

## Second Baccalaureate Degree Requirements

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

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

## Associate Degree Requirements

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

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

### Residence Requirements

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

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

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

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

## Student's Governing Bulletin

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

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

## GENERAL EDUCATION

### Philosophy of General Education

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

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

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

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

## General Education Goals

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

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

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

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

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

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

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

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

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

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

## Honors General Education (SAGES)

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

## General Education Mathematics

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

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

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

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

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

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

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

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

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

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

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

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

### Exceptions

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

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

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

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

### Religion Course Requirements

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

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

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

### Multiculturalism/Diversity in the General Education Curriculum

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

### Professional-Degree, General Education Requirement Adjustments

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

### Service-Learning Requirements

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