Education
(CAPTE)
1111 N Fairfax Street
Alexandria VA 22314

Pi Mu Epsilon—Mathematics
Psi Chi—Psychology
Sigma Pi Sigma—Physics
Sigma Tau Delta—English
Sigma Theta Tau—Nursing
Tau Sigma Delta—Architecture
Theta Alpha Kappa—Religious Studies and Theology

Seventh-day Adventist Theological Seminary

Degrees: Master of Arts in Pastoral Ministry, Master of Divinity, Doctor of Ministry, Doctor of Philosophy and Doctor of Theology

Association of Theological Schools in the U.S. & Canada
10 Summit Park Drive
Pittsburgh PA 15275-1110

Approval

All university programs

American Association of University Women

Memberships

In addition, Andrews University holds membership in the following:

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Schools of Oriental Research
American Theological Library Association
Association of Collegiate Schools of Architecture
Association to Advance Collegiate Schools of Business (AACSB International)
Council of Graduate Schools in the United States
International Assembly for Collegiate Business Education
Mathematical Association of America
Michigan Academy of Science, Arts, and Letters
National Association of Foreign Student Affairs
National Collegiate Honors Council
Upper Midwest Honors Council

National Honor Societies

(University-wide affiliation)

National Honor Society of Phi Kappa Phi (Interdisciplinary)

Honor Societies

(Departmental/School affiliations)

Alpha Mu Gamma—Modern Languages
Beta, Beta, Beta Biological Society—Biology
Chi Sigma Iota—Counseling Psychology (inactive)
Delta Mu Delta—Business
Kappa Omicron Nu—Family Studies and Nutrition
Lambda Pi Eta—Communication
Omicron Delta Epsilon—Economics (inactive)
Phi Alpha—Social Work
Phi Alpha Theta—History
Phi Delta Kappa—Education: International (inactive)
Phi Sigma Alpha—Political Science
Pi Kappa Lambda—Music (inactive)
Pi Lambda Theta—Education

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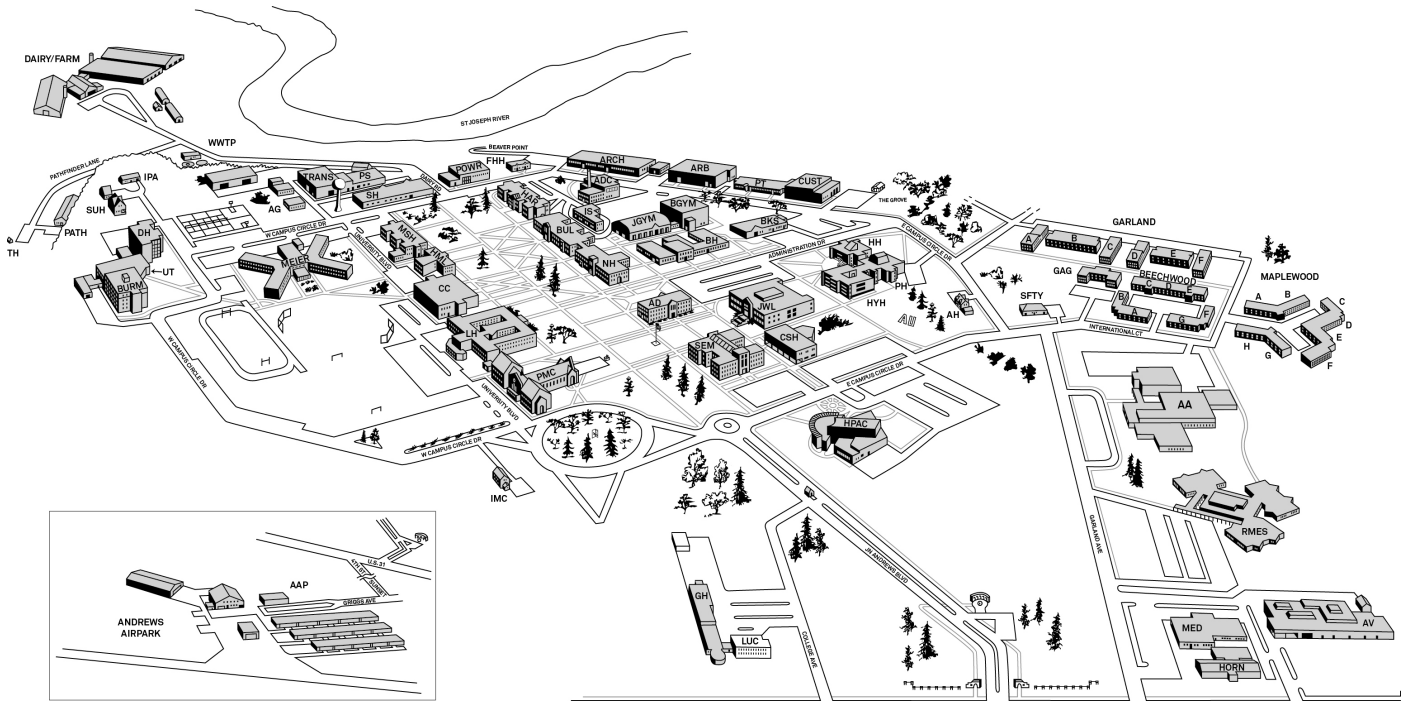
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ANDREWS UNIVERSITY CAMPUS MAP



Park Parking passes are required. Please pick up your free visitor parking pass at the Office of Campus Safety.

- | | | | | | |
|-------------|--|--------------|---|--------------|---|
| AA | Andrews Academy | CUST | Custodial Services | MED | Medical Center |
| AAP | Andrews Airpark (Aeronautics, Seamount Building, Tucker Building) | DAIRY | Dairy | MEIER | Meier Hall (Men's Residence) |
| AD | Administration Building (Academic Records, Enrollment, Student Financial Services) | DH | Damazo Hall (Women's Residence) | MSH | Marsh Hall (Crayon Box, Nursing, Nutrition & Wellness) |
| ADC | Art & Design Center | FARM | Farm | NH | Nethery Hall (Communication, English, Honors, Intensive English, International Language Studies, Social Work, Student Success Center, Writing Center) |
| AG | Agriculture (Greenhouse) | FHH | Forsyth Honors House | NTN | Neighbor to Neighbor |
| AH | Alumni House | GAG | Garland Apts G (University Apartments) | PATH | Pathfinder Building |
| ARB | Arboretum/Grounds | GH | Griggs Hall (Development, Griggs Intl. Academy, Off-Campus Programs, Planned Giving & Trust Services, School of Distance Education) | PH | Price Hall (Biology) |
| ARCH | Architecture | HAR | Harrigan Hall (Digital Media & Photography, Imaging Services, LithoTech) | PMC | Pioneer Memorial Church |
| AV | Apple Valley Market | HML | Hamel Hall (Music) | POWR | Power Plant |
| BGYM | Beaty Gym (Pool) | HORN | Horn Archaeological Museum | PS | Plant Service |
| BH | Bell Hall (Graduate Psychology & Counseling, Leadership, Teaching, Learning & Curriculum, Speech-Language Pathology & Audiology) | HPAC | Howard Performing Arts Center | PT | Physical Therapy |
| BKS | Bookstore (Post Office, Hair Salon) | HYH | Haughey Hall (Engineering & Computer Science, Mathematics, Physics) | RMES | Ruth Murdoch Elementary School |
| BURM | Burman Hall (Men's Residence) | HH | Halenz Hall (Chemistry & Biochemistry, Medical Laboratory Sciences) | SEM | Seminary |
| BUL | Buller Hall (Behavioral Sciences, History & Political Science, IDP, Religion & Biblical Languages) | IMC | Integrated Marketing & Communication | SFTY | Campus Safety |
| CC | Campus Center (Campus Ministries, Dining Services, Intl Student Services, UG Leadership, Recreation Center, Student Life) | IPA | Institute for Prevention of Addictions | SH | Smith Hall (Agriculture, Art Gallery) |
| CSH | Chan Shun Hall (Accounting, Economics & Finance; Management, Mktg & Info Systems) | IS | Information Services (AIM, ITS, Telecom) | SUH | Sutherland House (Andrews University Press) |
| | | JGYM | Johnson Gym | TH | Tubing Hill |
| | | JWL | James White Library | TRANS | Transportation |
| | | LH | Lamson Hall (Women's Residence) | UT | University Towers (Guest & Convention Services) |
| | | LUC | Lake Union Conference | WWTP | Wastewater Treatment Plant |

TRAVEL INFORMATION

Arriving by Car

From the North

- Take I-196 (south) to I-94 (west) to Exit 30
- Take US 31 S about 11 miles to Exit 15
- Turn left at the stop sign on Old 31—go 1 mile to J.N. Andrews Blvd

From the East (Detroit)

- Take I-94 (west) to Exit 30
- Take US 31 south about 11 miles to Exit 15
- Turn left at the stop sign on Old 31—go 1 mile to J.N. Andrews Blvd

From the East (Ohio & PA) and West (Illinois)

- Take the Indiana Toll Road (I-80/90) to Exit 72
- Take US 31 N 17 miles to Berrien Springs, Exit 15A
- Turn right at the stop sign on Old 31—go about 0.7 miles to J.N. Andrews Blvdn

From the South

- Take US 31 N to Berrien Springs, Exit 15A
- Turn right at the stop sign on Old 31—go about 0.7 miles to J.N. Andrews Blvd

TRANSPORTATION

Airlines

Michiana Regional Transportation Center
4477 Progress Drive, South Bend, Indiana 46628-5594
(574) 233-2185
www.sbnair.com

Allegiant Air (1-800-432-3810)
(Las Vegas, Nevada and Orlando, Florida connections)

Continental Connection (1-800-523-FARE)
(Cleveland, Ohio connection)

Delta Connection (1-800-221-1212)
(Cincinnati, Ohio and Atlanta, Georgia connections)

Northwest/KLM Airlines (1-800-225-2525)
(Detroit, Michigan and Minneapolis/St. Paul, Minnesota connections)

United Express (1-800-241-6522)
(O'Hare Airport, Chicago connection)

Trains

Amtrak
Niles, Michigan
South Bend, Indiana

South Shore Line
Michiana Regional Transportation Center (airport)
to Chicago (downtown)
1-800-356-2079

Buses

Benton Harbor, Michigan
(Greyhound, Indian Trails)

Michiana Regional Transportation Center (airport)
(Greyhound)
(574) 287-6541

Airport Connections
Coach USA United Limo—O' Hare and Midway
To/From South Bend and Benton Harbor
1-800-833-5555

Directory

<u>Information on Academic Matters</u>	<u>Phone number</u>	<u>Fax number</u>
Dean, College of Arts & Sciences	269-471-3411	269-471-6236
Dean, School of Architecture, Art & Design	269-471-6003	269-471-6261
Dean, School of Business Administration	269-471-3632	269-471-6158
Dean, School of Distance Education	269-471-6581	269-471-2804
Dean, School of Education	269-471-3464	269-471-6374
Dean, School of Graduate Studies & Research	269-471-3405	269-471-6246
Dean, School of Health Professions	269-471-	269-471-
Dean, Seventh-day Adventist Theological Seminary	269-471-3537	269-471-6202
Director, Off-Campus Programs	269-471-6590	269-471-2804
 Admissions		
Undergraduate	269-471-6346	269-471-2670
Graduate	269-471-6321	269-471-6246
International Student Services	269-471-6395	269-471-6388
 Business Matters		
Student Financial Services	269-471-3334	269-471-3228
Director, Student Accounts	269-471-3334	269-471-3228
Student Financial Aid	269-471-3334	269-471-3228
Employment	269-471-3570	269-471-6293
University Apartments	269-471-6979	269-471-3042
Vice President, Financial Administration	269-471-3484	269-471-6543
 Residence Halls		
Men's residence halls		
Meier Hall	269-471-3390	269-471-3671
Burman Hall	269-471-3670	269-471-6659
 Women's residence halls		
Lamson Hall	269-471-3446	269-471-3683
Damazo Hall	269-471-3670	269-471-6659
 Academic Transcripts		
Academic Records	269-471-3375	269-471-6001
 General Education		
Director, General Education	269-471-6157	269-471-6236
 Honors Program		
Director, J.N. Andrews Honors Program	269-471-3297	269-471-6236
 Student Life		
Vice President, Student Life	269-471-2679	269-471-6388
General Information	269-471-3215	269-471-6388
 Veterans Information		
Office of Veterans Services	269-471-3286	269-471-6001

Weekend or night calls can be made to the campus switchboard at 269-471-7771 where a menu of phone numbers is available. The general campus fax number is 269-471-6900.

For toll-free answers to questions about courses of study, financial aid and enrollment

Call Andrews University IN-LINE

Nationwide and Canada: 800-253-2874 (Admissions)