



2011–2012 Bulletin

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

Admission to Andrews University is available to any student who meets the academic and character requirements of the university and who expresses willingness to cooperate with its policies. Because Andrews University is operated by the Seventh-day Adventist Church, the majority of its students are Seventh-day Adventists. However, no particular religious commitment is required for admission; any qualified student who will be comfortable within its religious, social, and cultural atmosphere may be admitted. The university does not discriminate on the grounds of race, color, creed, disability, national or ethnic origin, sex, marital status, or handicap. On request it makes available to the public its annual financial report. To obtain a copy, contact the Office of the Vice President for Financial Administration at the address below.

Every effort has been made to assure the accuracy of information in this bulletin. Students are advised, however, that bulletin provisions do not constitute a contract between a student and Andrews University and that attendance at Andrews University is a privilege and not a right. The university faculty and administration reserve the right to make and give public notice of such changes as deemed necessary during the period for which this bulletin is in effect.

Volume 100

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Table of Contents

Academic Calendar	4
The University	10
Campus Resources	11
Off-Campus Programs	18
Student Life	19
General Academic Information.....	28
Undergraduate Programs Admission.....	31
Undergraduate Academic Information	34
General Education	38
General Education Charts	41
Graduate Programs Admission.....	44
Graduate Academic Information	49
Center for Distance Learning & Instructional Technology.....	54
Financial Information.....	58
Andrews Partnership Scholarship.....	68
Undergraduate Financial Assistance	69
Graduate Financial Assistance	77
Off-Campus International Development Program	84
J.N. Andrews Honors Program.....	90
Undergraduate Leadership Program	94
College of Arts & Sciences	98
College of Technology	234
School of Architecture	264
School of Business Administration	270
School of Education.....	286
Seventh-day Adventist Theological Seminary	344
University Personnel	404
Appendix.....	423
General Index.....	425
Program & Degree Index	431
Campus Map.....	439
Travel Information.....	440

4 ACADEMIC CALENDAR

Academic Calendar 2011–2012

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 2011

Registration for summer terms 2011 begins Monday, March 21, 2011.
Last days of registration for summer terms 2011 are May 9 (Term 1), June 6 (Term 2), and July 5 (Term 3).

Summer Term 1 (May 9–June 3, 2011)

May

2	Mon	Medical Laboratory Science: Senior summer semester clinicals begin.
		University level schools: May Express classes begin
3	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.
4	Wed	University level schools: spring semester grades due by 11:59 p.m.
5–June 17		Seminary: Archaeological Excavations at Tall Jalul, Jordan
6	Fri	Seminary: Hebrew placement examination, 10 a.m.
8	Sun	New international students: Orientation, 11 a.m.–2 p.m.
		Seminary: New student orientation, 8:30 a.m.–12 p.m.
8–13	Sun–Fri	Seminary: Pre-classes for New Testament Study Tours
9	Mon	University level schools: Registration, 8 a.m.–5 p.m.; summer Term 1 classes begin
10	Tue	University level schools: late registration fee for summer Term 1 classes in effect
11	Wed	University level schools: 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 AU/GU courses
		Undergraduate seniors: last day to apply for August graduation
		Graduate students: last day to apply for August graduation
15–June 1		Seminary: Bible Lands Study Tour
20	Fri	School of Architecture: deadline for application to professional program
27–29	Fri–Sun	AA: commencement weekend
30	Mon	All campus schools: Memorial Day—holiday
31	Tue	University level schools: last day to change credit to audit for summer Term 1 classes or to withdraw from a class with a W

June

2	Thu	RMES: graduation
3	Fri	RMES: last day of school
		University level schools: last day of summer Term 1 classes

Summer Term 2 (June 6–July 1, 2011)

6	Mon	University level schools: Registration, 9 a.m.–5 p.m.; summer Term 2 classes begin
7	Tue	University level schools: late registration fee for summer Term 2 classes in effect
8	Wed	University level schools: 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; does not apply to AU/GU courses
9, 10	Thu, Fri,	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
10	Fri	School of Education: MA comprehensives, 8:30–11:30 a.m.; 1–3 p.m.
10, 13	Fri, Mon	School of Education: EdS comprehensives, 8:30 a.m.–12:30 p.m.
13, 14	Mon, Tue	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
15–18	Wed–Sat	Seminary: SEEDS at Blue Mountain Academy, Pennsylvania
18	Sat	Intensive English: Action America begins
20–26	Mon–Sun	Institute of World Mission: Welcome Home seminar
28	Tue	University level schools: last day to change credit to audit for summer Term 2 classes or to withdraw from a class with a W
		Last date to enroll for AU/GU courses for summer term

July

1	Fri	University level schools: last day of summer Term 2 classes
15		Intensive English: Action America ends
4	Mon	All campus schools: Independence Day—holiday

Summer Term 3 (July 5–29, 2011)

5	Tue	University level schools: Registration, 9 a.m.–5 p.m.; summer Term 3 classes begin
6	Wed	University level schools: late registration fee for summer Term 3 classes in effect
7	Thu	University level schools: 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; does not apply to AU/GU courses
10–29		Seminary: InMinistry intensives on campus (6)
11–30		Institute of World Mission: Mission Institute
18–22	Mon–Fri	School of Education: Leadership orientation
22	Fri	Medical Laboratory Science: senior summer session clinicals end
25	Mon	Medical Laboratory Science: Registry Review Week begins
25–27	Mon–Wed	School of Education: Leadership Roundtable Conference
26	Tue	University level schools: last day to change credit to audit for summer Term 3 classes or to withdraw from a class with a W
29	Fri	University level schools: last day of summer Term 3 classes
		Consecration service: 8 p.m.
30	Sat	Baccalaureate service: 11:20 a.m.
		Seminary: Seminary dedication service, 4–5:30 p.m.
		Medical Laboratory Science: Certification ceremony, 5 p.m.

31 Sun **University Summer Commencement:** 9 a.m.
Enrollment open for AU/GU courses for fall term
 31–Aug 5 Sun–Fri **Seminary:** Natural Remedies & Hydrotherapy Workshop

August
 3 Wed **University level schools:** summer semester grades due by 11:59 p.m.
 1–19 **School of Education:** First Days of School Experience (register for credit summer 2011 or in the semester of student teaching)

Fall Semester 2011, August 22–December 8, 2011

Registration for fall semester 2011 begins Monday, March 21, 2011.

Late registration fee in effect August 23, 2011.

Last day of registration for fall semester 2011 is Wednesday, August 31, 2011.

July

15 Fri **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 Fri **School of Education:** fall semester student teacher orientation assembly
 7–14 Sun–Sun **Seminary:** New England Adventist Heritage Study Tour
 8–11 Mon–Thu **Seminary:** Greek review session, 5–8 p.m.
 8–12 Mon–Fri **Seminary:** Hebrew review session, 9 a.m.–12 p.m.
 9–10 Tue–Wed **New university faculty:** orientation seminar, 8:30 a.m.–4:30 p.m.
 11 Thu **University faculty:** seminar, 8:30 a.m.–4:30 p.m.
 12 Fri **University advisors:** advisors breakfast/orientation, 9 a.m.–12 p.m.; **Faculty/Staff:** Fall Fellowship
 13 Sat **Faculty/Staff:** Fall Fellowship
 14 Sun **New undergraduate students:** First Stop—residence hall move-in, 9 a.m.–6 p.m. Financial clearance required to move into residence halls.
 15 Mon **University level students:**

- First payment due for financial clearance
- Full payment due for 1% and 3% rebate and Tuition Guarantee Plan
- 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 the dorm
- Submit waiver to Student Insurance

Undergraduate students: Cancellation of classes for undergraduate students with unconfirmed course registrations
University faculty: individual school meetings, 1–4 p.m.
College of Arts & Sciences: department meetings and retreats
 15–16 Mon–Tue **New international students:** orientation—new freshman students on Monday only, 8:30 a.m.–5 p.m.
 15–17 Mon–Wed **New undergraduate students:** registration and orientation
 15–19 Mon–Fri **RMES/AA:** faculty pre-school week
 17 Wed **New international students:** English placement test, 8:30–11 a.m.
Seminary: Greek placement test 1 p.m.; orientation, 3 p.m.
University faculty: individual school meetings, 1–4 p.m.
 17–20 Wed–Sat **Seminary:** fall new student orientation
 18 Thu **Seminary:** Hebrew placement test 8:30 a.m.
 18–21 Thu–Sun **New undergraduate students:** All Fired Up! Orientation Conference
 19 Fri **University faculty:** departmental meetings
Seminary: Biblical Literacy entrance exam, 8:30 a.m.
 21 Sun **University level schools:** fall semester registration, 12–3 p.m.
 22 Mon **University level schools:** classes begin
Intensive English: classes begin
RMES/AA: school begins
 23 Tue **University level schools:** late registration fee for fall semester classes in effect; notification of potential cancellation of low-enrollment classes
 24 Wed **All graduate students:** cancellation of classes for graduate students with unconfirmed course reservations
 25 Thu **University level schools:** University Convocation, 10:30 a.m.–12 p.m. (11:30 a.m. classes cancelled)
 30 Tue Cancellation of classes with below minimum enrollment
 30–Dec 15 **School of Education:** fall semester student teacher schedule
 31 Wed **University level schools:** last business day to enter fall semester 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; must be completed by 5 p.m.; does not apply to AU/GU courses; last day to submit waiver to Student Insurance or your student account will be charged

September

2 Fri **Seminary:** Church Policy exam review session
 5 Mon **All campus schools:** Labor Day—holiday
 9 Fri **Seminary:** Church Policy exam
 10 Sat **Seminary:** Adventist Heritage Sabbath
 14 Wed **Census Day**
School of Architecture: 3½ Year MARCH and advanced standing application deadline for spring (January) admission
 19–23 Mon–Fri **University Fall Week of Spiritual Emphasis**
 24 Sat **Fall term first installment payment due**
 29–Oct 2 Thu–Sun **Alumni Homecoming Weekend**
 30 Fri **Graduate students:** last day to apply for December degree conferral
Undergraduate seniors: last day to apply for December degree conferral and May graduation

6 ACADEMIC CALENDAR

30–Oct. 29 NET 2011—*Prophecies Decoded*: Ron Clouzet, speaker

October

10 Mon **RMES/AA**: Columbus Day—holiday
 10, 11 Mon, Tue **University level schools—except Seminary**: fall recess
 12 Wed **All campus schools**: classes resume
 13–16 Thu–Sun **Seminary**: Third Adventist Mission in Africa Conference
 16, 17 Sun, Mon **University Preview Event**
 17–20 Mon–Thu **Seminary**: 180° Symposium
 19 Wed **Mid-semester**
 20, 21 Thu, Fri **School of Education**: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
 21 Fri **School of Education**: MA comprehensives, 8:30 a.m.–11:30 a.m.; 1–3 p.m.
 21, 24 Fri, Mon **School of Education**: EdS comprehensives, 8:30 a.m.–12:30 p.m.
 23, 24 Sun, Mon **Seminary**: H.M.S. Richards Lectureship on Biblical Preaching (Attendance required for MDiv students)
 24 Mon **RMES**: Teacher In-Service—No school
 24 Mon **Fall term second installment payment due**
 24, 25 Mon, Tue **School of Education**: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
 30 Sun **Last date to enroll for AU/GU courses for fall term**

November

1 Tue **School of Education**: department assembly: “How to Apply for Student Teaching”
 4 Fri **RMES**: no school
Seminary: Challenge exam—CHIS504, 8:30–10:30 a.m.
 6, 7 Sun, Mon **University Preview Event** (for Lake Union Conference Juniors)
 7 Mon **University level schools**: Course registration opens at the Administration Building for spring semester 2012
 10 Thu **School of Education**: spring semester student teacher orientation assembly
 11 Fri **TOEFL Test**, 8:30 a.m.–12 p.m.
 15 Tue **University level schools**: all comprehensives must be completed for December degree conferral
Admissions application deadline for spring semester
 20–27 Sun–Sun **Seminary**: Thanksgiving break
 22 Tue **University level schools**: last day to change credit to audit for fall semester classes or to withdraw from a class with a W
 23–27 Wed–Sun **All schools except Seminary**: Thanksgiving break (begins after last scheduled class on Tue)
AA: Thanksgiving break (begins 12 p.m., Wed, Nov. 24)
RMES: Thanksgiving break (begins 12:15 p.m., Wed, Nov. 24)
 24 Thu **Fall term third installment payment due**
 25 Fri **School of Education**: deadline for application to student teaching
 28 Mon **All campus schools**: classes resume
 29 Tue **Enrollment open for AU/GU courses for spring term**

December

1 Thu **Last day of fall semester classes**
 2 Fri **University level schools**: reading day (exam preparation)
 3 Sat **Seminary**: Dedication service, 4–5:30 p.m.
 5–8 Mon–Thu **University level schools**: fall semester finals begin Mon 7:30 a.m.
 8 Thu **University level schools**: fall semester ends
 14 Wed **University level schools**: fall semester grades due by 11:59 p.m.
 15 Thu **University level schools**: spring semester

- First payment due for financial clearance.
- Full payment due for 1% and 3% rebate
- Financial clearance required to register

University level schools: fall semester grades due by 11:59 p.m.
 19–Jan 1 **RMES/AA**: Christmas vacation
 31 Sat December conferral of degrees

Spring Semester 2012, January 9–May 3, 2012

Online course registration for spring semester 2012 begins Monday, March 21, 2011.
 Course registration at the Administration Building begins Monday, November 7, 2011.
 Late registration fee is in effect January 10, 2012.
 Last day of registration for spring semester 2012 is Wednesday, January 18, 2012.

January

1 Sun FAFSA available online www.fafsa.ed.gov (filing for Financial Aid)
 Andrews University financial paperwork available at www.andrews.edu/sf/.
 2 Mon **RMES/AA**: second semester classes begin
 3–April 28 **School of Education**: spring semester student teaching schedule
 8 Sun **University level schools**: ID cards activated for Dining Services and Bookstore in Registration Central when financial plan box is checked
 9 Mon **University level schools**: spring semester classes begin
New international students: English Placement test, 8:30–11 a.m.; Orientation, 11 a.m.–2 p.m.
 10 Tue **University level schools**: late registration fee for spring semester classes in effect; notification of potential cancellation of low-enrollment classes
 11 Wed **University level schools**: cancellation of unconfirmed course reservations
 12 Thu **University level schools**: notification of potential cancellation of low-enrollment classes
 14–16 Sat–Mon **Martin Luther King Jr. Celebration**
 15 Sun **Seminary**: Hebrew placement examination, 1 p.m.

16	Mon	University level schools: Martin Luther King, Jr. Day—MLK educational events replace classes RMES/AA: Martin Luther King Jr. Day—holiday
17	Tue	University level schools: cancellation of classes with below minimum enrollment
18	Wed	University level schools: last business day to enter spring semester 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; must be completed by 5 p.m.; does not apply to AU/GU courses; last day to submit waiver to Student Insurance or your student account will be charged
19	Thu	All graduate students: last day to apply for May graduation
23–28	Mon–Sat	University Spring Week of Spiritual Emphasis
27	Fri	RMES: no classes
February		
1–3	Wed–Fri	Seminary: Seminary Scholarship Symposium
13	Mon	School of Architecture: 3½ Year MArch and advanced standing application deadline for summer (May) or fall (August) admission
20	Mon	All campus schools: Presidents' Day—holiday
24	Fri	Spring term first installment payment due
29	Wed	Mid-semester
March		
4, 5	Sun, Mon	University Preview Event
13	Tue	Priority processing for financial aid
15	Thu	Admissions application deadline for summer term 1
16–25	Fri–Sun	University level schools: spring semester break (begins after last scheduled class on Thursday)
17	Sat	Seminary: Michigan Adventist History Tour
19–23	Mon–Fri	RMES/AA: spring break
23	Fri	Spring term second installment payment due
26	Mon	All campus schools: classes resume University level schools: registration for summer terms and fall semester 2012 opens Seminary: E.G. White and Current Issues symposium, 9:30 a.m.–4:30 p.m.
29	Thu	Last date to enroll for AU/GU courses for spring term
29, 30	Thu, Fri	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
29–31	Thu–Sat	AU Music & Worship Conference
29–April 2	Thu–Sun	International Student Week
30	Fri	School of Education: MA comprehensives, 8:30–11:30 a.m.; 1–3 p.m.
30, April 2	Fri, Mon	School of Education: EdS comprehensives, 8:30 a.m.–12:30 p.m. University level schools: last day for all comprehensives to be completed for May degree conferral
April		
1, 2	Sun, Mon	University Preview Event
2, 3	Mon, Tue	School of Education: EdD/PhD comprehensives, 8:30 a.m.–2:30 p.m.
6	Fri	TOEFL Test, 8:30 a.m.–12 p.m.
9	Mon	RMES/AA: No School
10	Tue	School of Education: 2011–2012 student teacher orientation assembly
15	Sun	Admissions application deadline for summer term 2
17	Tue	University level schools: last day to change credit to audit for spring semester classes or withdraw from a class with a W
23	Mon	Spring term third installment payment due
26	Thu	University level schools: last day of spring semester classes
27	Fri	University level schools: reading day (exam preparation)
30–May 3	Mon–Thu	University level schools: spring semester finals begin Monday, 7:30 a.m.
May		
3	Thu	University level schools: spring semester ends
4	Fri	Medical Laboratory Science: senior spring semester clinicals end School of Education: teacher dedication ceremony, 5 p.m. Consecration service: 8 p.m.
5	Sat	Baccalaureate services Nursing: Pinning, 4 p.m. Seminary: Dedication service, 4–5:30 p.m. Dietetics: Dedication service, 5:30 p.m. Enrollment open for AU/GU courses for summer term 3
6	Sun	Commencement services
6–11	Sun–Fri	Seminary: Pre-classes for Old Testament Tour
7	Mon	Medical Laboratory Science: senior summer semester clinicals begin
9	Wed	University level schools: spring semester grades due by 11:59 p.m.
11	Fri	Seminary: Hebrew placement examination, 10 a.m.
13	Sun	Seminary: new student orientation, 8:30 a.m.–12 p.m.
13–June 1		Seminary: Old Testament Tour
15	Tue	Admissions application deadline for summer term 3
18	Fri	School of Architecture: deadline for application to professional program
24–27	Thu–Sun	AA: Commencement weekend
28	Mon	RMES: Memorial Day—holiday
31	Thu	RMES: Graduation
June		
1	Fri	RMES: last day of school

8 ACADEMIC CALENDAR

Summer Sessions 2012

Registration for summer terms 2012 begins Monday, March 26, 2012.
Last days of registration for summer terms 2012 are May 14 (Term 1), June 11 (Term 2), and July 9 (Term 3).

Summer Term 1 (May 14–June 8, 2012)

May

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.
14	Mon	University level schools: registration, 8 a.m.–5 p.m.; summer Term 1 classes begin
15	Tues	University level schools: late registration fee for summer Term 1 classes in effect
16	Wed	University level schools: 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 AU/GU 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

5	Tue	University level schools: last day to change from credit to audit or to withdraw from a class with a W for summer Term 1
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: registration, 9 a.m.–5 p.m.; summer Term 2 classes begin
12	Tue	University level schools: late registration fee for summer Term 2 classes in effect
13	Wed	University level schools: 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 or to withdraw from a class with a W for summer Term 2
4	Wed	All University 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: registration, 9 a.m.–5 p.m.; summer Term 3 classes begin
10	Tue	University level schools: late registration fee for summer Term 3 classes in effect
11	Wed	University level schools: 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	All university students: Financial Plan portion of Registration Central opens for fall semester 2011. Make payment plans before August 15. Complete insurance information. TOEFL test, 8:30 a.m.–12 p.m.
16–20	Mon–Fri	School of Education: Leadership and Educational Administration orientation
20	Fri	Intensive English: Action America ends Medical Laboratory Science: senior summer session clinicals end
23	Mon	Medical Laboratory Science: Registry Review Week begins
23–25	Mon–Wed	School of Education: Leadership Roundtable Conference
31	Tue	University level schools: last day to change from credit to audit or to withdraw from a class with a W for summer Term 3

August

3	Fri	University level schools: 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. Medical Laboratory Science: Certification ceremony, 5 p.m.
5	Sun	University Summer Commencement: 9 a.m.
5–10	Sun–Fri	Seminary: Natural Remedies and Hydrotherapy Workshop
13–17	Mon–Fri	Seminary: Hebrew Review Session, 9 a.m.–12 p.m.
15	Wed	University level schools: summer semester grades due by 11:59 p.m.
23	Thu	Seminary: Hebrew Placement Test, 8:30 a.m.

ADMISSIONS AND ACADEMICS 28

FINANCIAL INFORMATION 58

OFF-CAMPUS INTL DEVELOPMENT PROGRAM 84

J.N. ANDREWS HONORS PROGRAM 90

UNDERGRADUATE LEADERSHIP PROGRAM 94

COLLEGE OF ARTS & SCIENCES 98

COLLEGE OF TECHNOLOGY 234

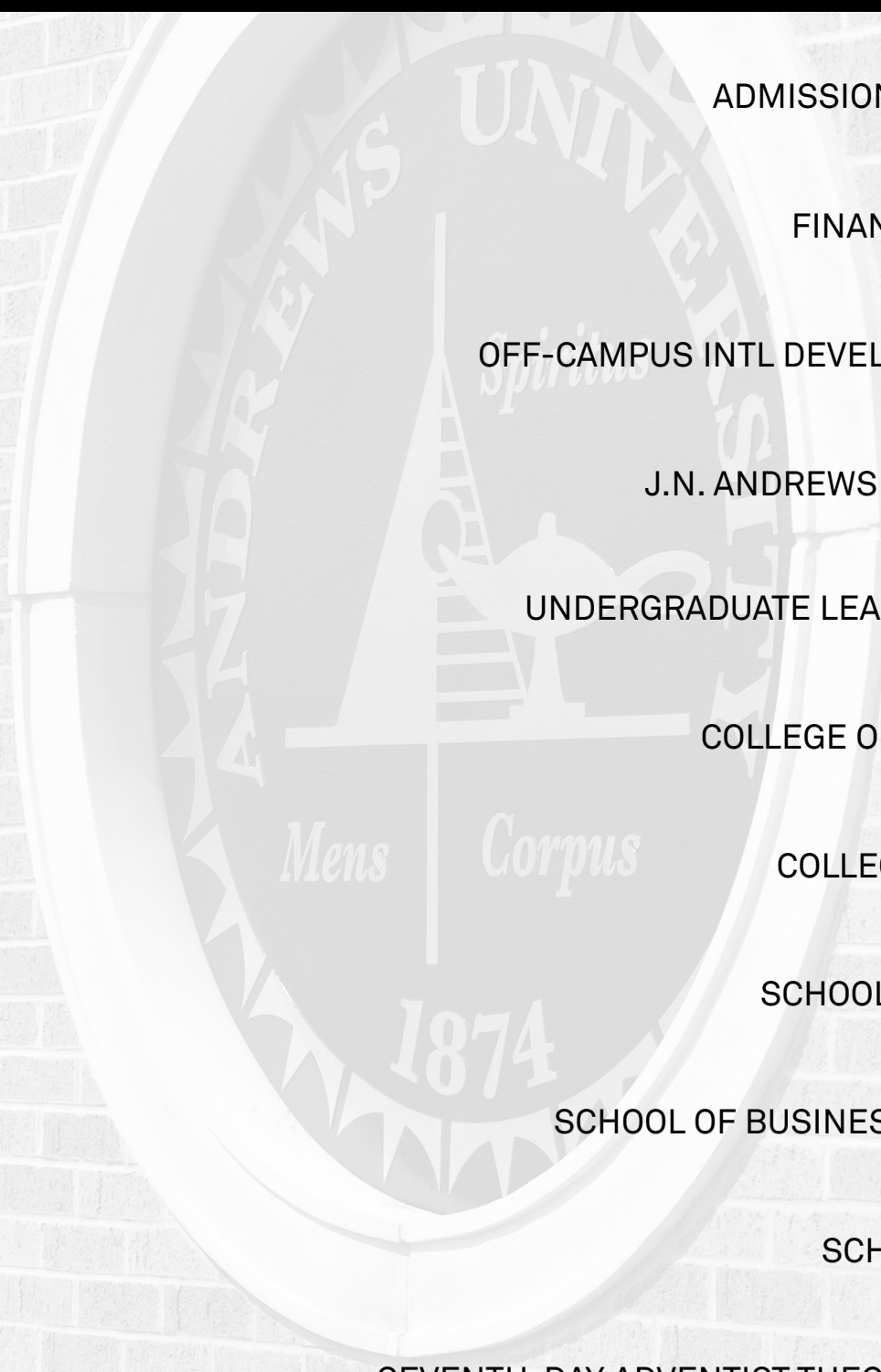
SCHOOL OF ARCHITECTURE 264

SCHOOL OF BUSINESS ADMINISTRATION 270

SCHOOL OF EDUCATION 286

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY 344

UNIVERSITY PERSONNEL 404



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).

CAMPUS RESOURCES

A Healthy U

ahealthyu@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

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 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

Sutherland House

aupress@andrews.edu

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.

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, DC 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.

12 THE UNIVERSITY

Center for Adventist Research

James White Library, Lower Level

car@andrews.edu

471-3209

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

Adventist Heritage Center

Located within the Center for Adventist Research, the Adventist Heritage Center contains material on the history and development of the Millerite Movement and the Seventh-day Adventist Church since the 1840s to the present. Among the materials preserved at the Center are over 51,000 books and pamphlets, 24,000 periodical volumes, 12,500 microforms, 12,000 sound recordings and 3,000 video tapes. A sizeable number of the periodicals are non-English and represent the finest collection of its kind in the world including many one-of-a-kind titles. The Center holds nearly 300 collections (1,200 linear feet) of personal papers of notable church figures such as pioneers, administrators, teachers, ministers and missionaries. These collections provide a wide range of primary source documents. The center's archives contain 30,000 photographs of denominational and campus interest, an obituary file of nearly 200,000 names, and the records of early Adventist congregations. The SDA Periodical Index is edited at the Center.

Special collections of the Heritage Center include the Advent Source and the Conditional Immortality Source Collections which document the origins of Seventh-day Adventists, the development of prophetic interpretation and the history of the doctrine of conditional immortality. The George B. Suhrie Bible Collection features an extensive collection of Bibles. Rare materials include books dating as early as the 15th century and several original editions of Martin Luther and other 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.

University Archives

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.

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 Distance Learning & Instructional Technology

dlit@andrews.edu

James White Library, Room 304

471-3960

The Center for Distance Learning & Instructional Technology (DLIT), offers assistance to students who want to take correspondence, on-line, video-based and audio-based courses and/or work towards a distance degree. The DLIT also has a lab for faculty and staff to assist with their technology needs. 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 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 or cye@andrews.edu or www.AdventistYouth.org.

Center of Continuing Education inministry@andrews.edu
for Ministry
Seminary Hall, Room N206 471-3514

The Center of Continuing Education for Ministry (CEEM), housed in the InMinistry Center, primarily serves ministers in the North American Division. CEEM 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.

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.

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.

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.

14 THE UNIVERSITY

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, 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.

InMinistry Center

Seminary Hall, Room S220 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 Diversity and Multiculturalism

Nethery Hall 471-3174

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

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

Institute for Prevention of Addictions

ipa@andrews.edu

Adjacent to the Sutherland House

471-3558

The Institute for Prevention of Addictions (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
hispanicministry@andrews.edu***

Seminary Hall, Room N210

471-6170

The Institute of Hispanic Ministry (IHM) of the Theological Seminary responds to the growing needs of Hispanic congregations in North America and beyond.

The tasks of the IHM include providing graduate-level study for Hispanic pastors both on and off campus and assisting in various ways a continuing education for Hispanic ministers. It coordinates the Hispanic MA in Pastoral Ministry and supports Hispanic courses in the MDiv and DMin programs. The IHM also provides support systems for Hispanic ministry and churches that are in transition culturally and linguistically. It encourages research and the dissemination of its findings for the Seventh-day Adventist Church at large.

***Institute of Jewish-Christian Studies
Seminary Hall, Room N107***

471-3349

Jews and Seventh-day Adventists share much of the same spiritual heritage and the same ideals of hope and lifestyle. Moreover, since the events of Auschwitz during World War II, Jewish-Christian issues have become a relevant part of theological concern. Therefore, the Institute of Jewish-Christian Studies organizes meetings with world renowned experts, provides a wide range of educational material and supplements the graduate programs of the Seminary with concentrations in Jewish-Christian studies. These include courses in Jewish History, rabbinics and languages. In all its work, the Institute seeks to train lay persons and ministers to foster constructive relations with Jews in their communities and to develop a global consciousness in all outreach and service.

***Institute of World Mission
Seminary Hall***

iwm@andrews.edu

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.

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.

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.

Marine Biological Field Station
Anacortes, Washington 360-293-2326
Biology Department 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.

The Multimedia Center also houses the Center for Distance Learning and Instructional Technology (DLIT), where faculty members receive training and support in the production and delivery of instructional technology.

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.

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.

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.

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.

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 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.

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

ADA Services for Students with Disabilities 471-6096

Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the University of any disability by contacting the Student Success 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.

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.

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

The Office of University Assessment helps faculty and administrators determine whether the University is accomplishing its mission (p. 10). 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.

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**Nethery Hall, Room 101****writery@andrews.edu****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.

OFF-CAMPUS PROGRAMS

_____, *Dean*

Affiliation & Extension Programs
Administration Building, Room 211
269-471-6216
affiliations@andrews.edu

With authorization from the North Central Association of Colleges and Schools and other controlling organizations, the various schools of the university have entered into official academic affiliation/extension arrangements with certain educational institutions in North America and abroad. The programs range from academic monitoring of existing institutional programs to using institutions as extension campuses or examination centers for graduate and undergraduate education, with degrees being conferred upon students at the next official Andrews

University graduation at the main campus and after completion and verification by the Office of Academic Records of all degree requirements. The affiliation/extension programs vary from courses offered in a variety of disciplines to full degree programs. Details of specific courses, approved curricula and programs are available from the Office of Affiliation & Extension Programs.

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

Affiliation/Extension Programs

Undergraduate

Undergraduate affiliation and extension programs are offered at 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

Graduate affiliation and extension programs are offered in a number of disciplines by the various schools of the 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 in Leadership at Brazil Adventist University in Sao 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 Zaokski Adventist Seminary, Russia. It offers the Doctor of Ministry at Zaokski Adventist Seminary, 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 MSA 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 Dean of Affiliation and Extension Programs at Andrews University. Students should make application directly to the Admissions Office, Newbold College, Binfield, Bracknell, Berkshire, England RG42 4AN.

STUDENT LIFE

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
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	471-3360/471-3674
International Student Services	
Campus Center, Main Floor	471-6395
Intramurals	
Johnson Gym	471-3965
Public Safety	
International Court	471-3321
Social Recreation & 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 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 Community

Andrews University offers a rich learning environment inside and outside the classroom. Classes required for a student's academic curriculum are complemented by a number of required co-curricular programs each semester. Together they deliver the whole-person education at the heart of Andrews University's mission.

Co-Curricular Programs. There are three types of co-curricular programs offered:

1. **Chapels and Forums.** Held Thursdays at 11:30 a.m., Chapels gather the University community to explore and celebrate faith. Forums bring noted leaders and authors to campus for Christian dialogue. These occur once a month in the same time slot.
2. **Choices.** Smaller groups of students gather each week for a variety of Choices programs that focus on personal, spiritual, professional and leadership development. Many of these choices are available on Tuesdays at 11:30 a.m., on Friday evenings and daily in the residence halls.

20 THE UNIVERSITY

3. Changes. Students can earn co-curricular credit for experiential learning outside of class. Experiences must involve at least 10 hours of work in a student organization, campus ministry, workplace, church, etc. and be supervised by an advisor (pastor, club sponsor, work supervisor, etc.). Participants must initiate a Learning Contract before the September or January deadlines and will earn five credits upon completion of a Learning Assessment. Please contact Student Life for more information.

Co-Curricular Fee. A co-curricular fee is assessed at the end of each semester. This fee is cumulative, based on nonattendance. Students are charged \$25 for the first program that falls short of the required number and \$11 for every program short thereafter. A maximum of \$344 may be charged to traditional students and \$179 to non-traditional students per semester. This fee can be minimized or completely eliminated by attending programs.

Attendance Requirement. Attending co-curricular programs is part of earning an Andrews degree. These programs 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. Residents must attend a minimum of 10 Choices offered in their residence hall each semester. Community students are also welcome to attend these programs for credit.

The remainder of the requirement can be fulfilled by attending other Choices programs, as well as by participating 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.

Requirement at a Glance

	Residence Hall Students	Community Students	Non-Traditional Students
Chapels/Forums	12 minimum	12 minimum	No minimum
Res. Hall Choices	10 minimum	No minimum	No minimum
Choices/Changes	No minimum	No minimum	No minimum
Total	30 programs	30 programs	15 programs

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	Programs 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 to discuss this option.

Attendance Monitoring. Students are responsible for keeping track of their attendance throughout the semester. To access your attendance record, visit www.andrews.edu and click on "Current Students." Then click on "Chapels and Choices." 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 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 associate dean for Student Life will respond to all requests within five to ten business days of the deadline. The deadlines for applications are listed below:

Semester expected to move	Application deadline	Decision rendered by
Spring 2012	November 4	November 21
Fall 2012	August 1	August 15

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 a women's residence hall for undergraduates under age 22 (Lamson Hall) and a

men's residence hall for undergraduates under age 22 (Meier Hall). University Towers is a residence hall designed for single, older students—the North Tower (New) is for undergraduate age 22+ and graduate females, while Burman Tower (South) is for undergraduate age 22+ and graduate males. Double-occupancy rooms are standard. Single occupancy is permitted in Lamson, Meier and Burman Tower, 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;

22 THE UNIVERSITY

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 the Student Life office 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 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 Public Safety at 269-471-3321.

Motor Vehicles

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

Vehicle Registration. All motor vehicles must be registered with Public 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 at all times.

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 at all times. Regulations governing the use of motor vehicles are described in the brochure “Student Right-to-Know Report,” available from the Office of Public 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 made-to-order stir fry. 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 automatically covered by an Accident and Sickness insurance plan by filling out an enrollment card. The payment for this coverage is charged to the student’s account the same as tuition and is non-refundable. Students who have proof of the same kind of insurance coverage elsewhere may waive the University plan by presenting their insurance card or a letter from an employer verifying coverage, and by signing a waiver card at registration. Coverage for a student’s spouse and dependent children is also available for an additional fee. All students from outside of the United States must cover dependents who accompany the student to the States. A brochure describing the insurance coverage is available at the Student Insurance office in the Administration Building. **Students will note that this is minimal coverage and may not cover some pre-existing conditions. Consequently, some students may want to consider purchasing additional personal coverage.**

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

List B

Documents That Establish Identity:

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

List C

Documents That Establish Employment Eligibility:

- U.S. Social Security card issued by the Social Security Administration (other than a card stating it is not valid for employment)

- Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
- Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
- Native American tribal document
- U.S. Citizen ID Card (INS Form I-197)
- Unexpired employment authorization document issued by the INS (other than those listed under LIST A)

All documents presented must be original.

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

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

The 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

E-mail: 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-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.



THE UNIVERSITY 10

ADMISSIONS AND ACADEMICS 28

FINANCIAL INFORMATION 58

OFF-CAMPUS INTL DEVELOPMENT PROGRAM 84

J.N. ANDREWS HONORS PROGRAM 90

UNDERGRADUATE LEADERSHIP PROGRAM 94

COLLEGE OF ARTS & SCIENCES 98

COLLEGE OF TECHNOLOGY 234

SCHOOL OF ARCHITECTURE 264

SCHOOL OF BUSINESS ADMINISTRATION 270

SCHOOL OF EDUCATION 286

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY 344

UNIVERSITY PERSONNEL 404

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.

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.

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

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

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

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

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

By definition, independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities and outcomes for each student. They are not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation plan. All students taking one of these courses with the same acronym,

course number and section number under the same instructor are typically listed on the same grade sheet, and therefore mixing grading patterns for these courses in a given term is permitted.

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

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

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

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

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

30 ADMISSIONS AND ACADEMICS

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

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

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

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the 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 affiliation and extension sites must complete all degree requirements and obtain clearance through the Affiliation and Extension Programs Office to participate in main campus graduation ceremonies.

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

Applications and Final Clearances

- Students must file an Application for Graduation/Marching form. Graduation/marching application forms from graduate students will be accepted only when their Advancement to Candidacy form has been submitted. (Graduation/marching application forms are available at and must be returned to the 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.

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

32 ADMISSIONS AND ACADEMICS

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.
- 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.

34 ADMISSIONS AND ACADEMICS

- 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.

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

Academic Probation Procedures

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

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

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

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

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

- Earning during a given semester a GPA of 1.25 or less

36 ADMISSIONS AND ACADEMICS

- 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).

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

Special Learning Experiences

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

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

Second Baccalaureate Degree Requirements

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

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

Associate Degree Requirements

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

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

Residence Requirements

- A minimum of 15 of the last 21 semester credits applied to a degree must be earned in residence. Before a student takes

38 ADMISSIONS AND ACADEMICS

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.

2011–2012 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
 - o English Composition I: An introduction to written composition. A general freshman composition course.
 - o English Composition II: An introduction to general research and/or critical writing from sources using documentation.

Communication—1 course

- A speech course:
 - o Public Speaking
 - o Interpersonal Communications

History—2 courses

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

Fine Arts/Humanities—2 courses

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

Life/Physical Sciences—2 courses with labs

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

Mathematics—1 course

- The course must be clearly equivalent to MATH145 Reasoning with Functions.
 - o 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

2011–2012 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.

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
 - o English Composition I: An introduction to written composition. A general freshman composition course.

40 ADMISSIONS AND ACADEMICS

- o English Composition II: An introduction to general research and/or critical writing from sources using documentation.

Communication—1 course

- A speech course:
 - o Public Speaking
 - o 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
 - o Art History or Appreciation
 - o Music History or Appreciation, ensemble music
 - o Literature History or Appreciation, 200-level or higher literature
 - o Philosophy
 - o Applied art for a minimum of 3 credits

Life/Physical Sciences—1 course with lab

- 1 Life Science course
 - o Biology, Environmental or Nutrition
- or
- 1 Physical Science course
 - o 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 "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. 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. 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 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. 43 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.

2011–2012 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 MATH145 or higher
Life/Physical Sciences 4	INFS120 Foundations of Information Technology
Mathematics..... 3	Choose one Social Sciences course
Computer Literacy..... 3	Take HLED120 and one activity course
Social Sciences..... 3	Take BHSC100
PE/Wellness..... 2	
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

2011–2012 GENERAL EDUCATION: BA & BS DEGREES

RELIGION	12
<input type="checkbox"/> Recommend RELT100 God and Human Life (1st year)	3
<i>Recommend students take one course for each academic year in attendance from RELB, RELG, RELT.</i>	9
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
<input type="checkbox"/> _____	
LANGUAGE/COMMUNICATION	*BA 13/BS 9
<input type="checkbox"/> ENGL115 English Composition I	3
<input type="checkbox"/> ENGL215 English Composition II	3
<input type="checkbox"/> COMM104 Communication Skills	3
*BA Language, Intermediate Level	4
HISTORY	6
<input type="checkbox"/> HIST117 Civilization and Ideas I	3
<input type="checkbox"/> HIST118 Civilization and Ideas II	3
FINE ARTS/HUMANITIES	6
<i>Take a total of 6 credits from any two of the following categories:</i>	
<input type="checkbox"/> Visual Arts: Any course with an SA (Studio Art) or AH (Art History) designation	3
<input type="checkbox"/> Humanities: A literature course (200-level or higher)	3
PHIL224 Intro to Philosophy	3
<input type="checkbox"/> Music: MUHL214 Enjoyment of Music	3
Ensemble, Applied Music	3
<input type="checkbox"/> LIFE/PHYSICAL SCIENCES	8
<i>Take one Life Science AND one Physical Science course as recommended below or major level Life and Physical Science course.</i>	
<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
<input type="checkbox"/> Physical Science: CHEM100 Consumer Chemistry	4
PHYS110 Astronomy	4
PHYS115 MythBusting	4
PHYS225 Sound and Waves	4

<input type="checkbox"/> MATHEMATICS	2–4
<i>Take one course from the following:</i>	
MATH145 Reasoning with Functions	3
MATH166 Precalculus Algebra	3
MATH167 Precalculus Trigonometry	2
MATH168 Precalculus	4
MATH182 Calculus with Applications	3
MATH191 Calculus I	4
MATH195 Calculus I for Biology	4
<input type="checkbox"/> COMPUTER LITERACY	3
INFS120 Foundations of Information Technology	3
OR pass competency exam	
SERVICE 2	
<input type="checkbox"/> BHSC100 Philosophy of Service	2
<input type="checkbox"/> Take one course from the following:	
BHSC300 Fieldwork S-designated course Application Process—40 hours	
SOCIAL SCIENCES	6
<input type="checkbox"/> Take one Foundation course from the following:	
ANTH200 Cultural Anthropology	3
ECON225 Macroeconomics	3
GEOG110 Survey of Geography	3
PLSC104 American Government	3
PSYC101 Introduction to Psychology	3
SOCI119 Principles of Sociology	3
<input type="checkbox"/> Take one Interdisciplinary course from the following:	
BHSC220 Contemporary Social Issues	3
BHSC235 Culture, Place and Interdependence	3
PLSC237 The Individual, State, & Marketplace	3
PSYC180 Dealing With Your Mind	3
FMST201 Personal Relationships	3
FNCE206 Personal Finance	3
FITNESS EDUCATION	4
<input type="checkbox"/> HLED120 Fit for Life, first year recommended	1
<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>	
<input type="checkbox"/> _____	1
<input type="checkbox"/> _____	1
<input type="checkbox"/> _____	1
TOTAL SEMESTER HOURS	
Bachelor of Science	55–60
Bachelor of Arts	59–64

2011–2012 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, 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
- 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. 241

Allied Health Admin, p. 176

Architecture, p. 265

Aviation Technology, p. 236

BFA (Art & Design), p. 103

BFA (Communication), p. 139

BFA (Photography), p. 246

Business Admin, p. 271

Business (Associate), p. 272

Dietetics, p. 195

Elementary Education, p. 297

Engineering, p. 255

Medical Lab Science, p. 176

Music Education, p. 181

Music Performance, p. 182

Nursing, p. 190

Physical Therapy, p. 204

Secondary Education, p. 299

Social Work, p. 222

Wellness, p. 196

GRADUATE PROGRAMS

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

Admission

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

How to Apply

Request Application Materials

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

Web site: www.andrews.edu/grad/

Postal Address:

Office of Graduate Admissions
Andrews University
4150 Administration Dr
Berrien Springs MI 49104-0620 USA

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. These deadlines refer only to those applying for programs on campus. 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. Applicants can ask the Office of Graduate Admissions to send them an application packet, download it from the website listed above, or fill out the online application from the same website. Students must

- Fill out the Application for Graduate Admissions and send it with the nonrefundable \$40 application fee to the Office of Graduate Admissions, or submit the online application along with the nonrefundable application fee.
- Prepare a 500-word Statement of Purpose explaining why they want 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. Applicants whose schooling was in Spanish-speaking or Portuguese-speaking countries do not need to submit translations. Applications whose schooling was in Korea, Japan or Taiwan 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. 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. 77), 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 Educational and Counseling Psychology 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 post-professional t-DPT and the DScPT programs.

Graduate Record Examination—GRE

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

Graduate Management Aptitude Test—GMAT

MBA

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

MSA: Church Administration

The GRE subject exams can be taken at colleges, universities, or test centers in the United States (U.S.) and in countries outside the U.S. The general GRE, as well as TOEFL exams, are available five days a week at certain Thomson Prometric Testing Centers in the U.S. and at other international sites. The Thomson Prometric Testing Center closest to Andrews University that gives the GRE and TOEFL exams is located in Mishawaka, 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 and Nursing 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. 50 in addition to fulfilling the general admission requirements given on p. 44 with the following exception:

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

Master's Degree Programs

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

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.

46 ADMISSIONS AND ACADEMICS

- Satisfy one of the criteria below:
 - Have an overall GPA of at least 2.60 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.00 on 8 semester credits or more earned in courses graded A–F.
 - Hold a previous master’s degree.

Doctoral and Advanced Degrees

Educational Specialist (EdS)

Doctor of Education (EdD)

Doctor of Philosophy (PhD)

Doctor of Theology (ThD)

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 Clinical Doctoral Degrees

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

Doctor of Physical Therapy (DPT)

Transitional Doctor of Physical Therapy (t-DPT)

Doctor of Science in Physical Therapy (DScPT)

International Student Admission

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

- The equivalency of their previous education to an American baccalaureate degree. To facilitate a fair evaluation of their previous education, prospective students must send a transcript or transcripts of all education completed. If the transcript(s) is/are not in English, a literal translation, not interpretation, are required to accompany the original document(s) 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. 33 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

Admission for Returning Students. Students returning after an absence of one semester or more, including the summer semester, must notify the Office of Graduate Admissions of their intention to return. Students who arrive on campus without having notified

48 ADMISSIONS AND ACADEMICS

the Office of Graduate Admissions may encounter a delay in their registration. Application materials may be obtained from the Office of Graduate Admissions.

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 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 another institution are all factors that are taken into account when the student reapplies for admission. The decision to approve such a reapplication for admission, as well as the status of such a student, is made by a special admissions committee composed of appropriate administrative and faculty representatives.

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.

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. 58).

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 Educational & Counseling Psychology 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 Educational & Counseling Psychology 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.
- 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, MSCLS, MSW)

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 completed graduate degree may be transferred subject to the following conditions:

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

52 ADMISSIONS AND ACADEMICS

- 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 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.

CENTER FOR DISTANCE LEARNING & INSTRUCTIONAL TECHNOLOGY

James White Library, Room 304
269-471-3960
dlit@andrews.edu
www.andrews.edu/dlit

Marsha Beal, *Director*

Distance Education

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

- Andrews University/Griggs University partnership, p. 54 (undergraduate)
- College of Arts & Sciences (Nursing), p. 193 (graduate)
- School of Education, p. 294 (graduate)
- Seventh-day Adventist Theological Seminary, p. 347 (graduate)

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

Andrews University/Griggs University Partnership
James White Library, Room 304
269-471-3960
dlit@andrews.edu
www.andrews.edu/dlit

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

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

College courses completed through this partnership earn Andrews University credits. All course materials and teachers are approved by Andrews University. Andrews also issues all tran-

scripts and grade reports. Students may take individual courses on a PTC (Permission to Take Classes) basis or enroll in a degree program using these courses. Students receive an Andrews University diploma when they graduate from these distance-education programs.

See p. 18 for other Andrews University off-campus programs.

Admission

Students seeking an undergraduate degree through distance education must meet all regular requirements for undergraduate admission to Andrews University. See p. 31.

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

Admission requirements include

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

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

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

Office of Undergraduate Admissions
Andrews University
4150 Administration Dr
Berrien Springs MI 49104-0074

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

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

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

Prospective students may use the Prior Learning Assessment (PLA) process to determine if their employment experiences or other life situations might translate to course or degree requirements. The course, IDSC499, PLCA Portfolio Development, in the AU/GU catalog is designed for this purpose. The PLA section of this bulletin under Special Learning Experiences gives further information (p. 36).

Registration

To register for an Andrews University/Griggs University course, students should obtain an AU/GU catalog from the AU/GU Office. This catalog lists course offerings, tuition rates, fees, payment information, procedures, and actual enrollment forms. It may be requested from the AU/GU Office at Andrews University (269-471-

3960), or the General Offices of Griggs University (301-680-6590).

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

Academic Program

Available courses. A number of distance-education, college-level courses are in the following list. Course descriptions are found in the appropriate departmental sections of this bulletin. Distance-education courses are offered in semester credits.

Department of Behavioral Sciences: p. 113

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

Department of Communication: p. 137

COMM104

Department of English: p. 145

ENGL115, 270, 375, 376, 464

General & Interdisciplinary Studies: p. 151

IDSC499

Department of History & Political Science: p. 153

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

Department of International Language Studies: p. 158

FREN171, 172, 275

Department of Mathematics: p. 169

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

MATH165, 168; STAT285

Department of Music: p. 180

MUHL214

Department of Nutrition & Wellness: p. 195

FDNT230

Department of Physics: p. 212

PHYS110

Department of Religion & Biblical Languages: p. 215

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

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

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

Personal Ministries (AA)

General Studies: Humanities (BA)

General Studies: Human Organization and Behavior (BS)

General Studies: Cross-Cultural Studies (BS)

Religion (BA)

Detailed degree descriptions and requirements are described under the General Courses section in the College of Arts & Sciences (p. 152) or the Department of Religion & Biblical Languages section (p. 216) of this bulletin.

Other Academic Information

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

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

Electronically Enhanced Correspondence (EEC). Electronically enhanced correspondence courses are courses offered through GU that have a standard version as well as the EEC version. In the EEC version the lessons/submissions are the same, but the student submits the lessons/submissions electronically. There is an additional fee of \$35 for the EEC version. The following courses have the EEC version: HIST316, 404, MUHL214, PSYC101, RELB210, 335, RELH316, RELT100, 225, 308 and SOCI119.

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

Library Access. Registered students of Andrews University have full and free access to the resources and services of the James White Library via phone, fax, 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

Online access to these services is available by applying for an Andrews University username and password through the Off-campus Library Services Web page:

www.andrews.edu/library/ocls/offcamp.html.

Phone: 269-471-3283

Fax: 269-471-6166

Internet: www.andrews.edu/library

AU/GU Financial Information

Undergraduate Admission application, non-refundable: \$30

*Distance-education tuition costs: \$310 per credit

Enrollment fee: \$80 per enrollment form

Electronically Enhanced Correspondence fee: \$35 per course

Math Placement Exam: \$75

Supplies/shipping and handling: cost varies per course

Prior Learning Assessment (PLA) Fees

Application fee per portfolio: \$25

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

Recording fee per credit hour: \$35

On-campus students who have a credit balance on their account may make arrangements for payments to GU through the

56 **ADMISSIONS AND ACADEMICS**

Office of Student Financial Services. They may also authorize the AU/GU tuition and fees to be applied to their AU student account. This is done at the AU/GU Office. Financial aid from sources other than Andrews University may be applied toward these costs as long as the student is taking an equivalent number of credits on-campus. Non-resident students normally pay tuition directly to Griggs University.

*Subject to change July 1, 2011

Cancellations/Refunds

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

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

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

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

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

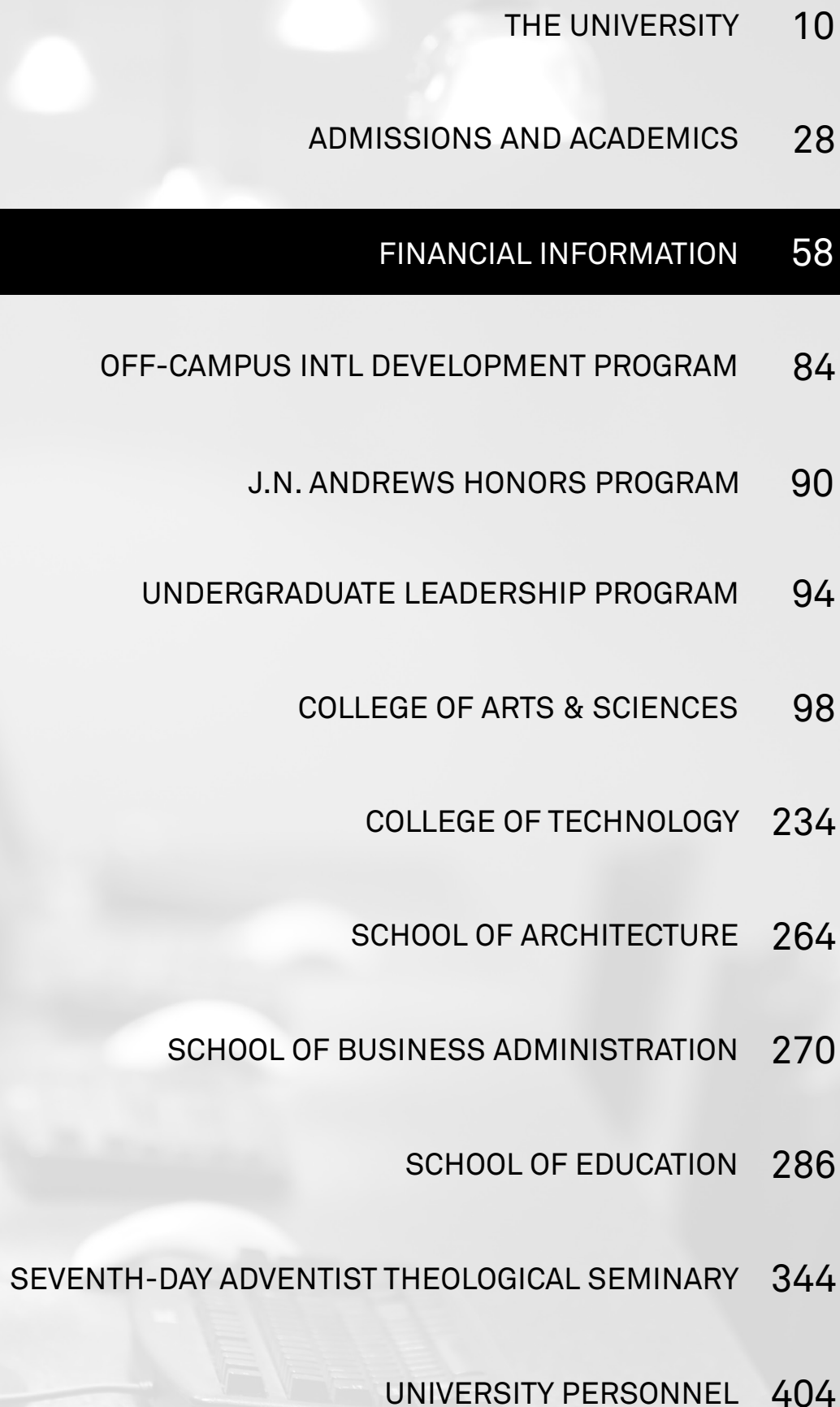
After the 25th calendar day, students would receive 0% of the GU refund

Griggs University Transition Plans

As of November 2010, Andrews University became the official owners of Griggs University. Transitional plans are now in place to move Griggs University physically to Andrews University. This move should be completed during 2011.

In the present transitional period, all programs, courses and degrees will be offered to Andrews University students as presently indicated in this Bulletin. Griggs University will also continue to offer its courses and programs as listed in its bulletin. However, enhanced resources and additional programs should become available under the name of Andrews University after completion of the transition.

The Griggs University website and its present programs can be accessed at www.griggs.edu.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

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		\$11,340	\$22,680
under 12 credit hours	\$945		
over 16 credit hours	772		
Residence Halls (double occupancy)		\$1,927	\$3,854
Food (minimum)		1,560	3,120
General Fee		<u>374</u>	<u>748</u>
TOTAL		\$15,201	\$30,402
Co-Curricular Fee*		up to 344	up to 688
Books/Supplies		525	1,050
Residence Hall (single occupancy)		3,375	6,750
Residence Hall (new) University Towers North		2,127	\$4,254
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 pp. 19–20.

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)	\$887	\$10,644	\$288
Doctoral degree (8 credit hours)	1,032	8,256	288
Seminary	1,032	8,256	302
Educational Specialists (8 credit hours)	1,032	8,256	288
MDiv Registration Fee			
Fall, Spring		\$2,443	
Summer		1,838	
General Fee		302	
Continuation Fee			
Master's Program Continuation		\$208	
Master's Project/Thesis		208	
Doctoral Dissertation		520	
School of Education Degree Reactivation		520	
Leadership (Program Dissertation Continuation)		1,032	
Physical Therapy Capstone Project/Program Continuation		203	
Seminary		260	
Preparation for Comprehensive Exams		100	
Master's Recital		100	
MDiv Portfolio Fee		95	
AVIA460 Program Coordination		260	

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. 63–64 for details.

Refer to p. 81 for the Financial Information Index.

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)	* \$962
Student & 1 Dependent	* \$2,140
Student & 2 Dependents	* \$2,894
* Rates reflect 2010–2011 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 insurance irrespective of their class load.

Waivers. Students who have comparable coverage from elsewhere may waive the student insurance plan by entering their insurance information in Registration Central at the time of registration. Proof of 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 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 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.

60 FINANCIAL INFORMATION

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. 69 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

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 \$30
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 Life 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 current 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	\$70
Recording fee—per credit	\$40
Counseling & Testing Administrative fee—per test	\$28
<u>Academic Departmental Examinations</u>	
Recording fee—per credit	\$39
Administrative fee—per test	\$18

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 neither collected nor refunded after 90 days.

Examination Fees

New student and freshman testing	\$50
Mathematics Placement Examination	\$18
Special administration of any test	\$70
Language Proficiency Examinations (each)	\$63
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. 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 60 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	\$374
Graduate students	\$288
Seminary students	\$302
Summer school students	\$120
All students taking less than 5 credits	\$104

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)	\$104

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

Undergraduate	\$94
Graduate	\$110

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	\$30
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 \$30

Lab/Course Fees listed in current class schedule

Late Registration—service fee \$75

Master's Program Continuation Fee \$208
 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. 58.

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. \$33

Payment Plans

A. Tuition Guarantee Plan
(This plan will no longer be available after this school year, May 1, 2012)

The **Tuition Guarantee Plan** locks in the tuition rate paid for the first year for the remaining three consecutive undergraduate years. The rebate is limited to 16 credits per semester. Students may receive the rebate for a maximum of 9 consecutive undergraduate semesters.

To qualify:

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

For Year One, a 3% rebate of the Out-of-Pocket Expenses will be posted to the student's academic account as there is no previous year's tuition to rebate back to. Then for Year Two, Year Three and Year Four, the rebate is the difference between the current year's tuition and the first year's tuition. All approved rebates will be credited to the students' academic accounts, half during the fall semester and the remaining half during the spring semester of each year. Students may break their sequential years of enrollment at Andrews University by serving as a Student

62 FINANCIAL INFORMATION

Missionary/Taskforce worker or attending an ACA campus for a year. Students should notify Student Financial Services prior to departure. Cash withdrawals and refunds are unavailable until the end of spring semester.

B. Cash Rebate Plans

3% Rebate Plan—Full-time regular undergraduate credits (12) and graduate (8, MDiv 9) students may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) for the full year **by August 15** to receive a 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 undergraduate and graduate students may choose to pay their estimated Out-of-Pocket Expenses (charges less financial aid resources) in full for the semester to receive a 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 received **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.

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

1. All previous account balances (including installment plan balances) must be paid in full.
2. The plan is not to exceed more than 60% of the estimated Out-of-Pocket Expenses for the semester.
3. Payments are to zero the account by the end of the semester to which the plan applies.
4. Late payments will incur a late payment fee of \$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.

Permission to Take Class Fee \$20

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	\$39
Evaluation fee per portfolio (max. 5 credits)	\$123
Recording fee per credit hour	\$51

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.

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. \$70

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	\$63
Independent Study Recording fee—per credit (undergraduate only)	\$40

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 \$525

The estimated semester cost of textbooks is \$525. Students are charged the estimated amount of their bookstore purchases.

Thesis/Dissertation Fees

Binding (each volume) for AU copies	\$12
Binding (each volume) for personal copies	\$18

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)	\$30

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

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

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

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

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.

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, Federal Supplemental Loan for Students (SLS) or Federal Perkins Loans. Every request is handled on an individual basis; however, if the borrower complies with the appropriate guidelines below, the academic transcript requested directly from the 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 the necessary payments to the lending institution to bring the loan payments up to date.
3. The borrower must have made six consecutive monthly payments as scheduled prior to release of the transcripts.
4. The provisions and conditions in #2 and #3 above are certified in writing by the lending institution or the guaranty agency handling the loan.
5. A copy of the letter described in #4 above confirming satisfactory status is sent to Student Financial Services. The

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

For Employment Purposes

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

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

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. This deposit must be paid in cash. No university scholarships may be applied to pay the deposit. New international graduate students from *cited countries must pay in advance the first semester (tuition, 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 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.

64 FINANCIAL INFORMATION

SEVIS Fee. International students coming to the United States for the first time must pay a SEVIS fee along with the cost of the visa, collected by an American Consulate, needed to enter this country. Beginning September 1, 2004, the Department of Homeland Security (DHS) must collect a congressionally mandated \$200 fee to cover the costs of the Student and Exchange Visitor Program (SEVP). International students and exchange visitors are subject to this fee which is used to administer and maintain the Student and Exchange Visitor Information System (SEVIS) and support compliance activities as well as SEVIS Liaison Officers who provide information and assistance to students and schools. In general, the University will send instructions regarding payment of this fee along with an international student's I-20. To make this payment online or find out more about the SEVIS fee please visit www.fmjfee.com. It is very important to have paid your SEVIS fee before your visa interview. If you are a Canadian student you must have your original receipt with you at the USA port of entry.

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

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

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

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

Deposit Allocation. This deposit is not available to cover registration expenses; the deposit earns interest during the time the student is enrolled 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 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 are expected by law to

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 the original 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 drops completely from any class or withdraws from school after receiving financial assistance under any Federal Title IV program (other than Federal Work-Study). Refer to pp. 69–70 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	\$1,927 (+\$200/new tower)
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Single Occupancy (if available space in Lamson, Meier, Burman)	\$3,375
Double Daily Rate	\$19
Single Daily Rate	\$33

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 \$200, 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 at least 30 days before the start of either fall or spring semesters, and at least 10 days before the start of summer session. Cancellation must be made through the respective residence hall housing office. After residence, when you check out properly, deposit is refunded back to your AU account.

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 \$1,545 per semester. The minimum meal plan can be used for purchases at Dining Services (including expanded options for custom food choices and late night pizza),

Gazebo Restaurant, C-store and dorm vending machines. In some cases, the minimum meal plan will not meet your complete food needs for the semester (for example, \$1,545 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.

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% or 65% educational allowance must select a meal plan regardless of the student's age.

Meal plan cost per semester	\$1,560
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Café Account

Minimum amount to open a Café Account	\$50
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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
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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	\$515
One-bedroom	\$545-615
Two-bedroom	\$605-675
Three-bedroom	\$685-770
Four-bedroom	\$785

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

Houses

Processing Fee, non-refundable	\$20
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Before possession, the following is required:

Security Deposit	\$300
Cleaning Fee, non-refundable	\$100

Monthly Rental Rates

One-three bedroom houses	\$455-875
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The Office of University Apartments provides apartment descriptions and application forms upon request. Application forms can also be downloaded from www.andrews.edu/housing. If notice of cancellation is received four weeks before the date of stated occupancy, the application fee is refunded minus the \$20 processing fee. Apartments or houses are assigned from the processing list in the order in which the application fee is received.

66 FINANCIAL INFORMATION

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 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 Individual	25-day Session Group of 10 or more
Program Fee	\$2,000	\$1,500
Room & Board*	<u>1,308</u>	<u>1,308</u>
	\$3,308	\$2,808

*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 \$19/night (double occupancy) and Dining Services \$21/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: \$3,960, or \$330/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 \$229

International Language Studies

Reading examination in French or German \$182
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) \$30

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 \$25

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. \$131
Wind Symphony, Chamber Singers, Ladies' Chorus, Men's Chorus, and University Singers

MENC Collegiate Chapter Membership Fee \$34
Professional membership fee required for Bachelor of Music in Music Education majors

Lab fee for Music minors (per semester for two years) \$40
Lab fee for Music majors (per semester, excl. summer) \$40

Nursing

Professional fees—Sophomore \$678
—Junior \$668
—Senior \$735
Graduate professional fee (per semester) \$200
Departmental NLN Upward Mobility Examination \$525

Nutrition & Wellness

Application fee for Dietetics Internship Program \$45
Dietetic Internship Professional fee, each semester (FDNT594-001 and -002) \$354
Dietetic Internship, each semester (FDNT594-002) \$3,015

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 \$9,700
Professional fee per semester* \$400
Total package per semester** \$10,100

*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)	\$489
Competency credit (per credit)	\$190
PTH655 Program Continuation	\$175
PTH788 Project Continuation	\$175
CEU—Workshop fees	vary

Religion Professional Fees

Computer lab fees for theology/religion majors (Per semester)	\$26
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Social Work Professional Fees

Freshmen and Sophomores	\$59
Juniors and Seniors	\$118
Graduate students (Charges per semester, excluding summer)	\$300

COLLEGE OF TECHNOLOGY CHARGES

Aeronautics

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 course 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.

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 Aeronautics 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 Enrollment

(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
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

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	\$3,000
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 CHARGES

Professional program application	\$45
Professional education fees for Studio courses	
Pre-professional year 1	\$510
Pre-professional year 2	749
Professional years 3 and 4	749
Professional year 5 (Charges per semester, excluding summer)	856
Fee for ARCH530 Analytical Summer Abroad (Contact School of Architecture)	Varies
Deposit Fees	
Mayline ruler	\$145
Key for drafting desk	15
Board cover	50
Cleaning fee	30

SCHOOL OF EDUCATION CHARGES

The School of Education has adopted a commercial software program called LiveText which will be used in many programs for assignment submission, artifact collection, standards integration, and student assessment.

Not all classes will be using LiveText, so please wait for information to come to you from your course instructor. If LiveText is not required, you do not need to purchase a Keycode at this time.

If your class is using LiveText, a Keycode is available at the AU Bookstore for \$98 for the basic version. The Keycode is a unique access code that can only be used one time for creating your account on the LiveText website. Your LiveText account is good for a maximum of five years from the date of purchase, or until one year past graduation, whichever comes first. After that, LiveText offers continuing subscriptions by direct purchase.

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

ACADEMIC SCHOLARSHIPS FUNDED BY ANDREWS UNIVERSITY

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

Andrews Partnership Scholarship

Merit-based. Andrews Partnership Scholarship is available to 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:

- 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)

Contact the Office of Undergraduate Admissions for further details.

FTIAC (First Time In Any College) award amounts 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 1410 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) 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 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 AU/GU 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 complete the financial aid application process: file the Free Application for Federal Student Aid (FAFSA), mail to Student Financial Services the Financial Information Sheet, along with completed and signed 2010 Federal Tax Returns for parents/spouse and the student. The priority processing date is March 15. No electronic award letter will be prepared until Student Financial Services receives and processes these forms.

UNDERGRADUATE FINANCIAL ASSISTANCE

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

Defining Financial Need

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

$$\begin{aligned} &\text{Cost of Attendance} \\ &\text{Less: Expected Family Contribution} \\ &= \text{Educational Need} \end{aligned}$$

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.

70 FINANCIAL INFORMATION

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

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

General Information

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

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

The Financial Aid Packet contains a FAFSA form and Financial Information Sheet. Students should read and follow the detailed instructions before applying for aid. The FAFSA must be completed and mailed to the address on the form, or completed online at www.fafsa.ed.gov. The Financial Information Sheet, Worksheet, and signed and completed Federal tax returns for the previous year along with the W2s for parents and/or students, should be mailed directly to Student Financial Services. No award letter will be prepared until Student Financial Services receives and processes these forms. Priority processing date is March 15.

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

When to do the FAFSA. Students 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.

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

Financial Aid Options. The maximum award a student can receive is regulated by Federal and State regulations. The university is required to ensure that the combined financial resources available to students from Federal and non-Federal sources do not exceed documented educational need. These sources include but are not limited to:

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

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

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

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

Students who have completed their financial aid process and later experience one of these special situations should ask their financial advisor to review their aid eligibility. To request this financial aid eligibility review, the independent student or the parent of a dependent student must provide a signed request, with proof of change. Proof may include such documents as a death certificate, employer discharge letter, or last paycheck stub. One or more documents must accompany the Request for Financial Aid Review, available from the Student Financial Services Office. When requesting a review, emphasis should be placed on information that was not available originally to the Student Financial Services Office. Anticipated changes are not grounds for a review. After reviewing the information submitted, Student Financial Services may require additional documentation. When all necessary documentation has been considered, a response may be expected within three days.

Unfortunately, not all circumstances that are considered special by parents and students are permissible by the federal government. Appeals to the initial determination must be received in writing no later than three weeks after receiving the initial determination. Appeals are reviewed by the vice-presidents for Financial Administration and Enrollment Management together with the director of Student Financial Services. All information regarding financial aid in general and special conditions is treated confidentially.

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

- February 15—The Free Application for Federal Student Aid (FAFSA) should be completed and mailed to Federal Student Aid Programs or filed on-line indicating Andrews University as the first college to which the analysis report should be sent. The U.S. Department of Education may take several weeks to complete an analysis of the form. Therefore, students should comply with the February 15 priority date to make sure the analysis is received in the Office of Student Financial Services by March 15.
- March 15—The Andrews University Financial Information Sheet and W2s for parents and/or students, along with signed and completed tax returns for the previous tax year are due in the Office of Student Financial Services. 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.

72 FINANCIAL INFORMATION

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

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

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

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

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

Pennsylvania, Vermont, Rhode Island, and other States.

Determine grant eligibility following each State's applicable guidelines.

External Grants and/or Scholarships. Aid is returned to donor organizations according to each organization's own guidelines.

Non-Title IV funds include:

- State Grant/Scholarship
- External Scholarships/Grants
- Educational Allowance/Discounts

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

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

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

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

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

Work Study Programs

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

Federal Work Study (FWS). To be eligible for assistance under the Federal Work Study program, students must demonstrate financial need and have a minimum overall GPA of 2.00. This program parallels the student labor program of the university. Eligibility for this program is determined through the standard financial aid application process (p. 70). Students working under the Federal Work Study Program must be U.S. citizens or eligible non-citizens.

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

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

Satisfactory Academic Progress (SAP)

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

SAP Policy for Undergraduate Students with Financial Aid

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

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

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

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

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

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

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

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

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

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

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

Student’s Right of Appeal. Students who fail to maintain Satisfactory Academic Progress and are placed on probation or who lose future financial aid may appeal such an action. All appeals must be made in writing and submitted to the academic dean of the student’s respective school/college.

Adventist Colleges Abroad (ACA)

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

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

- Federal campus-based aid (Federal Work Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant)
- Andrews University scholarships and grants while attending an ACA campus.

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

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

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

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

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

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

Newbold College

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

1. The student registers at the Andrews University Berrien Springs campus for at least two semesters before attending Newbold College.
2. The student applies directly to Newbold College for acceptance.
3. When accepted, the student takes the acceptance letter to the dean of the Andrews University school in which the he/she is currently enrolled to plan a program of study while overseas.
4. Upon the approval of this program of study, the dean notifies Student Financial Services that the student’s proposed program of study at Newbold College relates to his/her degree program.
5. When this letter from the dean as well as all the other necessary financial aid documents are received by Student Financial Services, the aid application is processed. The student is informed in an award letter of his/her eligibility for aid.
6. Student Financial Services financial advisor notifies the Academic Records Office of the student’s intention to register at Newbold College.
7. The Office of Academic Records in turn notifies Student Financial Services when the student actually is enrolled at Newbold College.
8. When verification is complete, Student Financial Services credits the student’s aid award(s) directly to his/her student account at Andrews. Students applying for the Federal Direct

Loan must sign the loan note before leaving for Newbold. When a loan is approved, proceeds are credited directly to the student's account at Andrews University. A check equal to the student's credit balance at Andrews University is sent to Newbold College for deposit to the student's account.

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

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

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

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

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

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

Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program

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

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

1. Continuation Study

- a. All Andrews Student Missionary or Taskforce workers must register (before leaving for service) for IDSC296 or IDSC596 Student Missionary/Taskforce Experience for each semester they plan to be away. Students are charged a semester recording fee, of \$57. Students that have not completed any Andrews credits must pay the recording fee up front. (AU

students are students that have applied, been accepted and have an AU ID number.)

- b. Students receive a non-credit continuation entry on their grade for each semester.
- c. During this time financial aid is not available.

2. Independent Study

- a. Students that have completed one term at Andrews are eligible to register for 6 undergraduate credits each semester (a total of 12 credits) at the reduced tuition rate, of \$36 per credit. This does not include Griggs University courses.
- 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.

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

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

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

Student Employment

The 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 advised and counseled by the Veterans Program Administrator (also referred to as the certifying official), 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. Payment is made directly to the student either by paper check or direct deposit to the student's checking account.

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

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

The University is approved for enrollment certification of veterans with service-connected disabilities who are eligible to receive Chapter 31, Title 38, U.S.C.. educational assistance (G.I. Bill) from the U.S. Department of Veterans Affairs. University services for veterans are coordinated through the Veterans Program Administrator (also referred to as the certifying official) in the 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

76 FINANCIAL INFORMATION

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 veteran'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. When a veteran's overall GPA falls below 2.00, the VPA informs the individual immediately that he/she will forfeit all veterans' benefits if the overall GPA fails to rise above 2.00 at the end of the following semester. The veteran's academic transcript will be sent to the VRE at the end of each semester.

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

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 taken within the university's College of Technology. Application for the tuition reduction can be obtained at the dean's office and must be completed no later than the first two weeks of each semester. Students eligible for the reduction are not eligible to receive any other Andrews discretionary funds.

Prior Baccalaureate Degree—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 in the College of Arts and Sciences, the College of Technology, the School of Business Administration, and the School of Education. 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.

Limitations to the Prior Baccalaureate Degree Tuition

Discount. The following limitations apply to this plan:

1. No course taken under this plan may receive graduate credit or apply to a graduate degree.
2. In the College of Arts & Sciences 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 within the School of Architecture.
4. In the School of Education, the student must be enrolled in a second baccalaureate degree; however, this plan is not available until one calendar year after graduation and is limited to 16 credits each semester.
5. In the School of Business 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, and study tours.
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 and College of Technology

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)
COMM589 (Internship)
FDNT594 (Practicum)
2. Is enrolled in a Project Continuation, Recital Continuation, Thesis Continuation, or Dissertation Continuation course. Only students who have enrolled for the required number of project, recital, thesis, or dissertation 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	GRE Score	GMAT Score (MBA students only)
10%	>1000	>500
25%	>1200	>550
50%	>1300	>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. 80.

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 Grants, Loans and Scholarships

Information on the following sources of financial aid may be obtained from Student Financial Services. For details, review the Financial Aid Chart on p. 80.

Grants

- Michigan Tuition Grant

Loans

- William D. Ford Federal Direct Loan Program (Subsidized)
- Federal Direct Loan Program (Unsubsidized)
- Michigan Alternative Student Loan Program (MI-Loan)

Scholarships

- Michigan Competitive Scholarship
- Paul Douglas Teacher Scholarship
- Robert C. Byrd Honors Scholarship

SAP Policy for Graduate Students with Financial Aid

Graduate students must meet the Andrews University Satisfactory Academic Progress (SAP) policy. The following minimum standards must be met for Federal and State financial aid purposes.

Students must maintain the minimum Andrews University graduate overall GPA required for the degree program in which they are enrolled. The SAP summary below indicates the minimum GPA required to meet the university's SAP policy for each type of degree program.

Degree	School	GPA	Max Below B-
PhD, EdD	Educ	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	Ed	3.20	3
Master's	All	3.00	4
Professional Master's	Sem	2.50	no policy

Compliance with these requirements is monitored by Student Financial Services on a regular basis. 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.

GIFTS AND BEQUESTS

Each year the university has increased needs for scholarship funds to aid students. The Trustees of Andrews University invite alumni, friends, and members of the university family to join them in providing an increased opportunity for training youth in the traditions of a Christian university.

The following supplies contact information for making a gift, either unrestricted or designated for a specific purpose, to Andrews University:

Current Gifts

Individuals interested in making a current donation to Andrews University of either cash or non-cash assets should contact:

Office of Development
 Andrews University
 4150 Administration Dr, Suite 303
 Berrien Springs MI 49104-0660
 269-471-3592

Deferred Gifts

Individuals desiring to leave a gift to Andrews University by way of a bequest or another estate plan option should contact:

Office of Planned Giving & Trust Services
 Andrews University
 4150 Administration Dr, Suite 310
 Berrien Springs MI 49104-0645
 269-471-3613

FINANCIAL AID CHART									
	FEDERAL PERKINS LOAN	FEDERAL SUPPLEMENTAL EDUCATIONAL GRANT*	FEDERAL/STATE WORK-STUDY	ANDREWS PARTNERSHIP SCHOLARSHIPS	FEDERAL PELL GRANT	MICHIGAN GRANTS AND SCHOLARSHIPS**	FEDERAL DIRECT LOAN PROGRAM*** SUBSIDIZED	FEDERAL DIRECT LOAN PROGRAM UNSUBSIDIZED	FEDERAL DIRECT LOAN PROGRAM PLUS AND GRAD-PLUS
WHO MAY APPLY	Undergraduate students who are U.S. citizens or eligible non-citizens.	Undergraduate students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens.	Undergraduate students. No application required.	Students who are U.S. citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens and who have been Michigan residents since June 30, 2006.	Students who are U.S. citizens or eligible non-citizens demonstrate need. Independent students who are US citizens or eligible non-citizens.	Students who are U.S. citizens or eligible non-citizens.	Parents of dependent students, graduate students
WHO IS ELIGIBLE	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
RANGE OF AWARD	\$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-\$5,350 per year	Up to \$2,100 per year.	Up to \$3,500 for freshmen; \$4,500 for sophomores; \$5,500 for juniors and seniors. Up to \$8,500 for graduate students.	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.
HOW TO APPLY	Complete FAFSA, AU Information Sheet, and sign promissory note at Student Financial Services.	Complete FAFSA, AU Information Sheet, and requested documents.	Complete FAFSA, AU Information Sheet, and requested documents.	Freshmen and transfer students consult with Admissions Office to determine scholarship level.	Complete FAFSA, AU Information Sheet, and requested documents.	Complete FAFSA.	Complete FAFSA, complete requested forms, and sign promissory note at AU Student Financial Services Office.	Loan request form available at the Student Financial Services Office.	Loan request forms are available at SFS or online.
WHOM TO CONTACT	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.	AU Student Financial Services-Financial Advisor, and/or Admissions Office.	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.	Michigan State Department of Education or AU Financial Advisor.	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.	www.andrews.edu/SF AU Student Financial Services-Financial Advisor.
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, 2011, for the 2011-2012 school year for priority.	March 15, 2011, for the 2011-2012 school year for priority.	March 15, 2011, for the 2011-2012 school year for priority.	March 15, 2011, for the 2011-2012 school year for priority. Continues as funds are available.	Freshmen: Feb. 21, 2011. All others: March 15, 2011.	Freshmen: Feb. 21, 2011. All others: March 15, 2011.	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 in religious education, theology, and seminary students are ineligible.
 ***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.

Financial Information Index

Adventist Colleges Abroad.....	73	Gift Assistance		Updating coursework.....	63
Andrews Graduate Scholarship	77	Bureau of Indian Affairs.....	75	Wiring funds	63
Andrews Partnership Scholarship	58, 68	DeHaan Work Excellence Award	69	Named scholarships	68
Andrews gift aid.....	679	Honors Audit Program	75	Newbold College.....	73
Continuing eligibility	69	Veteran's Education Benefits	75	Non U.S. Citizens who qualify for Federal and State Aid	70
Included and excluded funds	69	Vocational Rehabilitation Educational Assistance (G. I. Bill)	75	Non-current student account.....	71
Merit-based	68	Gifts and Bequests	79	Office of Employment	59
Named scholarships.....	68	Graduate Grants and Scholarships		Payment Plans	
National Merit/National Achievement Finalist scholarships	69	Andrews Graduate Scholarship	77	Tuition Guarantee Plan	61
Summer enrollment	69	Education majors	78	Cash Rebate Plans	62
Summer Ministries scholarship	68	Student employment program	78	Installment Plan	62
Student Missionary/Taskforce Volunteer..	68	Travel equalization fund	78	Payroll schedule	75
Transfer students	68	Grants—Federal/State.....	72	Refund check policy	62
College of Arts & Sciences Charges.....	66	Honors audit program	75	Registration Central.....	62
Action America	66	Insurance		Residence Hall Charges	64
General Studies Degree Plan.....	66	Accident/sickness	59	Failure to check out properly	65
International Language Studies.....	66	Medicaid	59	Package plans	64
Medical Laboratory Sciences	66	Rates	59	Personal effects insurance	65
Music	66	International Students		Room deposit payment	65
Nursing	66	Advance deposit.....	63	Room deposit refund.....	65
Nutrition & Wellness	66	Application information.....	58	Unreturned key charges	65
Physical Therapy.....	66	Arrival to Andrews University campus.....	64	Satisfactory Academic Progress (SAP)	
Religion.....	67	Deposit allocation	64	Graduate	78
Social Work professional fees	67	Exchange Visitor GC sponsorships.....	64	Undergraduate	72
College of Technology Charges	67	I-20 Form.....	64	Scholarships	
Aviation Maintenance	67	International Student Services Office	59	Andrews Graduate	77
Flight.....	67	Resource verification	64	Andrews Partnership	68
Cost of Attendance.....	69	SEVIS Fee.....	64	Bureau of Indian Affairs.....	72
Credit Balances	60	Unclaimed foreign deposits policy.....	64	Continuing Eligibility.....	66
Defining Financial Need	69	Loan Information		Included & Excluded Funds.....	66
Exit Procedures	60	Federal/Perkins Loan Program	63	Honors Audit Program	72
University Apartments Charges		Master of Divinity program	63	Merit-based	65
Late fee	66	Meal Plan Charges	65	Named.....	65
Rent payments	66	Café Account.....	65	National Merit finalist	66
Rental rates per month	65	Residence Hall Meal Plan.....	65	Student Missionary/Taskforce Volunteer ..	65
Termination of occupancy	66	Michigan residents	72	Summer Ministries	65
Federal Work Study (FWS).....	72	Michigan Work Study (MWS)	72	Transfer students	65
Financial clearance	60	Miscellaneous Money Matters & General Fees		School of Architecture Charges.....	67
Financial Aid chart.....	80	Additional costs	60	School of Education Charges	68
Financial Assistance		Alternative loans	60	Seminary emergency aid fund	78
Undergraduate	69	Application fees & deadlines	60	Student Employment.....	75, 78
Adventist Colleges Abroad.....	73	Auditing a class	60	Student Financial Services Office	59
Citizenship Requirements for Federal and State Aid	70	Carrying charge.....	60	Student Financial Services Approval.....	62
Class Loads and Financial Aid	71	Cash withdrawal	60	Student Insurance Office.....	59
Cost of Attendance	69	Change of registration.....	60	Student Missionary/Taskforce Academic Credit/Loan Deferral	74
Expected Family Contribution.....	70	Club dues	60	Summer Ministries Scholarship Program	68
Educational Need	70	Credit balances	60	Thesis/Dissertation Fees.....	63
Federal School Code.....	70	Credit card payments	60	Transcript	
Financial Aid eligibility.....	70	Credit by examination fees	60	Academic Transcript Exception Policy for Student Loan Borrowers in Default	63
Financial Aid options	71	Ending balance	60	Exception	63
Financial Aid packet	70	Examination fees	60	Fee	63
Financial Aid refund policy.....	71	Exit procedures	60	Transcript and Diploma	63
Non-citizen eligibility.....	70	Financial clearance.....	60	Transfer Student Scholarship	68
Priority dates.....	71	Free class	61	Tuition adjustment policies	
Satisfactory Academic Progress (SAP) ..	72	General fees	61	Course fees.....	63
Special situations	71	Graduation fee	61	Courses with special schedules.....	63
Summer enrollment.....	69	Identification card	61	Financial assistance adjustments	63
When to do the FAFSA.....	70	Immunization costs	61	Tuition and Fees	
Graduate	77	Incomplete grade	61	Undergraduate	58
Course load	77	Late registration.....	61	Graduate	58
Enrollment status	77	Master's program continuation fee	61	Tuition discounts	
Federal Aid.....	78	Non-sufficient funds (NSF)	61	Affiliated hospital nurse	76
Grants and scholarships.....	78	Permission to Take Class.....	62	Local area educators	76
Institutional Aid	78	Post-dated checks	62	Local business employee	76
Satisfactory Academic Progress (SAP) ..	78	Prior accounts	62	Prior baccalaureate degree.....	76
State Aid	78	Prior Learning Assessment (PLA) fees	62	Retiree.....	77
Theological Seminary—Doctoral	77	Refund check policy.....	62	Workers from overseas divisions.....	77
Theological Seminary—Master's	77	Rescheduling senior exit & field tests	62	Veterans' Education Benefits & Services	75
FTIAC (First Time In Any College) Special Andrews Partnership Scholarship	68	Student Missionary	62	Vocational Rehabilitation Educational Assistance (G. I. Bill).....	75
		Textbooks.....	62		
		Thesis/Dissertation fees.....	63		
		Transcript.....	63		



THE UNIVERSITY 10

ADMISSIONS AND ACADEMICS 28

FINANCIAL INFORMATION 58

OFF-CAMPUS INTL DEVELOPMENT PROGRAM 84

J.N. ANDREWS HONORS PROGRAM 90

UNDERGRADUATE LEADERSHIP PROGRAM 94

COLLEGE OF ARTS & SCIENCES 98

COLLEGE OF TECHNOLOGY 234

SCHOOL OF ARCHITECTURE 264

SCHOOL OF BUSINESS ADMINISTRATION 270

SCHOOL OF EDUCATION 286

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY 344

UNIVERSITY PERSONNEL 404

INTERNATIONAL DEVELOPMENT PROGRAM

Art & Design Center, Suite 111
 Phone: 269-471-3668
 Fax: 269-471-6937
 E-mail: idp@andrews.edu
www.andrews.edu/idp

Administration

_____, *Dean, Affiliation & Extension Programs*

Dawn Dulhunty, *Director*

Jeanette Bryson, Concentration Advisor

Lilianne Doukhan, Concentration Advisor

José Goris, Concentration Advisor

Tevni Grajales Guerra, Concentration Advisor

Herb Helm, Concentration Advisor

Øystein S. LaBianca, Behavioral Sciences Liaison

Patricia Mutch, Concentration Advisor

These pages relate to the off-campus, part-time International Development Program. For information about the full-time, on-campus Community & International Development Program, consult the Behavioral Sciences section of this Bulletin, p. 113.

Education at Andrews University has always been rooted in the concept of Christian service. Educators, administrators, nurses, agronomists, and various technicians have developed schools, hospitals, agricultural programs, and a host of other institutions and facilities that can improve the quality of life for people everywhere. Through its Affiliation and Extension Programs, Andrews University has made it possible for students to earn degrees at off-campus locations around the world. The International Development Program is one such option. The principal purpose of this program is to provide a venue for leadership training of professionals whose work responsibilities and life situation do not permit a return to full-time study at a university campus. The interdisciplinary program takes three to five years to complete and it draws on the strength of all six schools of the university. Students attend 3–4 week intensive sessions at extension sites in various locations around the world. The goal of the Program is to strengthen organizations in project management skills and administration. The ultimate goal is to enable graduates to acquire whatever capacities they need to be effective agents in assisting communities to attain well-being for its present members and their future generations.

Administration of the Program

The off-campus International Development Program is administered by the Interdisciplinary Masters Council, an inter-school council, made up of administrators and faculty from the Affiliation & Extension Program, the College of Arts & Sciences, the School of Business Administration, the School of Education, the School of Architecture, the College of Technology, the Seventh-day Adventist Theological Seminary, and the School of Graduate Studies & Research. The council also works with the Adventist Development and Relief Agency (ADRA) and other governmental and non-governmental organizations in planning and implementing new courses and curricula and in scheduling venues for delivery of intensives. It also develops and monitors compliance with policies governing admission of students to the program, student academic progress, and admission to candidacy status.

The day-to-day administration of the program is the responsibility of the International Development Program office. Faculty guidance is provided by the IDP Coordinating Committee. These teams are headed by the Director of the International Development Program.

Teaching Sites

The International Development Program offers its classes in multiple regions and languages around the world. Venues and languages are subject to change but currently include Canada (English), Chile (Spanish), Ghana (French and English), Italy (English), Japan (English), Kenya (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. 44)
- 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.

MSA: International Development (39–40)

The International Development emphasis is to meet the evolving needs of professionals to advance their field of interest, whether it is humanitarian work, economic development, international business, health, or other professions involved with social, cultural, and political challenges within communities. It is a program to build capacity in leadership based on principles of excellence, justice, and advocacy to embrace sustainable partnerships.

Core Courses—29

Social Science Foundations—7

SOCI520; EDPC622; ANTH517

Planning/Evaluation—6

SOCI530, 535, 545

Management—8

BSAD525, 530; COMM590

Individual and Organizational Accountability—8

ACCT625; IDSC610; PLSC525

Concentration—10-11

Research and Practicum Requirements—5-6

IDSC680; IDSC697 or IDSC699

Development Concentration—5

IDSC597, 640, 690

TOTAL—39–40

Concentrations in International Development

Students in the International Development Program are required to complete a concentration involving a minimum of ten semester credits in a selected specialization area. The majority of the Concentration courses are completed in an independent format. This allows the student's specialization area to be uniquely tailored to suit his/her needs and professional goals. Examples of concentration topics include: Advocacy, Agro Forestry; Civil Society; Cross Cultural Relations; Development Policies of Government and Religion; Disaster Preparedness; Education; Environmental Studies; Food Security; Gender and Development; International Agriculture; Microenterprise;

NGO Policies and Operations; Peace and Conflict Resolution; Poverty Mitigation; and Public Health. A concentration area is selected in consultation with the 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.

MSA: 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—27

Individual and Organizational Accountability—9

ACCT625; MSSN615; THST634

Planning/Evaluation—9

EDPC622; IDSC620, 630

Management—9

BSAD525, 530; COMM554

Concentration—12–13

Church Administration—9

CHMN526, 543; IDSC690; SOCI520

Community and International Development—9

CHMN526; IDSC690; PLSC525; SOCI520

Research Requirement—3–4

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

Required courses—5

BSAD530, SOCI520

Elective courses—10

ACCT625, ANTH517, BSAD525, COMM590, EDPC622, IDSC610,

PLSC525, SOCI530, 535, 545

TOTAL—15

Graduate Certificate: Organizational Leadership

Required course—3

MSSN615

Required course—3

CHMN543 or IDSC620

Elective courses—9

ACCT625, BSAD525, 530, CHMN526, COMM554, IDSC630,

SOCI520, THST634

TOTAL—15

Courses

(Credits)

See inside front cover for symbol code.

ACCT625

(3)

Financial Analysis and Reporting

Develops business leaders' financial-statement literacy. Topics include: understanding the nature of business transactions, identification of relevant economic events for reporting, determination of appropriate financial measures for those events, analysis of the effects of those events in the organization's performance and financial condition.

ANTH517

(2–3)

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.

BSAD525

(3)

Organizational Behavior for Managers

Explores basic and applied concepts as well as research findings in the management and organizational behavior areas to aid managers to effectively perform their duties. Topics include management functions (planning, organizing, leading, and controlling), learning, perception, personality, motivation, attitudes, performance, groups, teamwork, leadership, communication, diversity, decision making, and organizational change. Not available for MBA program.

BSAD530

(3)

Management for Not-for-Profit Organizations

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

CHMN526

(3)

Conflict Management in the Church

This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.

CHMN543

(3)

Christian Leadership in a Changing World

The course explores biblical and theological principles of Christian leadership, as well as organizational theory and systems thinking applicable to the church. It 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.

COMM554

(2-3)

Topics in Intercultural & Organizational Communication

An examination of the relationship between culture and communication. Development of sensitivity to diversity issues. Application of analytic and communication skills which enable effective communication in various communities. Includes study of group process within organizations for the purpose of problem-solving and team building.

COMM590 (2–3) Graduate Seminar in Communication in Development Practice Students examine the relationship between culture and communication. Apply analytic and communication skills which enable effective communication in various communities. Develop skills in persuasion and explore sensitivity to diversity issues.		IDSC650 (0) Project Continuation
EDPC622 (3) Development Research and Applied Statistics Introduction to methodology of conducting responsible social science research as applied to community based problem-solving in the field of international development. Principles of designing, administrating, interpreting, and writing research. Interpretation of scientific reports and professional journals. Applications of statistical data and reasoning including practical utilization of a statistical package. Components of this course will be taught online.		IDSC655 (0) Program Continuation Registration for this title indicates part-time status.
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.		IDSC660 (0) Thesis Continuation
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.		IDSC665 (0) Preparation for Comprehensive Examinations
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.		IDSC670 (0) Comprehensive Examinations
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.		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.
IDSC640 (1–3) Topics: _____		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.
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.		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) Master's Thesis
		MSSN615 (3) Anthropology for Mission and Ministry The fundamentals of culture, social structure, group organization, and social change studied as a basis for intercultural understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.
		PLSC525 (3) Public Policy Governments are pressed to address issues of individual and collective concern. Resolving matters may demand the creation of programs and governmental policies, modification of

existing ones or termination of current policy. Utilizing a case study approach, this course considers the essential phases of policymaking on behalf of civil society.

SOCI520 (2)

Concepts of Community Development

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

SOCI530 (1-2)

Needs Assessment, Capacity Mapping & Program Planning

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

SOCI535 (1-2)

Program Planning, Budgeting, and Grantsmanship

Building on assessment and capacity mapping, the related topics of program planning, budgeting, and grant-writing are presented. Hands-on experience is sought, linking classroom instruction and real community situations. Grant writing not covered when taken for 1 credit.

SOCI545 (1-2)

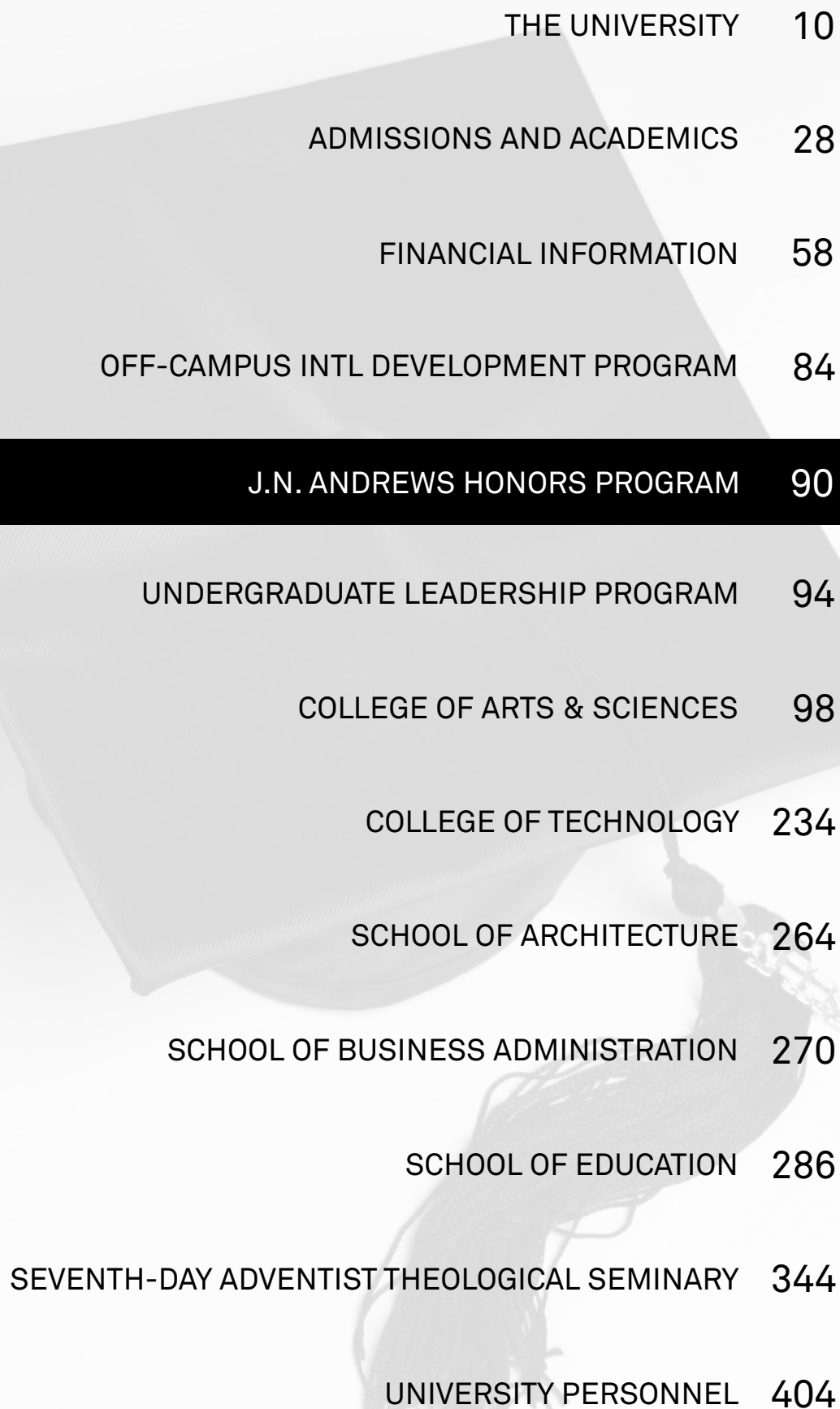
Project Implementation and Evaluation

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

THST634 (3)

Christian Social Ethics

An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

JOHN NEVINS ANDREWS HONORS PROGRAM

Nethery Hall, Room 129
269-471-3297
honors@andrews.edu
www.andrews.edu/honors/

L. Monique Pittman, *Director*

In 1966 Andrews University determined to offer undergraduate students greater opportunities for intellectual, spiritual, and social development. To reach this goal, it created the honors program to foster an atmosphere that is both intellectually challenging and distinctively Christian.

Starting in 2001–02, the program offered a completely new curriculum. SAGES is a text-based alternative to the standard General Education requirements. It involves 37 semester hours of honors courses and leads to the designation “John Nevins Andrews Scholar” at graduation.

SAGES (Scholars’ Alternative General Education Studies)

Reflecting suggestions from students, faculty and alumni for a curriculum based on the study of original texts, independent research, and writing, SAGES provides a series of interdisciplinary courses that REPLACE General Education requirements for the bachelor of arts and bachelor of science degrees. Following a year-long introduction to Western civilization and culture, students pursue a series of thematically-organized seminars similar to a “Great Books” approach, though broader in sources and subjects. The track concludes with independent research resulting in a senior project.

Because SAGES replaces many lower-division courses, admission at the beginning of a college career is advisable. However, transfer and currently enrolled students with demonstrated academic achievement (GPA>3.33) may apply to SAGES and receive individual waivers for some—but not necessarily all—specific courses based on previous academic study. Those admitted as juniors and seniors must complete at least five seminars plus the Research Pro-Seminar and the senior project.

Students wishing to transfer out of SAGES should do so at the end of the first year and apply the courses taken towards a standard General Education track. In the sophomore and junior years, SAGES involves significantly different categories of courses than the standard General Education track. These will not replace many of the freshman and sophomore courses required at most universities.

Progress in SAGES. Students in SAGES who fail to enroll in honors courses, or whose cumulative GPA falls below 3.33, will be asked to withdraw from the program at the end of the academic year.

Graduation as a John Nevins Andrews Honors Scholar

At graduation, the university confers the distinction “John Nevins Andrews Scholar” on students recommended by the Honors Council who display outstanding scholarship, achieve a

minimum overall college and honors GPA of 3.50, and complete SAGES. Titles of the senior thesis or project are listed in the graduation bulletin.

GE Requirements: SAGES Honors Track		
Required Registrations		Credits
HONS105	Western Heritage I	5
HONS106	Western Heritage II	5
HONS115	Transcribing the Self: Honors Composition	3
HONS215	Scripture	3
HONS265	Literature and the Arts	3
HONS345	What Is “Other”? The Non-Western World	3
HONS365	Cosmos	3
HONS398	Research Pro-Seminar	1
HONS415	Thinking Theologically: Christian Life and Faith	3
HONS497	Senior Honors Project	min. 2
Life/Physical Sciences (see regular General Education science requirements)		8
Math (minimum acceptable level: MATH 145)		3
Physical Activity Courses (2)		2
Plus two courses selected from the following:		6
HONS225	Materialism and Idealism (3)	
HONS245	Meanings of America (3)	
HONS325	Justice (3)	
HONS380	Topics in _____ (as offered)	
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
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

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.
- 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 30 semester hours at Andrews University with the following overall GPAs:

3.500–3.749	Cum Laude
3.750–3.899	Magna Cum Laude
3.900–4.000	Summa Cum Laude

Honors Audits

To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), which is indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply.

Courses

(Credits)

The inside front cover gives the symbol code.

HONS105, 106

\$ (5, 5)

Western Heritage

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized, and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

HONS115

(3)

Transcribing the Self: Honors Composition

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year.

HONS215

(3)

Scripture

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

HONS225

(3)

Materialism & Idealism

Philosophers and prophets often approach wealth with caution

or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.

HONS245 (3)
Meanings of America

Examines understandings of American society, culture and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan and King. Elective.

HONS265 \$ (3)
Literature and the Arts

Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence. Prerequisite: HONS115. Required.

HONS325 (3)
Justice

What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role, and critically examines the practical results of attempts to create greater social justice. Prerequisite: HONS115. Elective. Alternate years (odd years).

HONS345 (3)
What Is "Other?" The Non-Western World

An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion and other intellectual endeavors with special focus on the non-Western world. Small group activities, field trips, guest presenters, films and special projects enrich the discussion of significant texts. Prerequisite: HONS106, 115. Required.

HONS365 (3)
Cosmos

An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected "key ideas" in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science. Prerequisite: HONS115. Required.

HONS415 (3)
Thinking Theologically: Christian Life and Faith

A study of the great themes of theology, such as the trinity, original sin, law, grace, faith, Scripture, priesthood of all

believers, and free will through the reading and analysis of classic texts by Christian writers. Sustained attention will be given to the philosophical inter-relatedness of these themes and their implications for personal spiritual-ethical formation and social ethics. Prerequisites: HONS115, 215. Required.

HONS380 (1-3)
Topics, Independent Study, and Research

Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects. Repeatable as topics vary. Elective.

HONS495 (1-6)
Independent Study (in any department)

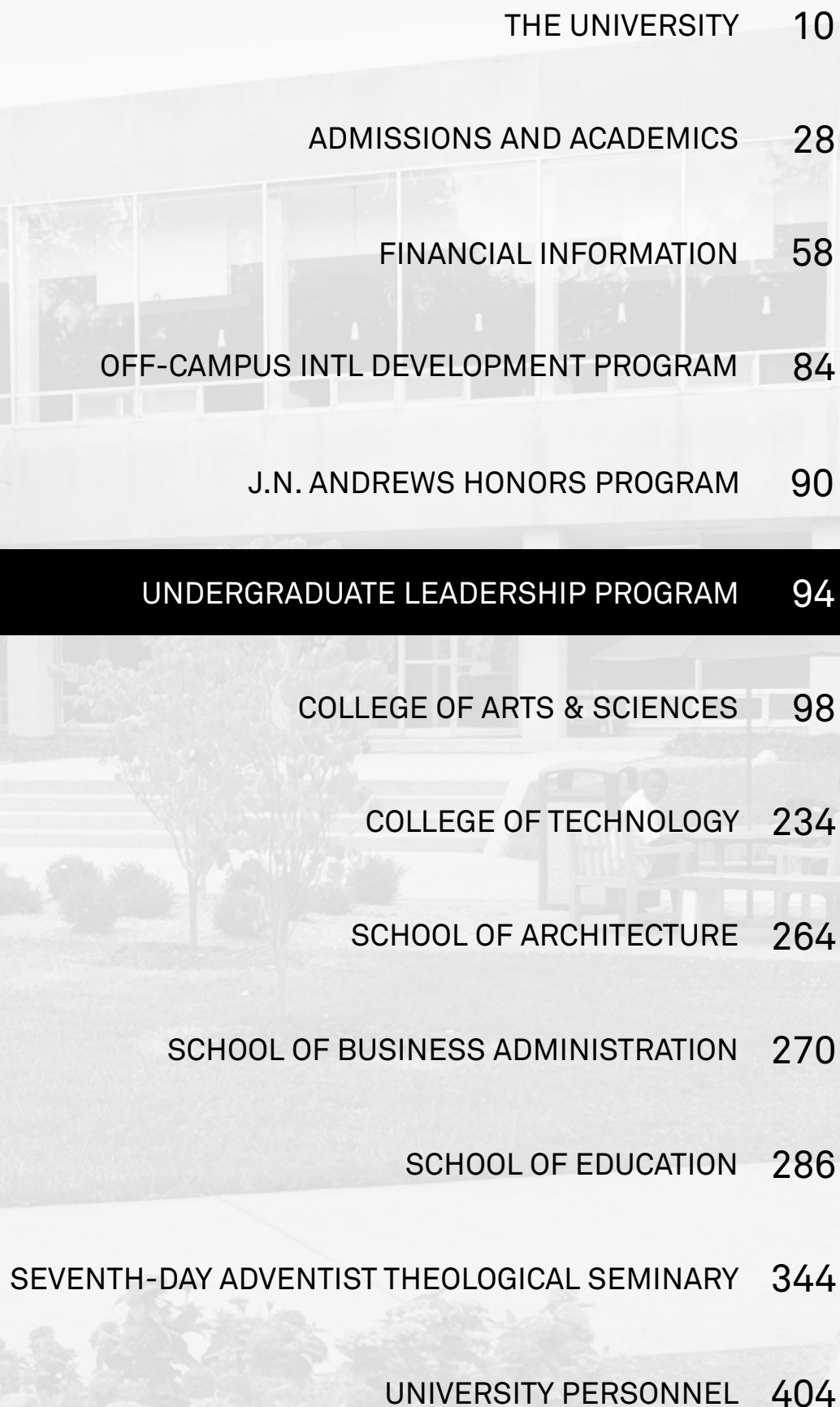
Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Repeatable to 6 credits. Elective.

HONS398 (1)
Research Pro-Seminar

Preparation for the senior project. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Required for all juniors.

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.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

UNDERGRADUATE LEADERSHIP PROGRAM

Campus Center, Main Floor
269-471-6681
ulead@andrews.edu
www.andrews.edu/ulead

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.

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*

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. Prerequisites: at least junior class standing. Students may receive credit for only LEAD101 or 301.

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.

LEAD499 (1-3)

Independent Study: Topic

Repeatable. Permission of curriculum advisor and independent study supervisor required.

THE UNIVERSITY 10

ADMISSIONS AND ACADEMICS 28

FINANCIAL INFORMATION 58

OFF-CAMPUS INTL DEVELOPMENT PROGRAM 84

J.N. ANDREWS HONORS PROGRAM 90

UNDERGRADUATE LEADERSHIP PROGRAM 94

COLLEGE OF ARTS & SCIENCES 98

COLLEGE OF TECHNOLOGY 234

SCHOOL OF ARCHITECTURE 264

SCHOOL OF BUSINESS ADMINISTRATION 270

SCHOOL OF EDUCATION 286

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY 344

UNIVERSITY PERSONNEL 404

COLLEGE OF ARTS & SCIENCES

Keith E. Mattingly, Dean
 Donald L. May, *Associate Dean*
 Gary Burdick, *Assistant Dean for Graduate Programs*

Nethery Hall, Room 148
 269-471-3411
 FAX: 269-471-6236
cas-info@andrews.edu
www.andrews.edu/cas/

Mission

To empower students for academic, professional and service excellence in the liberal arts, health professions 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.

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 2.4 and 90 semester or 135 quarter credits satisfy the requirements for Palmer College of Chiropractic.

Pre-chiropractic Curriculum (Semester Hours)

Biology (221, 222, 223 recommended)—6
 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.

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

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.

Law

Brent Geraty, *Coordinator*
269-471-6530, bgeraty@andrews.edu
Nethery Hall, 122-C

Law schools prescribe no particular college program. Therefore, a pre-law student may select her major(s) and minor(s) according to interest and aptitude without adversely affecting admission to law school. The prospective lawyer's education should be as broad as possible, including the development of writing and reading skills, logical and analytical thinking, and understanding of legal, political, social and economic issues and institutions. Because competition for admission to reputable law schools is intense, it is important to maintain a high level of academic achievement.

Students who want to go on to law school should consult frequently with the pre-law advisor, certainly at least once

per year and preferably more often. The Pre-Law Society, a student-led and student-run organization, provides additional opportunities and resources for the pre-law student.

The web site for the Law School Admission Council: www.lsac.org provides a great deal of helpful information and is a good resource for students who are interested in preparing for, and getting into, law school.

Medicine

Bill Chobotar: 269-471-3262
H. Thomas Goodwin: 269-471-3242
Marcia A. Kilsby: 269-471-6294
David N. Mbungu: 269-471-6399
Marlene N. Murray: 269-471-6243
D. David Nowack: 269-471-6065
Science Complex

Although allopathic (MD) and osteopathic (DO) medicine represent different philosophies of patient care, a physician in either branch of medicine is required to pass the same national board examination to practice.

Students seeking admission to medical schools are encouraged to plan a baccalaureate degree that includes courses which meet the stated entrance requirements of the medical school of their choice as listed in Medical School Admissions Requirements or the websites of the Association of American Medical Colleges: 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

Physical Therapy

Dixie Scott, *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.

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
Nethery Hall

Public or applied history refers to careers in history-related fields other than teaching, including museum management, archival management, and historic preservation, as well as the production of historical media programs. In most cases, a master's degree in a public or applied history program or certification upon completion of certain graduate courses are needed prior to employment. The Department of History & 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.

ART & DESIGN

Art and Design Center, Room 111
269-471-3450
www.andrews.edu/art/
www.andrewsbfa.org
www.610g.blogspot.com

Art & Design and Digital Media & Photography Faculty

Rhonda G. Root, *Chair*
Stefanie P. Elkins
Steven L. Hansen
Brian D. Manley
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 Video	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	24

Mission

We, the Andrews University Departments of Art & Design and Digital Media & Photography, 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 Departments of Art & Design and Digital Media & Photography 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 Art & Design Student Handbook*, available at the department office, provides clarification of departmental guidelines, requirements and standards.

Multiple Majors & Degrees. The department of Art & Design allows students to graduate with a double BFA major or a BFA and a BA in Art History. Credits cannot be duplicated within the 36 credit emphasis track.

Computer Policy. The Departments of Art & Design and Digital Media & Photography regard the computer as a tool integral to the success of the visual communicator in their professional development. All students are required to purchase a laptop computer and software meeting the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester, outlining the specific requirements for each year. Laptop purchases should be made by mid-fall semester of the student's freshman year. Use of the computer in the curriculum varies by course.

Undergraduate Programs

Bachelor of Fine Arts (BFA)

The three closely related departments of Art & Design, Communication, and Digital Media & Photography offer students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses three areas: Photography, Visual Communication and Visual Art.

Each of the BFA degree emphases has a 4-part curriculum:

- (1) Art History
- (2) Studio Core
- (3) Foundation Courses, and
- (4) Portfolio Track.

Additional cognates along with the General Education requirements complete the specifications for graduation for the BFA degrees.

Upon completion of the Studio Core and Foundation Courses the student must arrange for a BFA review. The BFA review should happen no later than the end of the sophomore year. The BFA review is a critique of the student's portfolio by the combined faculty of the Department of Art & Design. All work created in the Studio Core and Foundation program should be available for review. Once accepted into the BFA program students must maintain a 2.75 GPA in all BFA coursework. No 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.

Bachelor of Fine Arts (BFA)

(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	History of 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, Graphic Design, Art Direction/Advertising, Pre-Art Therapy, Multimedia Arts, Photography, Video Production, and Web Design.

General Education Requirements

See professional program requirements, p. 39, 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: 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: HLED120 and two additional courses from personal fitness, outdoor skills or team activity

Emphasis Areas**VISUAL ART EMPHASIS**

The Visual Art Emphasis is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an exploratory period students will be encouraged to concentrate the majority of their credits in a single area: painting, ceramics, or printmaking. At least 18 credits in one area are recommended in order to achieve a professional portfolio of work and senior exhibition.

Fine Art Portfolio Track

The Fine Art track cultivates the individual voice and vision of the Fine Arts student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits: 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); remaining credits chosen from 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, packaging, exhibit design, magazine design, interface design, and advertising design. The Graphic Design track provides a comprehensive education within this ever-expanding discipline and strives to prepare accomplished, resourceful graphic designers with critical minds to evaluate their own work, its place in the professional and in the larger community it is meant to serve.

36 Total Credits: Required to take ART304 Drawing (3); remaining credits chosen from ART310 Typography (3), ART430 Corporate Identity (3), ART431 Editorial Design (3), ART432 Brand Design (3), ART433 Advertising and Package Design (3), PHOTO300 Media Ethics (3), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2), ART487 Internship (1). 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

(Resides in the College of Technology)

Interested in creating visually stunning and interactive layouts for Web and other Interactive applications? The successful Web Design student will be able to discuss underlying technology—its possibilities and limitations as well as related issues—with clients and team members; layout accessible web pages and sites using (X)HTML and other web development languages; develop dynamic effects and animations; translate client needs, content, and branding into structured website concepts and project visitor needs into structured website concepts.

The student will develop strong design skills to gain an excellent grasp of visual, interaction and usability design principles through typography, graphics, color, layout, and other factors in a web-specific way. Projects will range from in-class projects to month-long projects for non-profit and for-profit organizations.

36 Total Credits: DGME335 Flash and Actionscripting (4), 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), PHTO300 Media Ethics (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2), ART487 Internship (1). With an additional 9 credits to be

chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

PHOTOGRAPHY EMPHASIS

(Resides in the College of Technology)

The Photography Emphasis is recommended for those wishing to work in the creation of still or moving visual images. There are three portfolio tracks available: Commercial Photography, Documentary Video and Fine Art Photography. The degree encompasses elements of digital, commercial, and fine arts imaging, focusing on individual creativity and 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	History of 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 (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 Video Portfolio Track

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

36 Total Credits: JOUR230 Media Writing (3), VDEO210 Digital Video Editing (3), VDEO320 Video Compositing (3), VDEO340 Video Shooting (3), VDEO465 Video Documentary (3), PHOTO300 Media Ethics (3), MDIA390 Internship (1) PHTO200 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 (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

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)
ARTH380: 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
ARTH380: 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 Topics in: Islamic Art & Architecture
ARCH425 Topics in: Ancient Americas' Art & Architecture
ARCH426 Topics in: Far Eastern Art & Architecture

3 credits from one of the following:

PHTO210 History of 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 3-D 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 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)

(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 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 Art & Design.

Art History—12

ARTH325, 326, 440

Choose one course from:

ARCH424 Topics in: Islamic Art & Architecture (3)

ARCH425 Topics in: Ancient Americas' Art & Architecture (3)

ARCH426 Topics in: Far Eastern Art & 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 Topics in: Islamic Art & Architecture (3)

ARCH425 Topics in: Ancient Americas' Art & Architecture (3)

ARCH426 Topics in: Far Eastern Art & 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), PHTO115 or 116 Intro to Photography (4), PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHOTO285 Studio (4).

Minor in Visual Art (22)

Recommended 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), PHTO115 Intro to Photography (4), ARTH220 Language of Art (3)

Minor in Web Design (23)

Recommended for BFA majors: for Visual Communication/ Graphic Design majors.

Required courses: DGME150 Intro to Web (3), DGME250 Intermediate Web Design (3), DGME335 Flash and Actionscripting (4), DGME350 Advanced Web Design (3), DGME175 Digital Imaging (4), ART214 Intro to Graphic Design (3), VDEO130 Intro to Video (3)

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 Flash and Actionscripting (4), 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 printmaking methods such as monoprint, wood cut, linoleum cut, etching and engraving, lithography, and screen printing. Emphasis on technical-skills development and personal images.

ART107 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)

3-D 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. Prerequisite: ART207.

ART304 SA \$ (2-6)

Drawing

Students use many media and concentrate on individual methods of expression through drawing. Repeatable. Prerequisite: ART104.

ART305 SA \$ (2-6)

Painting

Repeatable, 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. Prerequisite: ART105.

- ART306** SA \$ (2–6)
Printmaking
 One of the major methods (relief, planographic, intaglio, stencil) may be selected for semester-long exploration. Anything over 3 credits in one semester needs permission of instructor. Repeatable. Prerequisite: ART106.
- ART307** SA \$ (2–6)
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)
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.
- ART 310** \$ (3)
Typography
 An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication. Prerequisites: ART207, 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.
- ART430** \$ (3)
Corporate Identity
 This course focuses on the creation 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.
- ART433** \$ (3)
Advertising and Package Design
 This course explores the many facets of print advertising and package design. 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 electronic publishing, basic printing principles, sound digitizing, vector and raster graphics, interactive multimedia, image acquisition and output, web publishing and e-mail. Understanding the Macintosh computer is also covered. Lab required.

<p>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 and XHTML structure along with basic styling with CSS (Cascading Style Sheets). Prerequisite: DGME130.</p>	<p>allowing the use of CSS, XML, and the design of class-based web applications. Prerequisite: ART104; DMGE130 or equivalent.</p>
<p>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.</p>	<p>DGME350 \$ (3) Advanced Web Design Students in Advanced Web Design will use their knowledge in CSS, XHTML, Javascript, and PHP to set up an Open Source Content Management System for a client and will begin working with databases, XML, and web servers. Emphasis is placed on using technology to design visually stunning and highly effective web sites. Prerequisites: DGME 250 (DGME335 is also encouraged).</p>
<p>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 detail are stressed. Prerequisites: ART 207, DGME 130, (PHTO 115 recommended).</p>	<p>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.</p>
<p>DGME185 \$ (3) Digital Publishing Students will learn to produce a variety of publications using basic and advanced functions 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</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>DGME225 \$ (4) Digital Vector Graphics A study of digital vector graphic imaging emphasizing graphic production for print, digital multimedia, and web publishing. Lab required. Prerequisite: DGME130 or equivalent.</p>	<p>MDIA275/485 (1-4) Topics in: _____ Repeatable in various areas.</p>
<p>DGME250 \$ (3) Intermediate Web Design This intermediate course expands a knowledge of XHTML and CSS to include basic DOM, Javascript and PHP. Students learn through a series of projects designed to advance not only their technical knowledge, but also their design skills. Prerequisite: DGME150.</p>	<p>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.</p>
<p>DGME335 \$ (4) Flash & Actionscripting Flash is a proprietary, robust graphics animation/application development program used to create and deliver dynamic content, media (such as sound and video), and interactive applications over the web via the browser. Actionscript programming incorporates usability features, such as respecting the browser's font size and allowing blind users to use screen readers. Actionscript 2.0 is an Object-Oriented language,</p>	<p>MDIA597 (1-3) Independent Study Individual study or research under the direction of an instructor. Repeatable to 6 credits. Prerequisite: Permission of department chair.</p>
<p>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.</p>	

- 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. Emphasizes craftsmanship and awareness of tools available, as well as aesthetics, and the art of seeing creatively. Developing skills beyond introductory camera usage is emphasized. Lab required. Prerequisite: PHTO115.
- PHTO210** AH (3)
History of Photography
 Historical study of significant contributors in the development of photography, and their influence on art and society.
- 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
 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)
Digital Photographic Processes
 This class explores methods of digital photographic manipulation while emulating traditional technique. A high level of photographic output and the art of seeing will be stressed. Digital capture, processing RAW files and fine manipulation of the digital file will also be highlighted. Lab required. Prerequisites: PHTO220, 365.
- 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 then 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.

VDEO130 **\$ (3)**

Introduction to Video

An introductory course in videography emphasizing the terminology, aesthetics, and methods of video production. PHTO115 recommended. Lab required.

VDEO210 **\$ (3)**

Digital Video Editing

An introductory class covering the fundamental techniques and concepts of nonlinear editing. Students explore the process of video editing from conceptualization to final output. Emphasis on sequencing and continuity, use of visual effects, color correction, audio editing, media management, narration and industry terminology. Lab required. Prerequisites: DGME175, VDEO130.

VDEO320 **\$ (3)**

Video Compositing

An introductory course covering the essential components in video compositing. Students learn how to create innovative visual effects and motion graphics for video. Emphasis on text animation, keyframing, masks, alpha channels, 3-D compositing, rendering, application integration, advanced visual and artistic effects. Lab required. Prerequisites: DGME215, VDEO210.

VDEO340 **\$ (3)**

Video Shooting

An advanced study in digital video, exploring professional level cameras, lighting, sound and other equipment necessary to make good video, aesthetic issues of creating visual and audio stories, and developing skills and knowledge beyond an introductory level. Lab required. Prerequisites: ART214, JOUR230, VDEO130, 210.

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.

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
Herbert Helm, *Advisor*, Psychology
Shandelle Henson, *Advisor*, Mathematics
David Mbungu, *Advisor*, Biology
Duane McBride, *Advisor*, Behavioral Sciences
James Hayward, Biology
Robert Moore, Mathematics
Melissa Ponce-Rodas, *Advisor*, Psychology
David Steen, Biology

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 Neurosciences 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
 Herbert W. Helm
 Øystein S. LaBianca, *Graduate Program Coordinator*
 Lionel N. A. Matthews
 Melissa Ponce-Rodas
 Larry S. Ulery
 _____, *Director of Community and International
 Development Program (CIDP)*

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	39
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
MS: Community and International Development	
Regular Standing, Two-Year Program	45–51
Advanced Standing, One-Year Program	30+

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 SOCI360, 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: Community and International Development Program if they take the following: ACCT122, ECON 225, PSYC315, SOCI350, 360, 408, 433, 434. For more information regarding the MS in Community and International Development, 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, FMST201, 310, SOCI360, 480

Suggested General Education Courses

*BIOL221 and *222 or *BIOL165 and 166; BIOL208, *CHEM110 or *CHEM131 and 132, FDNT230, PHIL224, RELT348

Required Cognates—6

BHSC230, SOCI434

*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: Community and International Development Program if they take the following: ACCT122, ANTH200, ECON 225, PSYC315, SOCI350, 360, 408, 433, 434. For more information regarding the MS in Community and International Development, 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+

EDPC430

Recommended: EDPC438

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**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

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—39**

(27 credits must be selected from courses numbered 300 or above)

Core courses—21

PSYC101; PSYC301 (or other developmental course), PSYC269, 432, 433, 434, 450

Emphasis—18

BHSC450, PSYC210, PSYC319 or SOCI420, PSYC460, PSYC465 or PSYC454, PSYC471 or PSYC364

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. 112.

Psychology students who are interested in a career in International Development may qualify for advanced standing (one year) in the Master of Science in Administration: Community and International Development Program if their completed undergraduate program of study includes:

Major Courses: PSYC315, SOCI360

Cognate: ANTH200

Electives: ACCT121,122, ECON 225, SOCI350, 408, 480 or summer workshop by permission.

For more information regarding the MS in Community and International Development, 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: SOCI360 or SOCI350

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

SOCI408, PSYC315 (or BSAD384 if PSYC315 is not available)

SOCI350, 360, 480 (2); *ACCT122, ANTH200, BSAD355,

*ECON225, *SOCI/PSYC433, *SOCI/PSYC434

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.

*If BS CID students choose to pursue a Master of Science in Administration Community and International Development, they qualify for advanced standing (one-year) when they choose ECON225, SOCI/PSYC433, SOCI/PSYC434, and ACCT122. Students with other educational backgrounds who do not have a BS CID need two years, regular standing to complete the master's degree.

Emergency Preparedness—49**Foundation Courses—39**

BHSC450 or SOCI420, SOCI425 or SOWK315, BHSC230,

FDNT469, PLSC260, PSYC315, 319, SOCI350, 360, 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

* All the BHSC courses in Emergency Preparedness are dual-numbered with Social Work courses.

Completion of this emphasis prepares a student for Advanced Standing in the MS Community and International Development program.

Electives

*SOCI445, *449, *BSAD426/526, *COMM435/*535, *SOWK477, IDSC680, ANTH417

Completion of the *courses (totaling 18–19 credits) will make a person eligible for an Andrews University Certificate in Emergency Preparedness as provided by the Department of Social Work.

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.

Students pursuing a BS in Sociology with an emphasis in Emergency Preparedness, who are interested in a career in International Development may qualify for advanced standing (1 yr) in the Master of Science in Administration: Community & International Development Program if they take ACCT122. Additionally, students must choose ANTH200 to fulfill the social sciences component of the General Education requirements.

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, SOCI360 and 432.

Minor in Behavioral Sciences (20)

Selected from at least three of the following five areas: anthropology, family studies, geography, psychology or sociology. Students choosing this minor should consult with the chair of the department.

Minor in 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, ECON225, PSYC315 or BSAD384, SOCI360, 408, 432

General Education requirement: ANTH200

Other recommended courses: BSAD355 and 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 MS in Community and International Development will qualify for advanced standing (one-year degree) if they also take ACCT122, ANTH200, SOCI350, 433, 434.

Minor in Psychology (20)

PSYC101, at least one of PSYC364, 425, 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 (20–21)

SOCI119, one of BHSC220, FMST201, SOCI425 or 430, one of SOCI315, 345 or 415, one of SOCI360, 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 Program

Community & International Development Program

Buller Hall, Room 211
 Phone: 269-471-6538
 269-471-6675
 Fax: 269-471-3108
 E-mail: cidp@andrews.edu
www.andrews.edu/cidp/

Administration

_____, Director

These pages relate to the on-campus, full-time Community & International Development Program. For information about the part-time, off-campus International Development Program, consult the International Development Program section of this Bulletin, p. 84

Academic Program	Credits
MS: CID (Master of Science in Community and International Development)	
Two-year Regular Program	45–51
One-year Advanced-Standing Program	30+

The Department of Behavioral Sciences offers master's-level education leading to a Master of Science (MS) in Community & International Development. 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 MS in Community and International Development may find employment working for inner-city development agencies, education based service-learning organizations, church based community service organizations, grass-roots community advocacy groups, national and international faith-based NGOs, United Nations organizations, government organizations, and other development and relief agencies. Graduates are not limited by their concentration to opportunities in the humanitarian industry as the MS 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 MS degree, students must:

- Qualify for general admission into graduate studies at Andrews University (see p. 44)
- 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.

MS—Regular Standing, Two-Year Program

The regular standing two-year program requires 45–51 credits of coursework and internship. Students in the regular two-year program complete the Social Science Foundation and research courses, as well as the advanced courses.

Applicants to the regular two-year program must meet the following criteria, in addition to other general admission requirements of the Andrews University 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;
- Satisfactory scores on the Graduate Record Exam (GRE) taken no more than 5 years prior to the intended admission date.
- Completed Graduate Application packet.

The director of the program may request a personal interview or a third reference and/or other information.

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

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

MS—Advanced Standing, One-Year Program

The advanced standing one-year program requires 30 credits of coursework and at least 300 hours of internship.

This alternative will allow students to finish their MS in one year, provided they have taken the following courses or courses of similar content during their junior and senior years in college: Social Policy (2), Emergency Preparedness (2), Anthropology (3), Macroeconomics (3), Human Resource Management (3), Survey/Fundamentals of Accounting II (3), Research Methods II, III, & IV (2, 2, 2).

Students who lack up to 12 credits 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;
- Satisfactory scores on the Graduate Record Exam (GRE) taken no more than 5 years prior to the intended admission date;
- Completed Graduate Application packet.

The director of the program may request a personal interview or a third reference and/or other information.

Incoming graduate students who have finished their undergraduate degree in a relevant field or at a different university, but lack some courses with similar content required for advanced standing in the MS-CID 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.

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

Degree Requirements

Satisfactory completion of the curriculum listed below:

Regular Standing—45–51

Social Science Foundation—8–9

SOCI520 (2), SOCI550 (2) or PLSC435 (3), ANTH600 (2), SOCI508 (2)

Planning/Evaluation—6

SOCI530 (2), 535 (2), 545 (2)

Economics—2

ECON500-002 (2)

Management—5–6

PSYC515 (2) or BSAD515 (3), BSAD530 (3)

Individual and Organizational Accountability—8–9

ACCT500 (2) or 620 (3) or 625 (3), SOCI640 (2), SOCI638 (2), 631 (1), 632 (1), 670 (0), 677 (0)

Research Requirements (Capstone Activities)—8–10

SOCI532 (2), 533 (2), 534 (2), SOCI698 (2) or 699 (4)

Practicum Requirements—2

SOCI680 (2) = 300 hours

Concentration Electives—6–9

(At least 3 courses, as discussed below)

TOTAL credits required—45–51

Advanced Standing—30+

Social Science—2

SOCI520 (2)

Planning/Evaluation—6

SOCI530 (2), SOCI535 (2), SOCI545 (2)

Management—3

BSAD530 (3)

Individual and Organizational Accountability—6

SOCI640 (2), 638 (2), 631 (1), 632 (1), 670 (0), 677 (0)

Research Requirements (Capstone Activities)—2–4

SOCI698 (2) or SOCI699 (4)

Practicum Requirements—2

SOCI680 (2) = 300 hours

Concentration Electives—9–12

(At least 4 courses, as discussed below)

TOTAL credits required—30+

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 (regular standing) or at least four courses for 8–12 credits (advanced standing) of elective courses related to the chosen concentration to meet the student's career goals. Students interested in international exposure but who cannot afford an overseas internship may elect to take a Study Tour for 4 credits from the credits required for concentration. The tour should be relevant to the student's area of concentration. Students who decide to take the Study Tour, will be required to take an additional 4 credits towards their area of concentration. Students who choose not to take the Study Tour option can choose 6–8 credits (regular) or 8–12 credits (advanced) towards their 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 any area of concentration that aligns with their research and career interests. Suggested concentration areas are listed below. However, 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). The following list of possible concentration areas is not exhaustive:

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

A complete list of suggested courses that may apply to a specific concentration is available from the program director. The schools and departments regulate policies that govern the elective courses offered as part of the concentration package. Some elective courses may require pre-requisites and should be discussed in advance with the program director/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.

Courses

See inside front cover for symbol code.

(Credits)**Anthropology****ANTH124*****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.

Alt (3)

ANTH200***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.”

(3)

ANTH205***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.

Alt (3)

ANTH415***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.

♦ (3)

ANTH417/517***Applied/Development Anthropology***

An introduction to cultural anthropology with special emphasis on principles and techniques of research applicable to community and international development.

(2–3)

ANTH420***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.

♦ (3)

ANTH435***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.

♦ (3)

ANTH440***Topics in Anthropology***

Topics in cross-cultural anthropology. Repeatable as topics vary.

♦ (1–3)

ANTH455***Ethnography***

An introduction to ethnography as a method for gathering data about human social interactions and communities. Overview of

♦ (3)

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***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.

♦ (3)

ANTH495***Independent Studies/Readings in Anthropology***

(1–3)

ANTH496***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.

♦ (1–8)

ANTH600***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.

(2–3)

Behavioral Science**BHSC100*****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.

\$ (2)

BHSC220***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.

(3)

BHSC220***An Interdisciplinary Approach to Contemporary Social Issues***

AU/GU course—see content above.

V (3)

BHSC230***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.

\$ (3)

BHSC235***Culture, Place and Interdependence***

Uses and integrates concepts from anthropology, geography and

(3)

other sciences to help students understand how human culture and natural habitat create regional, ethnic, religious and other social groups. Examines origins of group conflict and considers avenues of responsible action for resolution.

BHSC235 V (3)
Culture, Place and Interdependence
AU/GU course—see content above.

BHSC300 \$ (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

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)	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.
Field Experience Supervised experience in observing, planning, directing, and/or assisting families in various home or organizational environments. Repeatable to 8 credits.		
Geography		
GEOG110	(3)	
Survey of Geography A survey of major geographic perspectives: physical, human, and regional. Applies toward General Education social science requirements.		
GEOG240	\$ (3)	
Physical Geography The physical environment in which human societies exist; the earth's crust, its water systems, land systems, and climatic features. Normally offered even years.		
GEOG245	(3)	
Introduction to Meteorology and Climatology Emphasis on atmospheric processes and regional distribution and classification of the world's climate.		
GEOG260	(3)	
Cultural Geography The geographic viewpoint of the human occupancy of the earth in relation to the environment; including aspects of population, settlement, language, religion, and economy; a generalized survey of major world cultural areas to integrate course elements.		
GEOG260	V (3)	
Cultural Geography AU/GU course—see content above.		
GEOG335	(3)	
Introduction to Geographic Information Systems The study of the fundamentals of Geographic Information Systems (GIS). Emphasis on the foundations of these systems, their components and capabilities.		
GEOG430	◆ (3)	
Urban Geography Examination of spatial patterns and processes associated with urbanization within the framework of economy, culture and politics.		
GEOG455	◆ (3)	
Environmental Disasters An integrated study of the causes and geography of natural and man-made disasters. Understanding of extreme event prediction, early warning, and disaster mitigation. Organizations involved in disaster response.		
GEOG460	◆ (1–3)	
Topics in _____ Study of selected topics in geography. Topic and credit to be announced in advance. Repeatable with different topics to 9 credits (to 3 credits for graduate students).		
GEOG475	◆ (3)	
Regional Geography: _____ Regional study of physical, economic, and cultural characteristics		
GEOG485	(1–6)	
Geography Field Experience Observation and evaluation of geographical phenomena in the U.S. or foreign countries. May be based upon individual research, organized tours, or expeditions. A formal report is expected.		
GEOG495	(1–3)	
Independent Study Independent work on a specified topic under the guidance of department advisor. Repeatable to 9 credits with the consent of the department chair.		
Psychology		
PSYC101	(3)	
Introduction to Psychology Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.		
PSYC101	V (3)	
Introduction to Psychology AU/GU course—see content above.		
PSYC180	\$ (3)	
Dealing with Your Mind An introduction to the brain and how it works, with an emphasis on processes used in everyday life: perception of our surroundings, memory and other facets of general cognition, and links to addictive behavior. The labs will give hands-on experience with these topics. Students will be exposed to research opportunities.		
PSYC204	(3)	
Personal, Social and Career Development Application of psychological principles of behavior as they influence optimal personal, social and career development, with an emphasis on effective strategies for self-management and self-improvement.		
PSYC210	\$ (3)	
Introduction to Health Psychology Study of causes for the rise of health psychology; interrelationships between psychology and health-related disciplines; models of disease and health care; interrelationships between stressful life events, social support, and wellness; illness behavior; psychology of addictive behavior; and behavioral health. Prerequisite: PSYC101.		
PSYC252	(3)	
The Psychology of Adolescence, Youth, and Aging Current psychological theories relating to psychological development, maturity, and decline as evidenced during the adolescent, youth, middle age, and retirement years. Prerequisite: PSYC101.		
PSYC252	V (3)	
The Psychology of Adolescence, Youth, and Aging AU/GU course—see content above.		

- PSYC269** (3) **History and Systems of Psychology**
A study of significant schools, individuals and theories in the field of psychology, together with their contributions to present knowledge of behavior. Prerequisite: PSYC101.
- PSYC269** V (3) **History and Systems of Psychology**
AU/GU course—see content above.
- PSYC301** (3) **Human Development—Lifespan**
Lifespan is an integrative approach to psychological development which emphasizes the inter-dependency of physical, cognitive, emotional and social development. The interrelatedness of theory, research, and application are seen throughout the entire sequence of human development from conception to death. Prerequisite or corequisite: PSYC101 or written permission of the teacher.
- PSYC315** V (3) **Organization and Work**
AU/GU course. A discussion of human beings at work and how work interfaces with the community. The meaning of work, formal organization, informal group activity, occupational status and mobility, the structure and function of labor unions, and industry-community relationships are examined.
- PSYC315** (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 as well as how to conduct empirical research in organizational settings.
- PSYC319** (3) **Stress Management**
An introduction to stress along with signs and symptoms of stress and identification of stressors in a person's life. Students learn how to increase stress tolerance and implement change.
- PSYC364** (3) **Learning and Behavior**
A study of theories of learning which evaluates connections between learning and behavioral processes within and between humans and animals. A lab fee may be required. Prerequisite: PSYC101.
- PSYC364** V (3) **Learning and Behavior**
AU/GU course—see content above.
- PSYC410** ♦ (3) **Introduction to Theories in Counseling & Psychotherapy**
An introduction to the major theoretical models and concepts for counseling and psychotherapy. Concepts such as the philosophical assumptions, the therapeutic process, and the client/therapist relationship are discussed. Prerequisites: PSYC101, and one of the following: PSYC454, 269 or 460.
- PSYC420** ♦ (3) **Human Sexuality**
A study of the multiple aspects of sexuality within a framework of Christian values.
- PSYC425** ♦ \$ (3) **Psycholinguistics**
A survey of the psychological processes involved in human language use, including comprehension, acquisition, or language. The relationship of language to other thought processes and its neural correlates will also be discussed. Integrated lab activities and projects will introduce common experimental methodologies in psycholinguistics. Prerequisite: PSYC101 or 180.
- 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, 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: PSYC/SOCI434. Prerequisite: BHSC230 or STAT285 and PSYC432.
- PSYCI434** \$ (3) **Research Methods IV: Advanced Statistical Analysis and SPSS**
A study on advanced parametric and non-parametric techniques such as two-way ANOVA, regression and power. The utilization of SPSS in the analysis and interpretation of statistical data. An analysis of professional journals and reports with an emphasis on the statistical reasoning. Corequisite: PSYC/SOCI433. Prerequisite: BHSC230 or STAT285 and PSYC/SOCI432.
- PSYC434** V (4) **Research Methods IV: Advanced Statistical Analysis and SPSS**
AU/GU course—see content above.
- PSYC438** (1-3) **Workshop**
Provides an opportunity to study in a focused area within the Behavioral Sciences. A paper is required for more than one credit and may be required for one credit.
- PSYC445** ♦ \$ (3) **Cognitive Psychology**
A study of how people use and acquire knowledge with emphasis on how people perceive, think, remember, store information, solve problems, and acquire and use language. A weekly lab focuses on experimental techniques that have been used to examine mental processing. Prerequisite: PSYC101 or 180.

- PSYC449** ♦ \$ (3)
Neuropsychopharmacology
 A study of the mechanisms of actions of psychotropic agents and how they affect human perception and behavior. Emphasis is placed on the organization and function of the nervous system and the molecular and biochemical basis of drugs used to treat behavioral and clinical disorders. Weekly: 2 lectures and one 3-hour lab. Prerequisites: PSYC101 or 180; 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.
- PSYC495** V (1–3)
Independent Study/Readings/Research/Project in Psychology
 AU/GU course. Provides an opportunity to work with an instructor on a research project and/or studies in psychology.
- 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.

SOCI119 V (3)
Principles of Sociology
 AU/GU course—see content above.

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.

SOCI360 Alt (3)
Introduction to International Development
 Focuses on the dilemmas facing industrialized nations and developing nations in coping with severe global inequalities and poverty. Analyzes the popular strategies and explanations used by governments and non-governmental organizations (NGOs) to deal with these challenges. Normally offered odd years.

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.

SOCI425 ♦ (3)
Racial and Ethnic Relations
 A study of the distinctive racial and cultural minorities in American society with an emphasis on problems and adjustments within the larger society.

SOCI425 V (3)
Racial and Ethnic Relations
 AU/GU course—see content above.

SOCI430 ♦ (3)
Gender Roles in Contemporary Society
 Significant issues related primarily to the concerns of women as members of American society, but also in cross-cultural perspective. Includes such topics as socialization in sex roles, women in the professions, women in minority groups, the feminization of poverty, and women and substance abuse and crime.

SOCI432 \$ (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, 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: 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.
- 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.
- SOCI488** V (3)
The City in the Industrialized World
 AU/GU course. The structure and development of the modern urban community with emphasis on ecological and demographic features of urban life. Normally offered even years.
- 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.
- 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.

- SOCI520** (2)
Concepts of Community Development
 Community development refers to the practice of planning and implementing projects to improve the quality of life for people living in poverty, both locally and internationally. Development will be presented as the building of social capital in our communities that enables them to function at a higher and more efficient level. Building on the core Christian principles that emphasize development, this course will provide students with a better understanding of community, while applying basic development concepts to local and international realities.
- SOCI530** (1–2)
Needs Assessment, Capacity Mapping & Program Planning
 An overview of various methods of assessing community needs, mapping community capacity, and program development. Includes damage assessment for emergency situations.
- 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, 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: 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.
- SOCI535** (1–2)
Budgeting, Fund Raising & Grantsmanship
 Building on needs assessment, capacity mapping and program planning, the related topics of budgeting, fund raising and grant-writing are presented. Hands-on experience is sought, linking classroom instruction and real community situations.
- 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.
- 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.
- SOCI575** (1–5)
Topics in Sociology
 Repeatable with different topics. This topic course could be used to register for a study tour.
- SOCI631** (.5–1)
Professional Development Seminar
 An overview of salient issues and problems related to the topic; an orientation to communities of researchers and professionals working on the topic; an inventory of baseline competencies of persons professing expertise on the topic; and a survey of the opportunities for professional involvement related to the concentration. To be taken during the first two semesters a student is in the program. Repeatable.
- SOCI632** (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. Pre/Corequisite: PSYC640. *Spring*
- SOCI638** (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.
- SOCI640** (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.
- SOCI650** \$ (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.
- SOCI655** \$ (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. 49 in the bulletin. Registration does not indicate full-time status.

SOCI660 \$ (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.

SOCI665 \$ (0)

Preparation for Comprehensive Exams

Advisor approval required. Registration for this title indicates full-time status.

SOCI670 (0)

Comprehensive Exam

SOCI677 (0)

Colloquium

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

SOCI680 (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. Prerequisite: 2 courses in concentration.

SOCI689 (1-3)

Seminar

SOCI690 (1-3)

Independent Study

SOCI698 (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.

SOCI699 (4)

Master's Thesis

BIOLOGY

Price Hall, Room 216

269-471-3243

biology@andrews.edu

www.andrews.edu/biology/

Faculty

David A. Steen, *Chair*

Gordon J. Atkins

Bill Chobotar

H. Thomas Goodwin, *Graduate Program Coordinator*

James L. Hayward

David N. Mbungu

Marlene N. Murray-Nseula

Robert E. Zdor

Emeriti

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. 112.

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. 112.

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 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 MSC1526. 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, 223**\$ (4, 3, 1)****Anatomy and Physiology I, II, III**

BIOL221 and 222 include cell biology, functional anatomy and control of each organ system of the human. BIOL221 Weekly: 3 lectures and 1 lab; BIOL222 Weekly: 2 lectures and 1 lab; BIOL223 Weekly: 1 lecture and 1 lab, includes more detailed anatomy. BIOL221 is a prerequisite for BIOL222. BIOL222 or consent of the instructor is the prerequisite for BIOL223. Does not apply to a major or minor. BIOL221: *Fall*; BIOL222: *Spring*; BIOL223: *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. *Spring*

Required Core**BIOL165, 166****\$ (5, 5 or 4, 4)****Foundations of Biology**

Provides a firm foundation for students majoring or minoring in the biological sciences. Weekly: 5 lectures and one 3-hour lab. Ten credits when offered during the academic year; 8 credits when offered at the Marine Biological Station during the summer. BIOL165: *Fall*; BIOL166: *Spring*

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* (odd years)

BOT430 ◆ \$ (3)
Plant Anatomy
 A study of cell and tissue structure and organ development in vascular plants. Weekly: 2 lectures and 1 lab. *As scheduled*

ZOOL315 \$ (3)
Animal Development
 A study of the cellular and tissue-level events that result in the development of integrated organisms. Vertebrate development is emphasized in the lab using frog and chick models. Weekly: 2 lectures and 1 lab. Prerequisite: BIOL166. *Spring*

ZOOL316 (1)
Human Embryology
 Acquaints students with the process of human development and embryology. Prerequisite: BIOL166. Prior or concurrent registration with ZOOL315 recommended. Weekly: 1 lecture. *Spring*

ZOOL465 ◆ \$ (3)
Histology
 Microscopic anatomy, cytology, ultrastructure of tissues and organ systems are correlated with function. Emphasis on normal tissues of vertebrates. Weekly: 2 lectures and 1 lab. *Spring*

Group C: Functional Biology

BIOL418 ◆ (2)
Immunology
 Topics include organs and cells of the immune system, antigens, immunoglobulins, the MHC, antibody diversity, tolerance and memory, complement, cell mediated immunity, regulation, hypersensitivity, autoimmune diseases, transplantation, and

tumor immunology. Weekly: 2 lectures. Prerequisites: BIOL166.
Spring

BIOL419 ◆ \$ (1)
Immunology Lab

A theoretical and practical study of techniques used in modern immunology. Includes immunoserological methods; isolation and detection of immunoglobulin molecules in immune serum by SDS-PAGE, western blotting, and immunofluorescence antibody (IFA) methods; enzyme-linked immunosorbant assay (ELISA), in vitro phagocytosis. Weekly: 1 lab. Pre- or corequisite: BIOL418. *Spring*

BIOL445 ◆ \$ (3)
Molecular Genetics

An advanced consideration of the structure, function, and manipulation of nucleic acids and application of molecular information in other disciplines. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL371. *Spring*

BOT470 ◆ \$ (3)
Plant Physiology

Study of plant functions including water relations, metabolic pathways, growth regulators, and photomorphogenesis. Weekly: 2 lectures and 1 lab. Prerequisites: BIOL166; CHEM131. *As scheduled*

ZOOL464 ◆ \$ (4)
Systems Physiology

Functional processes used by animals in adjusting to their external environment and controlling their internal environment. Labs involve the firsthand analysis of selected aspects of the major functional systems. Weekly: 3 lectures and 1 lab. Prerequisite: BIOL166, CHEM131. *Fall*

ZOOL468 \$ (3)
Systems Physiology: Organismal Maintenance

Functional processes that control an animal's internal environment. This course is the same as ZOOL464 but excludes the material on the nervous system. Students who have taken Neurobiology begin the course later in the semester. Weekly: 3 lectures and 1 lab. Prerequisite: ZOOL475. *Fall*

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. *Summer*

BIOL550 (3)
Issues in Origins and Speciation

A comparative survey of the assumptions, attitudes, methods, and conclusions of science and religion in the handling of data. Attention is given to current scientific data and their relationship to an understanding of earth history and the present diversity of life. Weekly: 2 lectures. *Spring*

BOT515 \$ (3)
Plant Cell Biology

Functional activities of plant tissues provide the basis for this study of the ultrastructure of a variety of plant cell types. Attention is given to the cytoskeleton and other organelles involved in plant cell morphogenesis. Weekly: 2 lectures and 1 lab. Prerequisite: BOT470. *As scheduled*

BOT525 \$ (3)
Molecular Laboratory Techniques

Acquaints students with modern lab techniques of molecular biology. The manipulation and study of nucleic acids and proteins using model systems involving plant-microbe interactions. Weekly: 2 labs. *Fall* (even years)

BOT530 \$ (3)
Advanced Systematic Botany

Literature and philosophy of plant classification, processes of speciation in higher plants, sources and interpretation of data, biosystematic methods, and plant nomenclature. Weekly: 2 lectures and 1 lab. Prerequisite: BOT475. *As scheduled*

ZOOL500 \$ (3)
Protozoology

Protozoa, including morphology, physiology, systematics, ecology, reproduction, and host-parasite relationships; emphasis on the parasitic protozoa, but free-living forms also considered; current problems encountered in protozoan research and methods of studying protozoa. Weekly: 2 lectures and 1 lab. Prerequisite: ZOOL425. *As scheduled*

ZOOL520 (2)
Molecular and Developmental Neurobiology

A seminar course that deals in depth with current and relevant issues in the areas of molecular and developmental neurobiology. Offered alternate years. Weekly: 2 lectures. *As scheduled*

ZOOL565 \$ (3)
Environmental Physiology

Study of the physiological responses of animals to their environments. Topics include environmental periodicities and biological clocks, thermal budgets, water balances, and adaptations to extreme environments. Weekly: 2 lectures and 1 lab/problem session. *As scheduled*

BIOL590 (1-4)
Topics in _____

Investigates various specialties of biology. Repeatable in different areas. *As scheduled*

BIOL648 (1-4)
Workshop

BIOL655 \$ (0)
Program Continuation

Students may register for this non-credit continuation course to maintain active status. For additional information on active status, please refer to p. 49 in the bulletin. Registration does not indicate full-time status.

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.

BIOL670 (0)
Comprehensive Exam

BIOL681, 682 (1, 1)
Research Methods and Biology Seminar

An introduction to graduate studies in biology, the nature and methods of science, and principles of research ethics. During second semester reports are made by each student to the group on topics from current literature and on specific problems in biology. Participation once per week for 2 semesters is required. BIOL681: *Fall*; BIOL682: *Spring*

BIOL690 (1-4)
Independent Study

Independent study in biology under the direction of the instructor. Consent of instructor required. *Fall, Spring, Summer*

BIOL697 (1-4)
Research in Biology

Repeatable to 4 credits. *Arranged*

BIOL699 (3)
Master's Thesis

Repeatable to 6 credits. *Arranged*

CHEMISTRY & BIOCHEMISTRY

Halenz Hall, Room 225
269-471-3247 or 471-3248
chemistry@andrews.edu
www.andrews.edu/chem/

Faculty

D. David Nowack, *Chair*
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, 231, 232, 241, 242, 311, 312, 411, 412, 431, 441, BCHM421

BS: Chemistry (38)

Major Requirements: Core plus CHEM415, 440.

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497, 498 or IDSC380.

Cognate Courses: CPTR125 or CPTR151; MATH191(or 195), 192; PHYS241, 242, 271, 272.

BS: Chemistry (44)

(American Chemical Society approved)

Major Requirements: Core plus CHEM440, 415, 432, 442; and one course selected from the following: CHEM470, 474, or 475.

Research/Cooperative Experience: An on-campus or off-campus research or cooperative educational experience. The student may satisfy this requirement by matriculating in CHEM495, HONS497 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 plus CHEM415, 422, 430, 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 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 majors level 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*

CHEM200 \$ (4)**Quantitative Analysis**

Lecture topics include statistics, chemical equilibrium, titrimetric procedures, gravimetric procedures, and electrochemistry. Laboratory experiments include gravimetric procedures and titrimetric procedures of acid and base systems and redox systems, electrochemistry, and an introduction to instrumental methods. Weekly: 2 lectures and two 4-hour labs. Prerequisite: CHEM132. *Fall*

CHEM231 (3)**Organic Chemistry I**

The chemistry of carbon-containing compounds with emphasis on nomenclature, molecular structure, spectra-structure relationships, and a mechanistic approach to organic reactions. Weekly: 3 lectures and 2 recitations. Prerequisite: CHEM132. *Fall*

CHEM232 (3)**Organic Chemistry II**

This course is a continuation of CHEM231. Weekly: 3 lectures and 2 recitations. Prerequisite: a grade of C- or better in CHEM231. *Spring*

CHEM241 \$ (1)**Organic Chemistry Laboratory I**

Experiments related to the course content of CHEM231. Weekly: one 4-hour laboratory. Prerequisite: CHEM231 or concurrent enrollment in CHEM231. *Fall*

- CHEM242** \$ (1)
Organic Chemistry Laboratory II
 Experiments related to the course content of CHEM232. Weekly one 4-hour laboratory. Prerequisite: CHEM232 or concurrent enrollment in CHEM232. *Spring*
- CHEM300** Alt \$ (2)
Laboratory Glassblowing
 Practice of fundamental glassblowing skills common to both scientific and creative glass blowing. Two projects are required. The student may choose between scientific and creative projects. Weekly: 1 lecture demonstration and 4 hours of lab. Not applicable towards a major or minor in chemistry or toward the General Education requirement in natural science. Offered *Fall* (even years or as needed)
- CHEM311** (.5)
Seminar in Chemistry
 Departmental seminar series devoted to topics in current chemical research by students, faculty, and guest speakers. This course is required of, and open only to, junior chemistry and biochemistry majors, and attendance for both semesters is required for one credit; freshmen and sophomores are encouraged to attend. Grading is on an S/U basis. A deferred grade (DG) is assigned Fall Semester and is removed upon successful completion of CHEM312. Weekly: 1 seminar. Prerequisite: CHEM232. *Fall*
- CHEM312** (.5)
Seminar in Chemistry
 Continuation of CHEM311. This course is required of, and open only to, junior chemistry and biochemistry majors; freshmen and sophomores are encouraged to attend. Grading is on S/U basis. Weekly: 1 seminar. Prerequisite: CHEM311. *Spring*
- CHEM340** \$ (4)
Environmental Chemistry
 A survey of environmental and energy-related problems. Topics include air, soil, and water pollution, energy and other resources, solid wastes and recycling, and toxic chemicals. Weekly: 3 lectures and one 4-hour lab. Not applicable towards a major in chemistry or biochemistry. Prerequisites: CHEM132; CHEM232 or CHEM200 strongly recommended. *Spring* (odd years or as needed)
- CHEM410** ♦ \$ (2)
Forensic Chemistry
 Principles of chemistry as applied to the methods of analysis and identification of drugs. Rules of evidence as they apply to testimony in court. Observation of drug-related court procedures. Weekly: 1 lecture and two 3-hour labs. Participation must be arranged with the instructor at least 2 months prior to beginning of course. Prerequisites: CHEM200, 232. *Spring*
- CHEM411** (.5)
Seminar in Chemistry
 First half of semester consists of two meetings per week: one is an introduction to chemical literature and computer searching of Chemical Abstracts and chemical databases, the other meeting is the regular seminar series presented by students, faculty, and invited speakers. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, senior chemistry and biochemistry majors, and attendance for both semesters is required for one credit. A deferred grade (DG) is assigned fall semester and is removed upon successful completion of CHEM412. Weekly: Two meetings during first half of semester, one meeting remainder of semester. Prerequisite: CHEM312. *Fall*
- CHEM412** (.5)
Seminar in Chemistry
 Continuation of CHEM411. During the semester, each student prepares and presents a seminar. This course is required of, and open only to, seniors. Prerequisite: CHEM411. *Spring*
- CHEM415** ♦ (4)
Advanced Inorganic Chemistry
 Atomic and molecular structure, symmetry, group theory, solid state, acids and bases; structure, bonding, spectra, and reaction mechanisms of d-metal complexes, systematic chemistry of non-metals; organometallic chemistry and catalysis. Weekly: 4 lectures. Prerequisites: CHEM232, 431. *Spring*
- CHEM431** ♦ (3)
Physical Chemistry I
 Fundamental concepts in chemical thermodynamics, free energy, chemical equilibria, phase changes, solutions, molecular transport, chemical dynamics, and electrochemistry. Weekly: 3 lectures. Prerequisites: CHEM200, 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)
Independent Research
 An opportunity for chemistry and biochemistry majors to gain research experience by joining with a faculty member in study of an area of special interest.

Graduate

CHEM530 (2-4)
Topics in Teaching Chemistry
 Each time the course is offered, it treats one of the following areas:

- Concepts in Chemistry
 Fundamental ideas of chemistry
- Demonstrations
 Simple experiments which illustrate chemical principles
- Problem-Solving Strategies
 Exploration into the mental processes and logic behind problem-solving.

None of the above areas are to occur twice in one student's program. Prerequisite: CHEM232. Repeatable to 6 credits.

CHEM540 (2-4)
Topics in Chemistry
 Independent readings to be chosen in consultation with the instructor. A written report and an oral presentation covering the materials read are required. A minimum of 60 hours of work is required for each credit. Prerequisite: CHEM431. Repeatable to 6 credits.

COMMUNICATION

Nethery Hall, Room 229
 269-471-6314; Fax 269-471-3125
commdept@andrews.edu
commgrad@andrews.edu
www.andrews.edu/comm/

Faculty

Delyse E. Steyn, *Chair*
 Patrice Jones
 Beverly J. Matiko
 Debbie Michel
 Melchizedek M. Ponniah
 Desrene L. Vernon

Emerita

Luanne J. Bauer

Academic Programs	Credits
BA: Communication	38
International Communication	59
Communication Management	59
Media Technology	59
BA: Journalism	38
Media Studies	59
BA: Public Relations	38
International Public Relations	59
BFA: Bachelor of Fine Arts	
Electronic Journalism	75-77
BS: Communication Arts	
Secondary Education	36-38
Minor in Communication Studies	20
Minor in Journalism	20
Minor in Media Studies	20
Minor in Public Relations	20
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.

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.

Undergraduate Programs

After completing the freshman/sophomore sequence of courses, students should make application to the faculty to continue their chosen majors. Students may be asked to take specific communication courses to develop required skills. Transfer students beyond the sophomore year are allowed one year to make up deficiencies.

Internships

Journalism and PR majors must submit applications for required internships during the sophomore and/or junior year. Students must fulfill the required number of clock hours to meet the requirements for their degree.

Communication majors are encouraged to participate in the internship program and must then submit applications for internships during the junior or senior year. Students must have department permission prior to applying for internships. It is strongly recommended that students complete COMM480 prior to submitting applications.

Practicum

Practicum refers to the out-of-class opportunities on campus and in the immediate area for developing skills valuable to the communication professional. Students are encouraged to apply to the department for such opportunities. These experiences will be documented in a Portfolio as evidence of the student's involvement in the practical application of theory.

Communication Core—11

Required for each of the 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—59

Major requirements: *Communication core* plus JOUR140, COMM280 or 465; COMM320, 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—59

Major requirements: *Communication core* plus JOUR140, COMM280 or 465, 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. An internship in an area suitable for the student's career goals is a requirement.

A second major or minor is not required.

Media Technology—59

Major requirements: *Communication core* plus JOUR140, 455, 465, COMM425; COMM280 or 465; COMM320/436, 405, 432, 456 (27 credits) and multi-disciplinary electives (2–3 credits). Required interdisciplinary courses for video production emphasis: VDEO130, 210, 320, 340, 465, JOUR389 (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—59

Major requirements: *Communication core* plus COMM280 or 465; COMM320 or 436, 405, 432, 456; COMM425; JOUR140, 330, 375 or 445; 3 credits of communication electives chosen in consultation with the advisor; plus ENGL430, JOUR465; 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, JOUR389 (1).

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.

Recommended minors are marketing, graphic arts, behavioral sciences, business, English, or graphic design.

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. 43, 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: professional degree requirements

Mathematics: professional degree requirements

Computer Literacy: DGME130 or INFS120

Service: S-designated course

Social Sciences: professional degree requirements

Fitness Education: HLED120 and two additional courses from personal fitness, outdoor skills or team activity

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

VDEO320 Video Compositing, VDEO340 Video Shooting, DGME215 Digital Sound, JOUR440 Magazine and Feature Writing, ART214 Visual Communication, VDEO465 Video Documentary. Any other Journalism, PR or Communication course that suits the student's academic goals.

BS: Communication Arts (36–38)

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.

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.

Other recommended minors may be selected from Management, Marketing, Graphic Design, Visual Art, Behavioral Sciences, Business, English, Modern Languages and a combination of Art, Design and Digital Imaging courses.

Students interested in Secondary Teaching certification may major or minor in Communication Arts.

Communication Arts Minor (20) (Secondary Education)

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.

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. The *Master*

of Arts: *Communication Student Manual* details the procedures required by the Department of Communication (available online and from the Department).

Departmental Admission Requirements

This is a summary of the procedures that a student planning to enroll in the MA should note:

- 1) At the time of application for admission, students must:
 - a) have a bachelor's degree or its equivalent.
 - b) present a portfolio of current evidence of communication experience/background.
 - c) submit a *Statement of Purpose* which explains how the relevant disciplines will be integrated to meet his/her career and academic goals.
- 2) Upon acceptance and registration, the student in conjunction with the graduate advisor will develop a *Plan of Study* which is based on the student's *Statement of Purpose*.
- 3) In addition to the admission requirements of the School of Graduate Studies & 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. 50–52 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

See inside front cover for symbol code.

(Credits)

Communication

COMM104

Communication Skills

Study of the human communication process—including a multicultural perspective and the importance of diversity—focusing on interactions with oneself, with one other person, with a small group, and within public-speaking situations. Transfer students, juniors, and seniors meet the General Education requirement by taking one of the following: COMM320, 436, or 456. Communication majors who transfer in take COMM320, 436 or 456.

\$ (3)

COMM104

Communication Skills

AU/GU course—see content above.

V (3)

COMM215

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.

\$ (4)

COMM230

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.

\$ (1)

COMM280

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.

\$ (3)

COMM290

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

(1–3)

COMM320

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.

\$ (3)

COMM389

Internship in Communication

Students work full time at communication enterprises. At least 90 clock hours per credit of work experience are required. Obtain procedures and guidelines from the department. S/U grade.

\$ (1–3)

COMM405

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.

\$ (3)

COMM425

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.

Alt \$ (3)

COMM432

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.

Alt \$ (3)

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>COMM445 Alt \$ (3) Family Communication A study of the family from a communication perspective (odd years).</p>	<p>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.</p>
<p>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).</p>	<p>COMM495 (1-4) Independent Study/Readings/Research Topics chosen in consultation with an instructor. Repeatable to 6 credits. Requires prior approval from instructor.</p>
<p>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.</p>	<p>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.</p>
<p>COMM454 ♦ \$ (1-3) Topics in Communication: _____ Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance.</p>	<p>COMM535 \$ (2) Crisis Communications Understanding communication during crisis conditions. Planning, preventing and anticipating Public Relations emergencies. Preparing a crisis communication's plan including internal and external consulting factors. Implementing Public Relations activities including understanding and handling the media and the press, explaining technical information, communicating about risks and responding to warnings. Notification priorities and protocols. Developing information centers and methods and tools for disseminating information during emergencies.</p>
<p>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.</p>	<p>COMM536 \$ (2-3) Issues in Intercultural Communication Examination of intercultural communication issues with specific applications to student's chosen fields of enquiry or employment. Students explore critical issues influencing the effectiveness of their interaction with individuals from varied cultures in specific organizational and societal contexts.</p>
<p>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.</p> <ul style="list-style-type: none"> • Drama • Interpretive Reading • British Dramatic Arts 	

- COMM554** (1–3)
Topics in _____
 Study of selected communication topics of current significance. Repeatable with different topics. Topics to be announced in advance.
- COMM589** \$ (2–3)
Internship/Practicum in Communication
 Students apply their academic preparation at a full-time professional communication-related job. At least 400 clock hours of work experience are required. Obtain procedures and guidelines from the department. Registration for this course indicates full-time status. S/U grade.
- COMM590** \$ (2–3)
Graduate Seminar in _____
 Projects, reports, and discussions. Seminars are offered in various subjects such as Conflict Management, Prejudice Communication and Forgiveness, Religious Journalism, Contextualized Communication, Communication Paradigms, and Teambuilding. Repeatable with different subject matter. Topic announced in advance.
- COMM640** \$ (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.
- COMM651** (1)
Communication Research Seminar I
 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).
- COMM652** (2)
Communication Research Seminar II
 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.
- COMM655** \$ (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. 49 in the bulletin. Registration does not indicate full-time status.
- COMM660** \$ (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.
- COMM 670** (0)
Comprehensive Examination
- COMM699** (2)
Master's Thesis
- PLSC420** ♦ (3)
Human Rights, Violations and Reconciliations
 An interdisciplinary approach to concepts of human rights within western and non-western traditions. The course will evaluate legal and political instruments that address human rights and examine the meaning and relevance of these rights to such contemporary issues as torture, political repression, war crimes, and genocide and refugees.
- Research and Specialized Courses**
- COMM520** (3)
Communication Research Methodology
 Consideration of basic research principles and methodologies with emphasis on constructing appropriate research designs and choosing appropriate methods. Students usually conduct a class research project. Prerequisite: COMM515
- COMM599** (2–3)
Production Project in Communication
 Students produce some major communication effort, such as creating and offering a training workshop, designing a public-relations campaign, editing a department magazine, directing a play, or offering a one-person show. Prerequisite: Completed production project proposal. S/U grade.
- COMM648** \$ (1–6)
Communication Workshop
 Intensive study on selected practical topics including competencies in speaking, writing and visual communication. Offered on a periodic basis with topic announced in class schedule. Repeatable with different topics.
- COMM690** \$ (1–3)
Independent Study in Communication
 Individualized reading or research in a specified area under the guidance of an instructor; admission by consent of Area Coordinator.
- COMM695** (2–3)
Research Project in Communication
 Independent work on final research project(s). Repeatable to 6 credits with Graduate Committee permission. Prerequisites: COMM520 and approved project proposal.
- Journalism**
- JOUR140** Alt \$ (3)
Introduction to Mass Communication
 A study of how media affects our popular culture and 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.

ENGLISH

Nethery Hall, Room 111
 269-471-3298
english@andrews.edu
www.andrews.edu/cas/english/

Faculty
 Douglas A. Jones, *Chair*
 Jeanette Bryson
 Bruce A. Closser
 D. Ivan Davis
 Gary R. Gray
 Meredith Jones Gray
 Eun-Young Kim
 Asta Sakala LaBianca
 Beverly J. Matiko
 Scott E. Moncrieff
 L. Monique Pittman
 Dianne L. Staples
 Joseph W. Warren

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 as a Second Language	21
MA: English	33
General	
Teaching English as a Second Language	

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.

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.

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)*

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 as a Second Language (21)

Requirements: ENGL300 (4), ENGL407 or 408 (2–3), ENGL435

Topics: TESL 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: TESL 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 as a Second Language. It also cooperates with the School of Education in offering the Master of Arts in Teaching (MAT) degree. In addition, the 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 as a Second Language (TESL) Emphasis

This program includes extensive study of the English language and linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics. The additional required courses are ENGL465 (twice with different content), 466, 469, 505 (2 credits), 530, 540; a minimum of 2 credits in 435 or 525; and two from 474, a writing course (ENGL550 recommended), or a literature course.

MA Admission and Degree Requirements

- Applicants must meet the English proficiency standards listed on p. 45.
- Applicants must have earned a minimum of 20 semester hours (30 quarter credits) in English courses as prerequisites, including ENGL460 (or its equivalent).
 - These prerequisites are in addition to the General Education composition requirement.
 - It is desirable to have completed an English undergraduate major of at least 30 semester hours (45 quarter credits).
 - Students taking the MA: English (TESL) must have completed ENGL300 (or its equivalent) as a prerequisite.
 - Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.
- Applicants must demonstrate proficiency in a foreign language by having done one of the following:
 - Earned credit through the intermediate college level with a minimum average grade of C.
 - Passed an exam approved by the English Department.
 - Completed their education through secondary school in a first language other than English.
- Students must complete a minimum of 33 English graduate credits.
- Candidates must pass written comprehensive examinations (ENGL670).
- Candidates must complete one of the following options:
 - Project paper (30-50+ pages)
 - Two project papers (each a minimum of 20 pages)
 - MA thesis (75-100+ pages)

Master of Arts in Teaching

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.

ENGL115 V (3)

English Composition I

AU/GU course—see content above.

ENGL215 (3)

English Composition II

An introduction to source-based, academic writing, including practice in summarizing, analyzing, synthesizing, and reading from a critical perspective. Sections organized thematically. Prerequisites: ENGL115 and completion of 24 semester credits. Cannot be audited or CLEPed.

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 ♦ Alt (3)
Advanced Composition

An exploration of published essays, writing theory, and strategies. Student essays move beyond—in style, scope and subject matter—the writing done in ENGL115 and 215, which are prerequisites. Cannot be audited.

ENGL454 ♦ Alt (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 TESL professional, teaching and learning in the ESL classroom, or the TESL Certificate Program. Repeatable with different content. Prerequisites: ENGL115 and 215.

ENGL440 Alt (3)
Language and Culture

The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on 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.

ENGL465 ♦ (2)
TESL Methods

Specialized techniques for teaching and testing various English-language skills. Content rotates among grammar; reading and writing; speaking and listening. Corequisite: ENGL490 or 505-002 TESL Practicum. Repeatable with different content. Prerequisites: ENGL115, 215, and 460.

ENGL466 ♦ Alt (3)
Phonetics and Phonology

Study of speech sounds and patterns including articulatory phonetics, phonemics and an introduction to modern phonological theory and analysis. Prerequisites: ENGL115, 215, and 460 or permission of instructor.

ENGL469 ♦ Alt (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.

ENGL474 ♦ Alt (3)
Development of Modern English

History of language, including the sound changes affecting modern English, history of grammatical forms and vocabulary. Fundamental knowledge of grammar is assumed. Prerequisites: ENGL115, and 215.

ENGL490 (1-2)
TESL Practicum

Study of and/or supervised practice in teaching English as a second language. Repeatable to 3 credits. Permission of instructor required.

ENGL530 Alt (3)
Discourse Analysis

Study of language function and supra-sentential structure with special emphasis on the contrasts between oral and written discourse. Prerequisites: ENGL460 and demonstration of grammar competence by one of the following: ENGL300, an equivalent course, or departmental testing.

ENGL540 Alt (3)
Language and Culture

Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralanguage (e.g., kinesics and proxemics). Prerequisite: ENGL460 or permission of instructor.

Literature

ENGL185	\$ (2)	<i>Much Ado about English</i> An introductory course, organized thematically, featuring various texts and approached from several perspectives, including linguistic, rhetorical, and literary analysis.	ENGL403	◆ Alt (3)	<i>20th Century English and American Literature</i> A survey of 20th Century literature of British, American and other literature in English. Prerequisites: ENGL115, 215 and 267.
ENGL255	(3)	<i>Studies in Literature</i> 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>	ENGL404	◆ Alt (3)	<i>New Global Literature</i> A survey of recent global literary texts with a focus on issues of diversity. Prerequisites: ENGL115, 215 and 267.
ENGL267	\$ (3)	<i>Approaches to Literature</i> An introduction to genres, analysis, critical approaches, and writing about literature. Prerequisite: ENGL115.	ENGL407	◆ (2-3)	<i>Literature for Children</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.
ENGL270	V (3)	<i>American Literature to 1900</i> AU/GU course. A survey of American literature from its beginnings to 1900. Prerequisite: ENGL115.	ENGL408	◆ Alt (2-3)	<i>Literature for Young Adults</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.
ENGL273	Alt (3)	<i>American Literature to 1865</i> A survey of American literature from the 17th century through the Civil War. Prerequisite: ENGL115.	ENGL425	(3)	<i>Literary Topics</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.
ENGL274	Alt (3)	<i>American Literature 1865-1914</i> A survey of American literature from the Civil War to World War I. Prerequisite: ENGL115.	ENGL450	◆ (3)	<i>Literary Criticism and Theory</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.
ENGL371	Alt (3)	<i>English Literature to 1600</i> A survey of literature of the British Isles from Beowulf through the 16th century. Prerequisites: ENGL115 and 215.	ENGL464	◆ (3)	<i>Major Literary Author</i> Study of a major author, such as Chaucer, Shakespeare, Johnson, Dickens, Hawthorne, or Cather. Repeatable with different content. Prerequisites: ENGL115, 215, and 267.
ENGL372	Alt (3)	<i>English Literature 1600-1800</i> A survey of literature of the British Isles of the 17th and 18th centuries. Prerequisites: ENGL115 and 215.	ENGL464	V (3)	<i>Major Author: Charles Dickens and Mark Twain</i> AU/GU course. A study of two of the most important popular writers of their time who have come to represent the very essence of England and the United States in the 19 th century. A paper is required.
ENGL373	Alt (3)	<i>English Literature 1800-1914</i> A survey of Literature of the British Isles from the 19th century to World War I. Prerequisites: ENGL115 and 215.	ENGL478	◆ \$ (0)	<i>Study Tour:</i> Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.
ENGL375	V (3)	<i>English Literature I (to 1660)</i> AU/GU course. Literature of the British Isles from Beowulf through the Renaissance. Prerequisites: ENGL115 and 215.	ENGL498	(1)	<i>Senior Seminar</i> 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.
ENGL376	V (3)	<i>English Literature II (1660-1900)</i> AU/GU course. Literature of the British Isles from the Restoration through the Victorian period. Prerequisites: ENGL115 and 215.			
ENGL378	V (3)	<i>Modern Literature in English</i> AU/GU course. A survey of British, American and other literature in English since 1900. Prerequisites: ENGL115 and 215.			

Research and Specialized Courses

ENGL430 (1-4) Topics in _____ Study of selected topics in composition, language, or literature. Topic and credit to be announced in advance. Repeatable with different topics to 12 credits. Prerequisites: ENGL115 and 215.	ENGL597 (3) Research Methods Research materials, methods of research, and documentation in English studies.
ENGL459 ♦ Alt (3) Methods of Teaching English An integration and exploration of pedagogical theories and practices in literature for young adults, and writing and language study for the secondary-school classroom. Does not apply toward the first 16 credits in English for an MAT degree. Prerequisites: ENGL115 and 215.	ENGL648 (1-4) Workshop Intensive study on selected topics. <i>As needed</i>
ENGL495 (1-3) Independent Study/Readings Studies in various areas of language, literature, or composition under supervision of an appropriate instructor, including regular conferences, and resulting in oral and/or written reports and papers. Registration by permission of the department chair.	ENGL650 \$ (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.
ENGL505 (1-2) Practicum Study of and/or supervised practice in teaching college writing (section 01) or English as a second language (section 02). Repeatable to 4 credits. Prerequisite or corequisite for those teaching English as a second language: ENGL465.	ENGL655 \$ (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. 49 in the bulletin. Registration does not indicate full-time status.
ENGL520 Alt (3) 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.	ENGL660 \$ (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.
ENGL525 (1-4) Topics in _____ Study of selected topics in composition (Modern Rhetoric), language (Contrastive Analysis), or literature (Shakespeare, Literature on Location, or Drama). Topic and credit to be announced in advance. Repeatable to 12 credits with different subject matter.	ENGL665 \$ (0) Preparation for Comprehensive Exams Advisor approval required. Registration for this title indicates full-time status.
ENGL589 (3) Graduate Seminar Research projects, reports, and discussions. Seminars are offered in various subjects corresponding with faculty specialization and greatest library strength. Repeatable with different subject matter. Prerequisite: ENGL597.	ENGL670 (0) Comprehensive Exam
ENGL590 (1-3) Independent Study in English Individualized reading or research in a specified area under the guidance of an instructor; admission by the chair's consent.	ENGL699 (1-4) Master's Thesis
ENGL595 (1-2) Project Research Research and writing leading to the completion of the required project paper under the guidance of an instructor. Repeatable to 4 credits.	
	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.)
	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

James White Library, Room 304
269-471-3960; Fax 269-471-6166
www.andrews.edu/dlit/
Marsha Beal, *Coordinator*

Academic Programs	Credits
On-Campus Degrees	
BA: General Studies	33
BS: General Studies	39+
AA: General Studies	Varies
AS: General Studies	Varies
Minor in General Studies	20
Distance Degrees	
BA: General Studies	
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. 153 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. 54 for the Andrews University/Griggs University Partnership.

BA: General Studies

BS: General Studies

Degree Requirements

The degree requirements are expressed for distance-education students only. The distance-education, general-studies program requires a minimum of 124 semester hours for a Bachelor degree and 62 semester hours for an Associate degree. This total includes all general education requirements, degree, and graduation requirements, with a minimum of 30 semester hours within a major or emphasis.

BA: General Studies Humanities (30)

At least three areas of study must be chosen from the following list. Each area selected must provide 9 semester credits. At least one upper division course is required from each of the six areas.

Areas of Study

- Art and Music
- Foreign Language or courses in non-English cultures
- History, Anthropology, Cultural Geography
- Human Belief Systems
- Literature
- Philosophy (Critical Thinking, Symbolic Logic, Debate, Persuasion, Linguistics)

Half of all credits in the major must be upper-division level. No major courses may be counted for General Education requirements. Introduction to Philosophy is a required course.

BS: General Studies Behavioral Sciences (45)

A minimum of 30 semester credits must be selected from courses numbered 300 or above. The major includes the following core courses: ANTH124, 200; PSYC101, 251 or 252, 269, 450 or SOCI474; SOCI119, SOCI/PSYC432; FMST310. A cognate required for this major is STAT285. The remaining 18 semester credits must be selected from one of the following emphases:

Cross-Cultural Studies

GEOG260; BHSC220; SOCI425, 430; COMM436; FMST350.

Human Organization and Behavior

BHSC440 Topics: Industrial Psychology; ECON225; FMST460; PSYC315; SOCI360, 470, 488.

See the Department of Behavioral Sciences for course descriptions, p. 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.

GNST499 V (2)**PLA Portfolio Development**

AU/GU 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

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

BA: History (42)

HIST117, 118, 204, 205, 235, 277, 404, 480, 488, 490, **two** upper division courses in American History and **two** upper division courses in European **or** other non-U.S. history.

Electives: Six credits of the following political science courses may be applied to the history major: PLSC104, 360, 365, 456, 457 or 458. Remaining credits chosen in consultation with the advisor.

Students seeking secondary certification must complete HIST459 and PLSC104, PLSC456, which count toward the major, as well as PLSC237, PLSC435, GEOG110 and ECON225. See Teaching, Learning, & Curriculum section under School of Education for teaching certification requirements. (Pending State of Michigan approval)

BA or BS: Political Science (42)

PLSC104, 120, 225 or 230, 277, 325, 410, 456, 457 or 458, 498.

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 must complete HIST204 and 205, PLSC 435, which counts toward the major, as well as HIST459, GEOG110, ECON225 and PLSC237. See Teaching, Learning & Curriculum section under School of Education for teaching certification requirements. (Pending State of Michigan approval)

BS: Social Studies (57)

HIST117, 118, 204, 205, 235, 277, 404, 490; **one** upper-division United States and **one** upper-division European or other non-U.S. history course; PLSC104, 225 or 230; ECON225, 226; GEOG110, 260; BHSC235.

Electives: Remaining credits chosen from history, political science, geography, and economics.

Students seeking secondary certification must complete HIST459, PLSC 237 and PLSC 435, which apply to the major (57 credits total). See Teaching, Learning & Curriculum section under School of Education for teaching certification requirements. (Pending State of Michigan approval)

BS: Elementary Education, Major in Social Studies (39)

ECON225, 226; FNCE206; GEOG110, 260; HIST117, 118, 204, 205; PLSC104, 225 or 230, 237 and 435.

This degree is only open to students taking Elementary Education Certification. See Teaching, Learning & Curriculum section under School of Education for teaching certification requirements. (Pending State of Michigan approval)

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 must also complete HIST 235, which applies to the minor, as well as HIST459, GEOG110, ECON255 and PLSC104, PLSC 237, PLSC 435, PLSC 456. (Pending State of Michigan approval)

Minor in Political Science (21)

PLSC104, 120, 225 or 230, 325, 456, and 6 additional credits to be selected from upper-division political science courses.

Students seeking secondary certification must also complete HIST204, 205, 459, GEOG110 and ECON255.

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*

HIST316 V (3)

History of the Christian Church I

AU/GU 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*

HIST317 V (3)

History of the Christian Church II

AU/GU 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*

HIST404 ♦ V (3)

Adventist Heritage

AU/GU course—see content above. Available in standard and EEC formats (see p. 55).

Europe

- HIST117** (3)
Civilizations and Ideas I
Survey of the development of major world civilizations to the eighteenth century, including the origins and history of ideas, worldviews, and institutions (Stoicism, Hinduism, Catholicism, etc.), with an emphasis on the interaction of cultures in the pre-modern world. *Fall*
- HIST117** V (3)
Civilizations and Ideas I
AU/GU course—see content above. Available in standard and EEC formats (see p. 55).
- HIST118** (3)
Civilizations and Ideas II
Survey of the development of world civilizations from the eighteenth century, including the origins and history of ideas, worldviews, and institutions (nationalism, anti-Semitism, racism, multiculturalism, etc.), with emphasis on cultural diversity and interaction and their meaning in the modern and post-modern world. *Spring*
- HIST118** V (3)
Civilizations and Ideas II
AU/GU course—see content above. Available in standard and EEC formats (see p. 55).
- HIST414** ♦ Alt (3)
Renaissance and Reformation, 1300–1648
The birth of the modern age, with emphasis on the religious, artistic, literary, and philosophic aspects of the Renaissance and the religious, political, social, and intellectual aspects of the Protestant Reformation. Special emphasis is given to church-state relations and the struggle for religious toleration from 1517–1650.
- HIST415** ♦ Alt (3)
Absolutism and Enlightenment, 1648–1789
The rise of absolute monarchies and their impact on political, social, economic, and intellectual developments of early modern Europe. Special emphasis is given to church-state relations and the struggle for religious liberty from 1650–1789.
- HIST420** ♦ Alt (3)
Revolutions and Reaction, 1789–1917
The religious and social transformation of Europe during the French Revolution, the Napoleonic era, the political revolutions of the nineteenth century, the industrial revolution, the First World War, and the Russian Revolution. Special attention is given to such ideologies as nationalism, anti-Semitism, and Marxism.
- HIST425** ♦ Alt (3)
Nationalism and World Wars, 1914–Present
A study of European society, including the role of the Christian church, during the two world wars and the Cold War as influenced by Nazism, Stalinism, Western democracy, and the emerging “new world order.”
- HIST450** ♦ Alt (3)
The Holocaust and Society
An inquiry into anti-Semitism and Nazism with special attention to the Holocaust and the role of the Christian Church.

United States

- HIST204** (3)
American Experience I
A study of the rise and development of the United States from European contact with the Americas through the Civil War. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. *Fall*
- HIST204** V (3)
American Experience I
AU/GU course—see content above.
- HIST205** (3)
American Experience II
A study of the development of the United States from Reconstruction to the present. Emphasis placed on cultural, religious, ethnic, and other social issues as well as politics, economics, and foreign relations. *Spring*
- HIST205** V (3)
American Experience II
AU/GU course—see content above.
- HIST320** Alt (3)
Economic History of the United States
A survey of the United States' growth and transformation into an industrialized nation. Economic analysis is used to explain the sources and consequences of the U.S. economic change. Topics covered include the rise of the corporation, the emergence of a national market, financial development, slavery, government regulation, transportation, the Great Depression, and rapid post-World War II growth.
- HIST434** ♦ Alt (3)
From Discovery to Nation, 1492–1789
A study of the political, economic, and social development of America from discovery to 1789.
- 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

HIST235 Alt (3)
Historical Inquiry

An introduction to history as an academic discipline. Students will learn the basic elements of historical discourse (essays, book reviews, articles, and monographs), the process of analyzing primary sources, and the fundamental tools and procedures of research. A brief survey of the history of historical writing and significant historical theories will also be included.

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.

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*

HIST490 (3)
Research Seminar

Introduction to historical research methodology, including both bibliographical searches and critical evaluation of sources. Requires the writing of a research paper using primary sources. Prerequisite: HIST235; open to seniors only or with permission of instructor. *Fall*

HIST495 (1–3)
Independent Study/Readings/Research

Individually directed study, readings, or research in selected

areas of history under the guidance of the appropriate instructor. Repeatable in a different area for up to 3 credits. Limited to majors and minors in history and social studies. Registration by permission of instructor. *Fall, Spring*

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*

PLSC104 V (3)
American Government

AU/GU course—see content above.

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. *Fall*

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.

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.

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.

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.

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.

PLSC316 **Alt (3)**
Legal Writing and Rhetoric

An introduction to academic and professional writing, particularly argument and analysis, as they relate to the law, including theoretical and practical applications. Assignment will include pleadings, briefs, and memoranda. Students will also develop a philosophical and rhetorical understanding of their function as writers in relation to the law and the legal system. *Spring*

PLSC325 **Alt (3)**
American Political Institutions

Examines the political institutions of the United States, focusing on structures, internal organization and arrangements, functions, and the decision-making processes. Topics include the presidency, Congress, the judiciary and bureaucracy; topics will be taught on a rotating basis as announced in the course schedule. May be repeated with a different emphasis.

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.

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.

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.

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.

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*

PLSC498

(3)

Research Seminar

Introduction to political science research methodology, including bibliographical searches, critical evaluation of sources, surveys, and application of statistical data. Requires the writing of a paper based on original research. Prerequisite: BHSC230. *Fall*

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.eduwww.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 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 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.

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 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, 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, 416 or 420, 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—27**

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—18

FREN366, 367, 415, 420 or 430, 460; INLS490; remaining FREN/INLS credits to complete 27 credits
Language proficiency exit exam required.

Specialized Studies in Spanish—27

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—21

SPAN366, 367, 426 or 436, 416 or 420, 470, 488, INLS490;
remaining SPAN/INLS credits to complete 27 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 21 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.

162 COLLEGE OF ARTS & SCIENCES

- 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.

ACA Academic Year Courses

See the ACA bulletin for course descriptions. A minimum of C is required.

Argentina	(Quarter Credits)
SPAN251, 252, 253	Intermediate Spanish Grammar 4, 4, 4
SPAN261, 262, 263	Intermediate Spanish Composition 2, 2, 2
SPAN271, 272, 273	Intermediate Spanish Conversation 2, 2, 2
SPAN351, 352, 353	Advanced Spanish Grammar 4, 4, 4
SPAN361, 362, 363	Advanced Spanish Composition 2, 2, 2
SPAN371, 372, 373	Advanced Spanish Conversation 2, 2, 2
SPAN451, 452, 453	Advanced Spanish Grammar II 4, 4, 4
SPAN461, 462, 463	Advanced Spanish Composition II 2, 2, 2
SPAN471, 472, 473	Advanced Spanish Conversation II 2, 2, 2

RELH/SPAN211	Hist of the Church in South America	2
RELH/SPAN313	The Adventist Professional	2
RELH/SPAN310	Contemporary Religious Outlook	2
SPAN/GEOG205/306	Geography of Latin America	2/2
SPAN232	Phonetics	2
SPAN240	Orthography	1
SPAN293	Language Through Drama	1
SPAN301, 302, 303	Folklore of Argentina	2, 2, 2
SPAN326, 327	Translation & Interpretation	2, 2
SPAN332, 333	Latin American Literature	3, 3
SPAN/HIST342, 343	History of Argentina	2, 2
SPAN381, 382	Current Events in South America	1, 1
SPAN422, 423	Translation & Interpretation	2, 2
SPAN495	Independent Study	1-4
MUPF126	Private Lessons	1
MUPF136	Choir	1
MUPF146	Orchestra or Band	1
MUPF156	Ensemble	1

Austria

		(Quarter Credits)
GRMN101, 102, 103	Beginning German	6, 6, 6
GRMN111, 112, 113	Elementary German	3, 3, 3
GRMN121, 122, 123	Elementary Phonetics	1, 1, 1
GRMN215, 216, 217	Intermediate Oral Expression	3, 3, 3
GRMN211, 212, 213	Intermediate Written Expression	2, 2, 2
GRMN221, 222, 223	Intermed. Reading Comprehension	3, 3, 3
GRMN235, 236, 237	Intermed. Listening Comprehension	2, 2, 2
GRMN306, 307, 308	Advanced Oral Expression	3, 3, 3
GRMN311, 312, 313	Advanced Written Expression	2, 2, 2
GRMN325, 326, 327	Advanced Reading Comprehension	3, 3, 3
GRMN335, 336, 337	Advanced Listening Comprehension	3, 3, 3
HIST204, 205, 206	European Civilization	2, 2, 2
HIST304, 305, 306	European Civilization	2, 2, 2
RELB101, 102, 103	Dogmatics	2, 2, 2
RELB301, 302, 303	Dogmatics	2, 2, 2
BUAD/GRMN105, 106	Business German	3, 3
BUAD/GRMN401, 402, 403	Advanced Business German	2, 2, 2
GRMN254, 255, 256	Survey of German Literature	3, 3, 3
GRMN495	Independent Study	2-6
HMEC102	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

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	MUPF141, 142	Choir	1, 1
FREN151	Elementary Spoken Language	4	MUPF151, 152	Brass Ensemble	1, 1
FREN111	Phonetics	1	HMEC107	International Cooking	1
FREN191	Intensive Elementary French	11	FTES111, 112	Physical Education	1, 1
FREN201	Intermediate French	3			
FREN221	Intermediate Composition	3	Italy	(Quarter Credits)	
FREN231	Spelling and Grammar	4	ITLN111	Phonetics	1
FREN251	Intermediate Spoken Language	4	ITLN151, 152, 153	Elementary Grammar	5, 5, 5
FREN261	Reading Comprehension	2	ITLN181, 182, 183	Elementary Conversation	3, 3, 3
FREN291	Intensive Intermediate French	9	ITLN212	Italian Culture	2
FREN321	Advanced Composition	3	ITLN251, 252, 253	Intermediate Grammar	5, 5, 5
FREN331	Advanced Orthography	2	ITLN281, 282, 283	Intermediate Conversation	2, 2, 2
FREN341	Advanced Grammar	6	ITLN262	Intermediate Composition	2
FREN351	Advanced Spoken Language	3	ITLN313	Advanced Italian Culture	2
FREN361	Text Analysis	2	ITLN351, 352, 353	Advanced Grammar	3, 3, 3
FREN422, 423	Literary Analysis, Summary Tech.	2, 2	ITLN361	Advanced Composition	2
FREN424, 425	Document Analysis and Synthesis	2, 2	ITLN381, 382, 383	Advanced Conversation	2, 2, 2
FREN421	French Composition	3	ITLN451	Advanced Grammar II	3
FREN431, 432	Advanced Orthography	2, 2	ITLN461	Advanced Composition II	2
FREN441	Morphology/Syntax of the Simple Sentence	4	ITLN471	Advanced Conversation II	3
FREN442	Morphology/Syntax of the Complex Sent.	4	ITLN/HIST303	Italian History	2
FREN451, 452	Oral Communication	2, 2	ITLN/LITT333	Italian Literature	2
FREN493	Advanced Oral Communication	4	ITLN431	Advanced Italian Literature	2
FREN461	Advanced Literary Studies	3	ITLN/ART/HIST230, 330	History of Italian Art	3, 3
FREN/HIST457, 458	France and Its History	2, 2	ITLN/GEOG310	Geography of Italy	1
FREN/PLSC459, 460	French Institutions	2, 2	ITLN/MUHL/HIST375	History of Italian Music	2
FREN/SOCI476, 477	Changes in French Society	2, 2	ART/HMEC315, 316	The Art of Tailoring	1, 1
FREN/SOCI479, 480	Cultures in French-Speaking World	2, 2	ART311, 312, 313	Ceramics	2, 2, 2
FREN/RELG254, 354	Religion (Conversation Topics)	2, 2	ART322, 323	Fashion Design	2, 2
FREN269/369	Independent Reading	1, 1	ART341, 342, 343	Fine Arts Drawing	2, 2, 2
MUPF171, 271, 371	Campus Choir	1, 1, 1	ITLN/LITT/ENGL360	Italy & its Culture in British & American Literature	2
FREN/GEOG272, 372	Regional France	1,1	ITLN370, 470	History of the Italian Cinema	2, 2
FREN/ARTS273, 373	French Fine Arts and Monuments	1, 1	ITLN380, 480	Current Events	1, 1
FREN/PLSC374	European Institutions	2	FREN101, 102, 103	French I	2, 2, 2
FREN/PLSC375	International organizations	2	HMEC101, 102	Mediterranean Cooking	1, 1
FREN/SOCI376	French Civilization	2	ITLN278, 378	Language Through Drama	2, 2
FREN378, 478	Language Through Drama	2, 2	ITLN/ART172, 272, 372	Italian Fine Arts and Monument	1, 1, 1
			ITLN/ART/RELB399	Independent Study	1-4
Germany	(Semester Credits)		ITLN422, 423	Translation and Interpretation	2, 2
GRMN105, 106	Elementary German	6, 6	MUPF101, 202, 303	Piano	1, 1, 1
GRMN115, 116	Elementary Oral Expression	4, 4	MUPF171, 172, 173	Choir	1, 1, 1
GRMN125	Phonetics	2	MUPF291	Voice	1
GRMN208, 209	Intermediate German	4, 4	FTES101, 102, 103	General Fitness Program	1, 1, 1
GRMN225	Intermediate Phonetics	2	RELB101, 201, 301	Religion	1, 1, 1
GRMN235, 236	Intermediate Oral Expression	4, 4	RELB301	History of the Adventist Church	2
GRMN141, 142	Multimedia Language Lab	2, 2	Spain	(Quarter Credits)	
GRMN195, 196	Independent Reading	2, 2	SPAN201, 202, 203	Spanish Folklore	2, 2, 2
GRMN175, 176	Cultural Studies	2, 2	SPAN225	Spanish in Contemporary Music	1
GRMN248, 249	Multimedia Language Lab	2, 2	SPAN228	Spanish and European Movies	1
GRMN257, 258	Survey of German Literature	2, 2	SPAN241, 242, 243	Preparation for the Spanish Diploma	1, 1, 1
GRMN295, 296	Independent Reading	2, 2	SPAN251, 252, 253	Intermediate Spanish Grammar	4, 4, 4
GRMN281, 282	Cultural Studies	2, 2	SPAN261, 262, 263	Intermediate Spanish Composition	3, 3, 3
GRMN/HIST288	German History	1	SPAN271, 272, 273	Intermediate Spanish Conversation	2, 2, 2
GRMN318, 319	Advanced Comprehensive German	4, 4	SPAN281, 282, 283	Current Events in Spain	1, 1, 1
GRMN309, 310	Advanced Grammar	2, 2	SPAN301, 302, 303	History of Spain	3, 3, 3
GRMN328, 329	Advanced Reading	2, 2	SPAN312, 313	Spain and Its Culture	2, 2
GRMN338, 339	Cultural Studies	2, 2	SPAN/BUAD321, 322	Business Spanish	2, 2
GRMN361, 362	Survey of German Literature	2, 2	SPAN331, 332, 333	History of Spanish Literature	3, 3, 3
RELB351, 352	Theology	2, 2	SPAN341, 342, 343	Preparation for the Spanish Diploma	1, 1, 1
HIST381, 382	German History	1, 1	SPAN351, 352, 353	Advanced Spanish Grammar	4, 4, 4
SOWK301, 302	Social Work	2, 2	SPAN361, 362, 363	Advanced Spanish Composition	3, 3, 3
GRMN388, 389	Adv Grammar & Reading Comprehension	2, 2			
ART321, 322	Ceramics: Drawing/Handicraft	2, 2			
MUPF131, 132	Music Lessons	1, 1			

164 COLLEGE OF ARTS & SCIENCES

SPAN371, 372, 373	Advanced Spanish Conversation	2, 2, 2
SPAN375	Spanish for Health Professionals	2
SPAN421, 422, 423	Translation and Interpretation	2, 2, 2
SPAN441, 442, 443	Preparation for the Spanish Diploma	1, 1, 1
SPAN451, 452, 453	Advanced Spanish Grammar II	4, 4, 4
SPAN461, 462, 463	Advanced Spanish Composition II	3, 3, 3
SPAN471, 472, 473	Advanced Spanish Conversation II	2, 2, 2
SPAN495	Independent Study	1-4
ART321, 322, 323	History of European Art	3, 3, 3
GEOG311	Geography of Spain	2
HIST301, 302, 303	History of Spain	3, 3, 3
RELB291, 292, 293	The Gospel & Contemporary Culture	2, 2, 2
MUFP126	Private Lessons	1-3
MUFP171, 172, 173	Choir	1, 1, 1
MUFP146, 147, 148	Orchestra	1, 1, 1
FTES121, 122, 123	Physical Education	1, 1, 1

ACA Summer Courses

See the summer ACA bulletin for course descriptions. A minimum of C is required.

Austria		(Quarter Credits)
GRMN101, 102, 103	Beginning German	2, 2, 2
GRMN151, 152, 153	Elementary Oral Expression	1, 1, 1
GRMN191, 192, 193	Intensive German Review	3, 3, 3
GRMN201, 202, 203	Intermediate German	2, 2, 2
GRMN251, 252, 253	Intermediate Oral Expression	1, 1, 1
GRMN291, 292, 293	Intensive German Review	3, 3, 3
GRMN301, 302, 303	Advanced German	2, 2, 2
GRMN351, 352, 353	Advanced Oral Expression	1, 1, 1
BUAD115, 116, 117	Elem. Business German & Internship	1, 1, 1
BUAD215, 216, 217	Intermed. Bus. German & Internship	1, 1, 1

Brazil		(Semester Credits)
PORT101, 102	Beginning Portuguese	3, 3
PORT191, 192	Intensive Portuguese Review	3, 3
PORT211, 212	Intermediate Portuguese	3, 3
PORT291, 292	Intensive Portuguese Review II	3, 3
PORT321, 322	Advanced Portuguese I	3, 3

France		(Quarter Credits)
FREN102	Beginning French	3
FREN122	Written Comprehension & Expression	2
FREN132	Spelling and Grammar	1
FREN152	Elementary Oral Expression	3
FREN192	Intensive Elementary French	6
FREN202	Intermediate French	2
FREN222	Intermediate Composition	2
FREN232	Spelling and Grammar	2
FREN252	Intermediate Oral Expression	2
FREN262	Reading Comprehension	1
FREN292	Intensive Intermediate French	5
FREN322	Advanced Composition	2
FREN332	Orthography	1
FREN342	Advanced Grammar	2
FREN352	Advanced Oral Expression	2
FREN362	Literary Studies	2
FREN422	Literary Analysis, Summary Techniques	2
FREN462	Advanced Literary Studies	2

Greece		(Quarter Credits)
GREK/RELL331, 332, 333	Intermediate Greek I, II, III	3, 3, 3
HEBR331, 332, 333	Hebrew	3, 3, 3

Italy		(Quarter Credits)
ITLN101, 102, 103	Beginning Italian	2, 2, 2
ITLN/ART131	Italian Art	3
ITLN191, 192, 293	Intensive Italian Review I	2, 2, 2
ITLN201, 202, 203	Intermediate Italian	2, 2, 2
ITLN/ART231	Italian Art	3
ITLN291, 292, 293	Intensive Italian Review II	2, 2, 2

Mexico		(Quarter Credits)
SPAN101, 102, 103	Beginning Spanish	3, 3, 3
SPAN211, 212, 213	Intermediate Spanish	3, 3, 3
SPAN312	Mexico and its Culture	2
SPAN351	Advanced Spanish Grammar	3
SPAN361	Advanced Spanish Composition	2
SPAN371	Advanced Spanish Conversation	2

Spain		(Quarter Credits)
SPAN101, 102, 103	Beginning Spanish	3, 3, 3
SPAN191, 192, 193	Intensive Spanish Review	3, 3, 3
SPAN211, 212, 213	Intermediate Spanish	3, 3, 3
SPAN291, 292, 293	Intensive Spanish Review II	3, 3, 3
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. 60 for fees for Language Proficiency exams. See p. 36 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)

See inside front cover for symbol code.

INLS121 \$ (3)

Elementary _____ I

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 \$ (3)

Elementary _____ II

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 \$ (4)

Intermediate _____

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 (1–3)

Directed Study/Readings/Research/Project

In the area of language, culture, literature, or international trade. INLS495 is open only to qualified upper division students. Permission of instructor required. Repeatable with different material.

INLS330 (1–2)

French/Spanish Service Fieldwork

Designed for students having an advanced level of proficiency in French or Spanish. Services may include activities such as mentoring international students on and off campus, tutoring, interpreting and translating for community and government agencies.

INLS400 (3)

Topics in _____

A study of selected topics in language, culture, literature, or international trade. Topic and credits to be announced. Repeatable with different topics.

INLS458 ♦ (3)

Methods of Foreign Language Instruction: K–12

An overview of approaches and practical techniques in foreign language instruction as well as the theoretical notions underlying current trends in classroom practice. Topics of study will include pedagogical practices and research in FL teaching, ways of using that research, and practical applications of instructional methods. This course focuses on methods for K–12. Attending the Michigan World Language Association Conference in Lansing is required. Required for teacher certification.

INLS478 ♦ \$ (0)

Study Tour:

Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.

INLS490 \$ (3)

Language and International Trade Internship/Practicum

A one-semester, full-time work assignment which provides the opportunity to extend theoretical classroom learning in an appropriate setting in the U.S. or abroad. A final report is required.

French

FREN171 \$ (3)

Elementary French I

Grammar with reading and writing of simple French in the context of significant aspects of culture—oral and listening work stressed. Designed for students who have no French or less than 2 years of high-school French or its equivalent. A one-hour lab per week is required.

FREN171 V (4)

Elementary French I

AU/GU course—see content above.

FREN172 \$ (3)

Elementary French II

Grammar and reading continued in the context of significant aspects of culture; oral and listening work progressively increased. Designed for students with 2–3 years of high-school French. A one-hour lab per week is required. Prerequisite: FREN171 with a minimum grade of C or permission of the instructor.

FREN172 V (4)

Elementary French II

AU/GU course—see content above.

- FREN275** \$ (4)
Intermediate French
 Grammar, reading, composition, and oral and aural exercises in the context of significant aspects of French culture. A one-hour lab per week is required. Prerequisite: FREN172 with a minimum grade of C or permission of the instructor.
- FREN275** V (4)
Intermediate French
 AU/GU course—see content above.
- FREN366** \$ (3)
French 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 Francophone countries. Prerequisite: FREN275 with a minimum grade of C or permission of the instructor. A one-hour lab per week is required.
- FREN367** \$ (3)
French Composition
 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.
- FREN401** ◆ \$ (3)
Fundamentals of Translation
 Techniques of translation processes in rendering into French and English materials ranging from official documents to technical essays and literary texts. Conducted entirely in French. 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.
- 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. Course offered only during summer study tour to Germany (alternate years).
- 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. Course offered only during summer study tour to Germany (alternate years).

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. Course offered only during summer study tour to Brazil (alternate years).

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. Course offered only during summer study tour to Brazil (alternate years).

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.

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)***Caribbean Spanish***

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
www.andrews.edu/math

Faculty

Shandelle M. Henson, *Chair*
 Joon Hyuk Kang
 Robert C. Moore
 Yun Myung Oh
 Lynelle M. Weldon

Mathematics & Science Center Faculty

Emeriti

Kenneth L. Franz
 Theodore R. Hatcher
 Donald H. Rhoads
 Edward J. Specht

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. (Note that MATH375 and STAT285 do not count toward the 20 minor credits.)

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

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 or 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. 112.

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. 40 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. 173.

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. Provides computer-generated drill problems, instant scoring and explanation, with conceptual instruction as required. Students completing the sequence requirements while enrolled in MATH091 are not required to take MATH092. *Fall, Spring*

MATH092 (3)
Arithmetic and Algebra Review II
Continuation of MATH091. Students not completing the sequence requirements but fulfilling attendance, participation, and progress requirements may receive an R grade requiring re-registration the next semester. Prerequisite: Math 091. *Fall, Spring*

Undergraduate Courses

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*

MATH165 V (3)
College Algebra
AU/GU course. A study of linear equations and inequalities; algebraic, logarithmic, and exponential functions; polynomials and complex numbers. Includes applications in business and science. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2.

MATH166 (3)
Precalculus Algebra
Equations and inequalities; systems of linear equations; algebraic, polynomial, rational, exponential, and logarithmic functions; inverse functions, complex numbers, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2. *Fall, Spring*

MATH167 Alt (2)
Precalculus Trigonometry
Trigonometric functions and their inverses, identities, trigonometric equations; laws of sines and cosines, vectors, applications, and selected topics. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P3 or MATH166 or MATH145. *Fall, 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*

MATH168 V (4)
Precalculus
AU/GU course—see content above. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P2.

MATH182 Alt (3)
Calculus with Applications
Introduction to single-variable calculus, including limits, differentiation, optimization, and integration with applications to problems in business and the social sciences. Some topics from multivariable calculus, including partial derivatives and extrema of functions of two variables. Fulfills the General Education Mathematics reasoning requirement. Prerequisite: MPE \geq P4 or MATH166, 167 or 168.

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, Euclidean geometry, and measurement 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 StatisticsA 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 \geq P2. *Fall, Spring***STAT285**

V (4)

Elementary StatisticsAU/GU course—see content above. Prerequisite: MPE \geq P2.**STAT340**

(3)

Probability Theory with Statistical ApplicationsProbability 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.eduLynelle 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

Haughey Hall, Room 221
 269-471-3431, 269-471-3430
kingman@andrews.edu, physics@andrews.edu

Faculty

Robert E. Kingman, Physics, *Coordinator*
 Gordon J. Atkins, Biology
 Gary W. Burdick, Physics
 Bill Chobotar, Biology
 H. Thomas Goodwin, Biology
 James L. Hayward, Biology
 Shandelle M. Henson, Mathematics
 Joon Hyuk Kang, Mathematics
 Mickey D. Kutzner, Physics
 Margarita C. K. Mattingly, Physics
 David N. Mbungu, Biology
 Getahun Merga, Chemistry
 Robert C. Moore, Mathematics
 Desmond H. Murray, Chemistry
 Marlene N. Murray, Biology
 D. David Nowack, Chemistry
 Yun Myung Oh, Mathematics
 S. Clark Rowland, Physics
 David A. Steen, Biology
 Tiffany Z. Summerscales, Physics
 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. 49 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.

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*
 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	
Laboratory Sciences	
Laboratory	
Leadership and Administration	
Education	
Laboratory Mission Outreach & Development	

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 advice 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 2011–2012

2011

July 22	Fri	Senior summer term (clinical) ends
July 25	Mon	Registry review week begins
July 30	Sat	Certification ceremony

2012

Mar 12	Mon	Clinical Practica begins
May 4	Fri	Senior spring semester (clinical) ends
May 7	Mon	Senior summer semester (clinical) begins
July 27	Fri	Senior summer term (clinical) ends
July 30	Mon	Registry review week begins
Aug 4	Sat	Certification ceremony

Undergraduate Programs

BS in Medical Laboratory Science (124)
(BSMLS)

General Education Requirements—32

See professional program requirements, p. 43, and note the following **specific** requirements:

Religion: professional degree requirements

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 MLSC470

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, 470, 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. Courses are chosen from biology, business, chemistry, computer science, electronics, and education. 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. 43, 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: completed through the associate/certificate program transfer credits

Mathematics: Statistics preferred. Transfer students—any college level course.

Computer Literacy: professional degree requirements

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 required Graduate Record Examination (GRE) for admission is a minimum of 800 Composite (Verbal + Quantitative). Students who do not achieve 800 on their GRE may be considered for acceptance under provisional status. 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, 470, 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 College of Arts & Sciences.
- 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, INF5510, LEAD638

Education Emphasis*: Required courses are EDAL520, EDCI545, 650. Additional courses to select from*: EDAL670, 677, EDCI606, 610, EDPC514, 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 College of Arts & Sciences 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 for graduate programs or assistant dean for graduate programs of the College of Arts & Sciences.

Courses (Credits)

See inside front cover for symbol code.

ALHE440 (1-4)

Topics in _____

Repeatable in different areas. Prerequisite: permission of program director.

ALHE480 (4)

Practicum in _____

Prerequisite: permission of program director.

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. A field trip to visit a clinical laboratory is also included. Weekly: one lecture.

MLSC110 (1)

Medical Terminology

An in-depth study of medical terms and abbreviations relating to diseases, disorders and drugs. (This course is also available to off-campus students through distance learning. Prerequisite: permission of instructor.)

MLSC210 \$ (2)

Fundamentals of Hematology and Hemostasis

Introduces the production, maturation, function of normal blood cells and hemostasis. Selected routine manual hematology and 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.
- 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 Practicum
 Professional health-care laboratory practicum: emphasizes patient-care applications of immunologic, serologic 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** (5)
Clinical Microbiology Practicum
 Professional health-care laboratory practicum; emphasis in patient-care applications of bacteriology, mycology, parasitology, and virology. 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.

<p>MLSC442 (1) 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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>MLSC470 (1) Laboratory Information Systems Survey of current Laboratory Information Systems (LIS) including database design and maintenance, test requesting, result entry, result reporting, quality control application, peripheral devices and regulatory systems. Prerequisite: permission of the program director.</p>	<p>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.</p>
<p>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; and regulatory processes. Prerequisite: permission of the program director.</p>	

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. 49 in the bulletin. Registration does not indicate full-time status.

MUSIC

Hamel Hall, Room 207
 269-471-3555; FAX 269-471-6339
cflores@andrews.edu

Faculty
 Carlos A. Flores, *Chair*
 Lillianne Doukhan
 Claudio Gonzalez
 Julia S. Lindsay
 Kenneth D. Logan
 Alan F. Mitchell
 Trina Thompson
 Carla L. Trynchuk
 Chi Yong Yun
 Stephen P. Zork

Academic Programs	Credits
BA: Music	44
BMus: Music Education	80-84
Teacher Certification	35
BMus: Performance	84-92
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 (44)

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, 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.

Bachelor of Music: BMus

Two majors are available for the BMus degree: Music Education and Performance. Requirements for each of these two majors are outlined below:

Music Education (80–84)

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. 43, and note the following **specific** requirements:

Religion: RELT100, 225, 400, 4th course (see SED advisor)

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: EDTE165

Social Sciences: EDPC302

Fitness Education: professional degree requirements

Core Requirements—37

MUCT141, 142, 151, 152, 153, 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); MURE 420

Teacher Certification Requirements—35+ (School of Education)

EDPC302; EDTE165, 228, 408, 417, 424, 459, 476, 480, 487, 488

Other Requirements—MUPF489; Piano Proficiency

In addition to the above core and education requirements students must choose one of the following emphases:

Instrumental Emphasis—43–46

MUED301, 302, 316, 317, 376, 377, 378, 379, 380, 429 (for string majors only), 458, 459; minimum 3 credits minor performance, minimum 8 credits major performance which includes a 1- or 2-credit recital or project; minimum 8 credits of ensemble (must be in an instrumental ensemble).

Keyboard Emphasis—47

MUED301, 302, 316 or 317, 376, 377, 378, 379, 380, MUED421 and 422 or 426 and 427, 458, 459; minimum 3 credits minor performance; minimum 8 credits major performance which includes a 1- or 2-credit recital or project (piano majors must choose organ as their minor instrument and vice versa); minimum 8 credits of ensemble, including 1 credit of MUPF405 Keyboard Accompaniment and 1 credit of MUPF410 Collaborative Piano. The remaining 6 credits must be taken in one of the major ensembles.

Vocal Emphasis—47

MUED301, 302, 316, 317, 376, 377, 378, 379, 380, 436, 437, 458, 459; minimum 3 credits minor performance, minimum 8 credits major performance which includes a 1- or 2-credit recital or project; minimum 8 credits of ensemble (must be in a choral ensemble).

Performance (84–92)

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. 43, 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, 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.

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. 33) 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 CHMN534 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 (1, 1, 1)**Ear Training Laboratory I, II, III**

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 and 241.

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.

MUCT430 ♦ Alt (3)**Composition Seminar**

Study of the compositional practices and techniques employed by composers of the Impressionistic Period and the Twentieth Century followed by composition exercises leading to the creation of new musical works.

MUCT454 ♦ Alt (3)**Orchestration**

Scoring for chamber groups, larger ensembles and full orchestra.

MUCT470 ♦ Alt (3)**Form Analysis**

The origin and meaning of form: motives, phrases, and periods with elementary and combined binary and ternary forms, rondo and sonata-allegro.

MUCT535 Alt (2)**Analytical Techniques I**

Detailed comprehensive analysis of representative works from literature of the tonal period.

MUCT536	Alt (2)	MUED426	◆ Alt (3)
<i>Analytical Techniques II</i>		<i>Piano Literature</i>	
Detailed comprehensive analysis of representative works from literature of the post-tonal and 20 th Century periods.		A survey of clavichord, harpsichord and piano literature and style, and the evolution of these instruments.	
Music Education		MUED427	◆ Alt (3)
MUED301	Alt (2)	<i>Piano Pedagogy</i>	
<i>Conducting I</i>		The study and review of the materials and methods of private and class piano instruction.	
The theory and application of basic conducting principles.		MUED428	◆ Alt (3)
MUED302	Alt (2)	<i>String Literature</i>	
<i>Conducting II</i>		The study of string literature and style from the Baroque era to the present, including significant solo, chamber and orchestral works.	
The application of theory and techniques unique to the conducting of both choral and instrumental ensembles. Prerequisite: MUED301 or equivalent.		MUED429	◆ Alt (3)
MUED316	Alt (2)	<i>String Pedagogy</i>	
<i>Instrumental Literature</i>		The study of beginning through advanced pedagogical techniques, including tone production, dexterity, fingerings and bowings.	
Score analysis; score preparation and programming; study of significant band, orchestra and ensemble literature. Prerequisite: MUED302 or equivalent.		MUED430	◆ (1-3)
MUED317	Alt (2)	<i>Topics in _____</i>	
<i>Choral Literature</i>		A study of selected topics related to the music profession. Consult current class schedule for topics covered each year. Repeatable with different topics.	
Score analysis; score preparation and programming; study and survey of significant choral literature. Prerequisite: MUED302 or equivalent.		MUED436	◆ Alt (3)
MUED376	Alt (2)	<i>Vocal Literature</i>	
<i>Brass Methods</i>		Solo vocal literature representing significant repertoire from the primary eras of music history; Italian, French and German Literature.	
Fundamentals of performing and teaching brass instruments with emphasis on their use in band and orchestra.		MUED437	◆ Alt (3)
MUED377	Alt (2)	<i>Vocal Pedagogy</i>	
<i>Percussion Methods</i>		A comprehensive study of current methodology directed toward the achievement of artistic singing and productive studio procedures.	
Fundamentals of performing and teaching percussion instruments with emphasis on their use in band and orchestra.		MUED438	\$ (1-3)
MUED378	Alt (2)	<i>Workshop</i>	
<i>Vocal Methods</i>		MUED458	◆ (3)
Fundamentals of performing and teaching voice with emphasis on their use in choir.		<i>Music in the Elementary School</i>	
MUED379	Alt (2)	Methods and materials used in musical programs of the elementary grades including rhythm, singing, playing, and listening activities.	
<i>String Methods</i>		MUED459	◆ Alt (3)
Fundamentals of performing and teaching string instruments with emphasis on their use in orchestra.		<i>Music Methods and Materials</i>	
MUED380	Alt (2)	Methods and materials for the teaching of music in the secondary school with emphasis on the organization and administration of choral and instrumental ensembles.	
<i>Woodwind Methods</i>		MUED464	◆ Alt (1)
Fundamentals of performing and teaching woodwind instruments with emphasis on their use in band and orchestra.		<i>Score Reading</i>	
MUED421	◆ Alt (3)	Development of keyboard skills in score reading. Graded choral and orchestral literature from two-stave four-part writing to open score is practiced. Repeatable.	
<i>Organ Literature and Pedagogy I</i>		MUED485	◆ \$ (1)
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.		<i>Practicum in Conducting</i>	
MUED422	◆ Alt (3)	Individual attention and instruction with one of the larger ensembles. Repeatable. Prerequisite: MUED304 or 305 and permission of teacher.	
<i>Organ Literature and Pedagogy II</i>			
Continuation of MUED421. Prerequisite: MUED421 or permission of instructor.			

MUED515 Alt (3)***Introduction to Research in Music Education***

Research techniques appropriate to research in music education, principles of research design, organization of the research report, and critical examination of representative research studies in music education. Emphasis on developing knowledgeable and discriminating readers and interpreters of completed research.

MUED518 (3)***Instrumental Methods***

Comprehensive study of current methodology, emphasizing one of the following areas: wood winds, brass, percussion, strings.

MUED521 Alt (3)***Historical and Philosophical Foundations of Music Education***

Study of the philosophy and practice of Music Education from the 1920s to the present.

MUED648 \$ (1–3)***Workshop*****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.

MUHL524 (2)***Music Literature Seminar***

A study of selected major works from representative period(s)/composer(s). Provides a synthesis of musicological, historical, analytical, and interpretational techniques. Different literature covered each quarter. Prerequisite: Advanced-level survey courses or demonstrated equivalent. Repeatable with different emphases.

General Education**MUHL214** (3)***Enjoyment of Music***

An opportunity to acquire a better appreciation of classical music—to discover how church music, folk songs, jazz, spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day.

MUHL214 V (3)***Enjoyment of Music***

AU/GU course—see content above.

Honors**MUPF396-50** (1)***Honors Music Recital (Junior)***

A memorized recital under the supervision of a music honors committee. Research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

MUPF496-50 (2)***Honors Music Recital (Senior)***

A memorized recital under the supervision of a music honors committee. A research document on compositions performed is required. May be taken in lieu of certain required and applied music courses.

Independent Study**MUPF495** (1–3)***Independent Study***

In consultation with a member of the music faculty, a student may choose independent study in a special area of music. A brief outline of the study to be pursued must be submitted to the department chair. A minimum of 30 hours of work is required for each credit. Permission of the department chair required.

Church Music**MURE420** Alt (3)***Church Music and Hymnology***

The biblical basis for and the theological implications involved in church-music practice with emphasis on the development of principles for guidance in the use and selection of available literature.

MURE485 ♦ (2)***The Church Organ and Service Playing***

The development of the organ and organ literature; a practical study of church services, including organ registrations for choral music, vocal solos, and hymn playing; discussion of the organ interlude and improvisation. Concurrent enrollment in applied music—organ is recommended.

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.

MURE590

Alt (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

\$ (1-2)

MUPF170 Applied Music—First-year
MUPF270 Applied Music—Sophomore
MUPF370 Applied Music—Junior
MUPF470 Applied Music—Senior

Classes open to all students upon permission of the instructor

(1)

MUPF160 Music Class—First-year
MUPF260 Music Class—Sophomore
MUPF360 Music Class—Junior
MUPF460 Music Class—Senior

Recitals

MUPF397 Recital—Junior (1)
MUPF497 Recital—Senior (1-2)
MUPF490 Recital Continuation (0)

Ensembles—Undergraduate

(1)

Department of Music ensembles are open to all students upon permission of the instructor. 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

(1)

Keyboard Accompaniment

Accompanying of instrumental and vocal soloists.

MUPF410

(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.

MUPF420

◆ Alt (3)

Diction for Singers

The study of the rules for pronunciation and diction of the major languages used by singers. Study of Italian, French, German and Latin with application of International Phonetic Alphabet symbols.

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)	Research and Specialized Study	
Keyboard Accompaniment			
Accompanying of instrumental and vocal soloists.			
MUPF506	\$ (1-3)	MUHL650	\$ (0)
Advanced Conducting— Choral/Instrumental		Project Continuation	
Repeatable.		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.	
Section 01: Study of the art and techniques of conducting relative to the score and to the chorus as a performance instrument.		MUHL655	\$ (0)
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.		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. 49 in the bulletin. Registration does not indicate full-time status.	
MUPF510	(1)	MUHL665	\$ (0)
Collaborative Piano		Comprehensive Exam Preparation	
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.		Advisor approval required. Registration for this title indicates full-time status.	
MUPF515	(1)	MUHL670	(0)
Recital Accompanying		Comprehensive Exam	
Preparation and public performance of a pianist/soloist recital in which the piano is the principal medium of accompaniment.		MUHL695	(1-2)
Ensembles—Graduate	(0 or 1)	Bibliography and Research in Music	
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.		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.	
MUPF525 University Orchestra		MUHL697	(1-3)
MUPF526 University Wind Symphony		Independent Study and Research in Music	
MUPF527 University Chorale		Repeatable.	
MUPF528 University Singers		MUHL698	(2)
MUPF535 I Cantori		Project	
MUPF537 Ladies' Chorus		Repeatable to 4 credits.	
MUPF538 Chamber Music Ensembles		MUHL699	(6)
MUPF545 Sinfonietta		Master's Thesis	
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			

NURSING

Marsh Hall (Second Floor)
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*
Dwight E. Huslin
Gisele D. Kuhn
Cynthia J. Papendick
Arlene M. Saliba
Gisela E. Schmidt, *Director of Clinical Practicum*
Cynthia C. Small

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 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 two to three years 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. 193 for degree requirements, admission criteria, progression, and course descriptions.)

Undergraduate Degree Requirements

BS: Nursing (NCLEX-preparatory) (124)

Nursing Major Requirements—65

NRSG211, 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, 223, 260; (BIOL165, 166 may substitute for BIOL221, 222—students who take this option must also take BIOL223); 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.

General Education Credits—41

(See GE Requirements for Professional Degrees, p. 43). Students choosing to test out of INFS120 must take a 3-credit elective to satisfy the 124 credits for the degree.

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 NRS331 Medical-Surgical I
 - Externship during the summer after completing NRS332 Medical-Surgical II and prior to entering NRS430/440 Obstetrics and Pediatrics (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 will not be allowed to progress in the nursing program unless these qualifications are met, except by approval of faculty. A form signed by the facility where the student works must be submitted to their advisor prior to registering for fall courses.
2. Be expected to complete the NCLEX-preparatory program within five years from beginning NRS216.

BS: Nursing (Completion) (124)

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).

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.

General Education Requirements—41

See professional program requirements, p. 43, 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—33

NRS305, 315, 320, 366, 408, 414, 418, 438 (S), 445 (4), 450 (S), 466 (3), 480

Required cognates—18

BIOL221, 222, 223, 260; (BIOL165, 166 may substitute for BIOL221, 222—students who take this option must also take BIOL223); 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 NRS215. 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 NRS216 Fundamentals of Nursing Practice the following fall semester.

Admission requirements are as follows:

1. Minimal overall GPA of 2.75
2. BIOL221, 222, 223, 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
For those applicants whose first language is not English, one of the following may be substituted for the Nelson Denny test.
 - MELAB—score of 93
 - Paper-based TOEFL—score of 600
 - Internet-based TOEFL—score of 90
6. High school chemistry with a grade of B or better or CHEM110 or equivalent course with a C or higher.
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, 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 and/or previous nursing program if transferring from another nursing program.
Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

BS: Nursing (Completion) Program

Admission requirements are the same as above with the following exceptions:

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.
3. For those applicants whose first language is not English, one of the following is required:

- MELAB—score of 93
- Paper-based TOEFL—score of 600
- Internet-based TOEFL—score of 90

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work may be required.

Progression

All undergraduate nursing students need to understand that:

- Nursing courses must be taken in the required sequence.
- A 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, 223, or BIOL165, 166, 223, 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, 223 or BIOL165, 166, 223 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, 223 or BIOL 165, 166, 223. *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

women's health issues. Includes 4 credits theory and 1 credit practicum. Prerequisites: NRSG332, PSYC301. *Fall*

NRSG438 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: NRSG430, 440; for BS Completion NRSG414. *Spring*

NRSG440 \$ (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: NRSG332, PSYC301. *Fall*

NRSG445 (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: NRSG331 or 320 or permission of the Department of Nursing. (*BS Completion students take the class for 4 credits.*) *Spring*

NRSG450 \$ S (4)

Community Nursing

* Field service credit requirements are met in this class. Focuses on community as the primary client, in contrast with community as the setting for individual care. Students consider factors affecting the well-being, function, and/or existence of the community and its response to those problems. Includes 2 credits theory and 2 credits practicum. Prerequisites: NRSG418, 430, 440; for BS Completion NRSG320, 418. *Spring*

NRSG460 (1-3)

Topics in _____

Study of selected topics relevant to professional nursing practice. Subject and credits to be announced in advance.

NRSG466 (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: NRSG366, 418. Corequisite: NRSG414 or permission of the Department of Nursing. (*BS Completion students take the class for 3 credits.*) *Spring*

NRSG478 \$ (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.

NRSG480 (3)

Senior Nursing Internship

A capstone practicum that integrates nursing skills and

knowledge with principles of daily practice. Takes place in acute care settings where the student manages groups of clients in conjunction with a preceptor (120 clock hours). 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

Is 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

Admission Requirements

In addition to the general admission requirements in the Graduate Admissions section of the University bulletin, certain departmental requirements should be noted:

1. BS: Nursing degree from an NLNAC or CCNE accredited school or equivalent accreditation in country of residence.
2. Overall undergraduate GPA of 3.00.
3. Current licensure as an RN in the United States or equivalent accreditation in country of residence.
4. Positive recommendations by present or recent employers.
5. Undergraduate course in statistics.
6. 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.

NRS510 (2)

Christian Ministry

Explores spiritual needs within the context of health and illness and the incorporation of spiritual beliefs into the plan of care. Includes an assessment of how the client and one's own individual spirituality affects health care behaviors. *Spring*

NRS515 (3)

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*

NRS517 (3)

Health Care Systems

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

NRS530 (3)

Health Promotion/Disease Prevention

Explores theories of health promotion and disease prevention at the advanced practice level with emphasis on patient education, epidemiology, health beliefs, and the seven laws of health. *Fall*

NRS548 (3)

Advanced Pathophysiology

An in-depth study of select pathophysiology concepts which will enable nurses to critically evaluate therapeutic strategies for maintenance and achievement of restoration. Age-related and ethnic variations will be explored. *Spring*

NRS555 (2)

Advanced Health Assessment

Develop advanced assessment skills necessary to teach the skills to others as they restore clients of various ethnic groups to health and identify risk factors for illness of particular cultural groups. Prerequisites: NRS510, 517, 548, 638. *Fall*

NRS580 (2)

Nursing Theory and Application

Examines theories and conceptual frameworks of nursing, ethics, leadership, models for providing care, and Restoration to the Image of God in regards to advanced practice of nursing. Explores feasibility, conceptual integrity, and congruence with personal values. Prerequisites: NRS510, 517, 638. *Fall*

<p>NRSG638 (2) Interpersonal Dynamics Provides graduate nursing students with advanced knowledge related to underlying interpersonal concepts, skills, and practical approaches specifically for relationship building, effective communication, facilitation of informed decision-making, conflict awareness and management, crisis intervention, constructive feedback, and delivery of potentially disturbing information; in academic, health care, and community-based settings. <i>Fall</i></p>	<p>NRSG680 (4) Teaching Practicum Provides the student with the opportunity to utilize knowledge gained in the nursing-education courses, in a nursing-focused educational experience of their choosing. A total of 300 clock hours are required. Prerequisites: NRSG510, 517, 527, 548, 555, 580, 638, 655, 658, 660, 665, 668. <i>Fall</i></p>
<p>NRSG655 (3) Research Utilization Prepares the student to critically evaluate research studies and to design strategies for integrating or utilizing research to guide and develop an evidence based practice specific to their anticipated advanced practice role. Prerequisites: NRSG510, 517, 580, 638, 658, 660. <i>Spring</i></p>	<p>NRSG690 (1-3) Independent Study</p>
<p>NRSG658 (2) 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. <i>Fall</i></p>	<p>NRSG698 (2) Research Utilization Project Requires the student to use a recognized research utilization model to develop an evidence-based Nursing Education project. Prerequisite or corequisite: NRSG655.</p>
<p>NRSG660 (2) 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. <i>Fall</i></p>	
<p>NRSG665 (3) Nursing Education Outcomes Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses. Prerequisites: NRSG510, 517, 580, 638, 658, 660. <i>Spring</i></p>	
<p>NRSG668 (2) Roles in Nursing Education Explores the various teaching and faculty roles that impinge upon the nurse educator. An understanding of the requirements of scholarship activities such as clinical currency, academic productivity, and teaching expertise are examined. Prerequisites: NRSG510, 517, 580, 638, 658, 660. <i>Spring</i></p>	
<p>NRSG670 \$ (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.</p>	
<p>NRSG675 \$ (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. 49 in the bulletin. Registration does not indicate full-time status.</p>	

NUTRITION & WELLNESS

Marsh Hall, Room 301
269-471-3370
Fax: 269-471-3485
deptnutr@andrews.edu
www.andrews.edu/nutrition/

Johnson Gym, Lower Level
269-471-3254
Fax: 269-471-3485
www.andrews.edu/cas/fitness

Faculty

Winston Craig, *Chair*
Magaly Hernandez, *Director of Dietetic Internship*
Gretchen Krivak
Peter Pribis, *Graduate Program Director*
Dominique Wakefield, *Director of Fitness & Exercise Studies*
Alice Williams

Staff

Christian Lighthall, *Gymnics Coach*
Greggory Morrow, *Aquatics Program Director*

Academic Programs	Credits
BS in Dietetics (DPD Program)	72
BS: Nutrition Science	62
BS: Health & Fitness	68
BHS in Wellness	64
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 Dietetics (DPD Program) (72)

Prerequisite Courses—34

ACCT121; BCHM120; BIOL221, 222, 260; CHEM110; FDNT118, 124, 230; PSYC101; and SOC1119.

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 Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 S Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400.

General Education Requirements—43

See professional program requirements, p. 43, 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: FTES305

Social Sciences: PSYC101, SOC119

Fitness Education: HLED120 and three additional courses from personal fitness, outdoor skills or team activity

Preparation for the Registration Exam

Andrews University offers two programs to prepare the student for the registration examination given by the Commission on Dietetic Registration of the American Dietetic Association (ADA).

- The DPD program, which meets the academic requirements for registration eligibility.
- The Dietetic Internship, a post-baccalaureate program, designed to meet the supervised practice requirements for registration eligibility.

The Dietetic Internship at Andrews University is currently accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 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 May 15 for the following autumn semester. Successful completion of the prerequisite courses listed below with a minimum cumulative GPA of 2.75, 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.

Continuation in the Dietetics Program requires a student having a cumulative GPA of at least 3.0 at the beginning of their senior year.

Transfer students who enter at the junior level will be admitted to the Dietetics Program if they have an overall GPA of 3.0 and a minimum GPA of 2.35 for their science and FDNT courses.

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 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 2.75 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 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 ADA. 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 (68)

Required Courses—43

FDNT230, 448, 460 (1), 498, HLED120, 210, 380, 445, 480, FTES116, 210, 214, 305, 355, 465, two additional FTES activity courses (1 credit each) selected in consultation with your advisor, PSYC210, FTES495 (4)

Required Cognates—25

BIOL221, 222, 223, BSAD355, COMM320, MKTG310, PSYC319, 471, SOCI415

For students planning to do the MS in Nutrition & Wellness, it is recommended that they also take CHEM110 and BCHM120.

A minimum grade of C is required in all major and cognate courses.

ACE Certification

This degree 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 the Andrews University campus.

Bachelor of Health Science: Wellness (64)

Required Courses—30

FDNT230, 310, 448, 460 (1), HLED120, 210, 380, 445, 480, FTES210, 214, 305, 355

Required Cognates—34

BIOL221, 222, CHEM110, BCHM120, PHYS141, 142, MLSC110, FTES465, STAT285, PSYC301

A minimum grade of C is required in all major and cognate courses.

General Education Requirements

See professional program requirements, p. 43, 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.

Medical Terminology: A course in basic medical terminology. May be taken by distance learning.

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.

ACE Certification

This degree 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 in Nutrition Science is recommended for pre-medical students wishing to have a nutrition and health promotion emphasis as they prepare for medical school. However, this BS does not prepare students for dietetics registration eligibility.

Minor in 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, 223, FTES210, 214, 305, 355, 465, FDNT230
This minor is not approved for Michigan elementary or secondary teaching certification.

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.

1. Two nutrition courses (equivalent to FDNT230 and one advanced course).
 2. Survey courses in chemistry with labs, including inorganic, organic, and biological (equivalent to CHEM110 and BCHM120).
 3. Human physiology (equivalent to BIOL222).
 4. Statistics (equivalent to STAT285).
- Applicants with deficiencies may be admitted provisionally, but they must take courses in addition to those in the degree program to meet deficiencies.

Degree Requirements

In addition to the general academic requirements for graduate degrees outlined on p. 48, the following departmental requirements should be noted:

- A minimum of 32 semester credits
- The core of 20 nutrition credits including FDNT448, 498, 2 credits of FDNT545, 565, 2 credits of FDNT586 and 2 credits of FDNT680, MKTG500, 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*

FDNT230 V (3)
Nutrition

AU/GU course—see content above.

FDNT240 \$ (1)
Nutrition Laboratory

Discovering principles of nutrition science in the laboratory. A weekly 3-hour lab. Required for those students needing life science general education credit. *Fall, Spring*

FDNT310 (3)
Nutrition in the Life Cycle

Study of the nutritional needs of the healthy person throughout the life cycle. The influence of socioeconomic, cultural, and psychological factors on food and nutritional behavior. Prerequisites: FDNT230. *Fall*

FDNT351 \$ (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.

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.	FDNT586 (1-4)	Professional Experience 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.
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.	FDNT594 \$ (0, 4)	Dietetic Internship The internship is equivalent to a full-time load. It involves 35-40 hours per week of supervised practice. Open only to students seeking registration eligibility with the Commission on Dietetic Registration of the American Dietetic Association. <i>Fall, Spring</i>
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.	FDNT600 (1)	Research Design Criteria for the organization, analysis, and reporting of research in nutrition. Preparation of a proposal for a master's thesis or project. Prerequisite: FDNT498 or equivalent. <i>Spring</i>
FDNT498 ♦ (2)	Research Methods A study of research methodology, survey methods, and applied statistics as they relate to dietetics. <i>Fall</i>	FDNT648 (1-4)	Workshop
FDNT540 (2)	Maternal and Child Nutrition Role of nutrition in human growth and development, with emphasis on prenatal period, infancy, childhood, and adolescence.	FDNT650 \$ (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.
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.	FDNT655 \$ (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. 49 in the bulletin. Registration does not indicate full-time status.
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. <i>Fall</i>	FDNT660 \$ (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.
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. <i>Spring</i>	FDNT665 \$ (0)	Preparation for Comprehensive Exams Advisor approval required. Registration for this title indicates full-time status.
FDNT565 (3)	Current Issues in Nutrition and Wellness Discussion of current issues in nutrition, food safety, public health, and wellness. Prerequisite: FDNT230. <i>Spring</i>	FDNT670 (0)	Comprehensive Exam
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.	FDNT680 (1-4)	Research Seminar Individual reports and discussion of recent research data. Repeatable to 4 credits. Consent of instructor required.
FDNT585 (1-4)	Topics in _____ Selected topics in the areas of nutrition and wellness. Repeatable to 6 credits.	FDNT690 (1-6)	Independent Study Individual study and/or research. Consent of instructor required. Repeatable to 6 credits.
		FDNT698 (3)	Research Project

FDNT699 (3-6)
Master's Thesis
 Repeatable to 6 credits.

Health Education Courses

HLED120 \$ (1)
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.

HLED210 (3)
Philosophy of Health
 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.

HLED380 (3)
Natural Therapies
 The study of simple natural therapeutic remedies, including massage, hydrotherapy and herbal therapies

HLED445 (2)
Consumer Health
 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.

HLED480 (3)
Wellness Programs
 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.

Fitness & Exercise Courses

Personal Fitness Courses

FTES116 \$ (1)
Weight Control
 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.

FTES131 \$ (1)
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.

FTES132 \$ (1)
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.

FTES135 \$ (1)
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.

FTES140 \$ (1)
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.

FTES150 \$ (1)
Swimming
 Designed for multilevel instruction. Three basic levels are incorporated into the class based on a swimming pretest: beginners, intermediate and advanced. No swimming ability necessary. Repeatable.

FTES210 \$ (1)
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.

FTES214-001 \$ (1)
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.

FTES214-002 \$ (1)
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.

FTES300 (1)
Lifeguarding
 Instruction in accident prevention, aquatic facility supervision, and water-rescue techniques. Successful completion results in American Red Cross Lifeguard Training certification. Current first aid and CPR certification included. Prerequisite: Ability to swim 500 yards in 10 minutes or less.

FTES350 (1)
Water Safety Instructor
 Instruction in techniques for teaching American Red Cross swimming courses. Current CPR certification required. Swimming pretest required.

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.

Outdoor Skills Courses**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. *Spring*

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.

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. *Fall*

FTES126 \$ (1)**Cycling**

A study of the various types of cycling, cycling techniques and the proper maintenance of a bicycle.

FTES127 \$ (1)**Rock Climbing**

A safe introductory course that includes learning climbing skills, essential climbing knots, proper equipment and safety, and self-rescue.

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,

202 COLLEGE OF ARTS & SCIENCES

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.

FTES209 \$ (1)
Intermediate Softball

Instruction in team play, cutoffs, relays, and offensive and defensive strategies. Game scrimmages use the pitching machine. Students supply own glove.

FTES229 \$ (1)
Intermediate Racquetball

Perfection of fundamental skills and strategy.

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.

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. *Fall*

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*

PHYSICAL THERAPY

8515 E Campus Circle Dr
 Berrien Springs MI 49104-0420
 269-471-AUPT or 800-827-AUPT
 FAX: 269-471-2866
www.andrews.edu/phth/
 Admissions Fax: 269-471-2867
 Admissions E-mail: pt-info@andrews.edu

Faculty

Wayne L. Perry, *Chair, DPT Program Director*
 Greg Almeter, *Orthopedic Musculoskeletal Coordinator*
 John C. Banks, *Foundation Science Coordinator*
 Kathy A. Berglund, *Postprofessional Director*
 John Carlos Jr., *Behavioral Science Coordinator*
 Kimberly Coleman, *Clinical Education Director*
 Mioara Diaconu, *Research Coordinator*
 Elizabeth Oakley, *Clinical Science Coordinator*
 Lee E. Olson, *Neuromuscular 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, Andrews University, and the College of Arts and Sciences, 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

Religion: one religion course per academic year of attendance in a Seventh-day Adventist college or university. Minimum of three courses prior to entering program.

Language/Communication*

History*

Fine Arts/Humanities*

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 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: fulfilled through professional components of the program

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.

* See General Education: Professional Degrees & Programs, p. 43

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 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.

Social Sciences

Psychology—An introductory psychology course.

Human Development—A course which covers physical, social, and psychological 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 800 (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: See Graduate Programs: English Language Requirements. In addition, applicants whose first language is not English must document successful completion of 20 semester credits of course work with instruction in the English language. An English translation of relevant course descriptions from college catalogs are required for all course work taken in another language.

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
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

See inside front cover for symbol code.

(Credits)

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.
- Topics in Comparative Religion (2)**
 This course surveys the major religious traditions of the world. Study includes an overview of origins; major philosophical and theological underpinnings; typical aspects of worship and ethics; and major social, cultural, and political influences. Study is done from a consciously Christian framework.
- PTH601 (2)**
Orthopedics I
 Presentation of fundamental physical therapy knowledge in the assessment and intervention of a patient with both acute and chronic conditions of the extremities. Screening of the cervical and lumbar spine prior to tests is covered, progressing

to complete assessment and treatment of extremity joint pathologies. Diagnostic tests and results pertinent to the orthopedic patient are related to a physical therapy differential diagnosis. Corequisite: PTH611.

PTH602 (2)
Orthopedics II

A continuation of the presentation of information regarding orthopedic pathology of the spine with emphasis on treatment techniques for the different pathologies from a physician and physical therapist's perspective. A decision making model focusing on a differential diagnosis is incorporated throughout the course. Corequisite: PTH612.

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)
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)
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)
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.

<p>PTH722 (1) Clinical Reasoning II Laboratory A continuation of PTH721 Clinical Reasoning I Laboratory. Prerequisite: PTH721. Corequisite: PTH712.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>PTH770 (0) Practical Comprehensive Examination</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>PTH799 (1–2) Research Project (topic) Provides students with guidelines and supervision for data collection, analysis, capstone project preparation and oral presentation.</p>
<p>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.</p>	<p>PTH870 (0) Written Comprehensive Examination</p>
<p>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.</p>	<p>PTH880 (1) PT Seminar Preparation of a personal portfolio, assessment of the clinical experiences and preparation for professional licensure.</p>
<p>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.</p>	<p>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.</p>

PHYSICS

Haughey Hall, Room 211
269-471-3430
physics@andrews.edu
<http://physics.andrews.edu>

Faculty

Margarita C. K. Mattingly, *Chair*
Gary W. Burdick
G. Brendan Cross
Mickey D. Kutzner
Tiffany Z. Summerscales
Stephen C. Thorman

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 12 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. Program is certified by the State of Michigan.

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
This major is available only to those who are obtaining secondary teacher certification. Pending approval for certification by the state of Michigan.

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. Program is certified by the State of Michigan.

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 \$ CS (4)

Astronomy

Exploring the cosmic environment—the solar system, stars and their development, star clusters, the interstellar medium, galaxies, and large-scale features of the Universe. Meets the General Education Physical Science requirement. 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. *Fall, Spring*

PHYS110 V \$ (3)

Astronomy

AU/GU course—see content above.

PHYS115 \$ CS (4)

Mythbusting

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.

PHYS141, 142 \$ (4, 4)

General Physics

Algebra based introduction to mechanics, relativity, heat, electricity, magnetism, wave motion, physical and geometric optics, and modern physics. Weekly: 3 lectures, 1 recitation, and one 3-hour lab. Prerequisite: MPE P4 or MATH167 or 168. PHYS142 must be preceded by PHYS141.

PHYS225 \$ CS (4)

Sound and Waves

The production, transmission, synthesis, and perception of sound as understood through the physical principles, properties, and nature of waves. Includes a survey of applications—music, speech, locomotion, and imaging—and comparisons with light and other kinds of waves. Meets the General Education Physical Science requirement. 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 \$ (2–3)

MATLAB

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 (4, 4)

Physics for Scientists and Engineers

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 \$ (1, 1)

Physics for Scientists Laboratory

Weekly: one 3-hour lab. Honors credit is available as PHYS271H, 272H. Corequisites: PHYS241, 242 or PHYS241H, 242H.

PHYS277 \$ (0)

Physics Colloquium

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 (0.5–3)

Topics in _____

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 (1–2)

Independent Study/Research

Individually directed reading and lab projects (e.g., holography and astrophotography). A minimum of 4 hours per week is required for each credit earned. Repeatable to 4 credits. Prerequisite: Approval of the instructor.

PHYS350 Optics Geometrical and physical optics; interference and diffraction, polarization, Fourier optics, lasers, and holography. Prerequisites: PHYS242 (recommended) or 142; MATH192.	Alt (2.5)	PHYS460 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.	◆ Alt (2.5)
PHYS377 Advanced Physics Laboratory I Development of advanced lab skills in the study of basic physical phenomena. Emphasis includes scientific instrumentation, lab procedure, data reduction, interpretation, and technical communication. Repeatable to 2 credits. <i>Spring</i>	\$ (1)	PHYS475 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. <i>Fall</i>	(2.5)
PHYS400 Demonstrations in Physics Identifying topics suitable for demonstration, surveying the literature, preparing demonstrations, finding suppliers of materials and equipment. A critical evaluation of demonstrations—their design, preparation, and execution—with student participation. Prerequisite: Approval of the department chair.	◆ (1–2)	PHYS477 Advanced Physics Laboratory II Important phenomena, equipment, and techniques in modern experimental physics. Repeatable to 2 credits. <i>Spring</i>	◆ \$ (1)
PHYS411, 412 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. <i>Fall, Spring</i> (even years)	◆ Alt (2.5, 2.5)	PHYS478 Study Tour: Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.	◆ \$ (0)
PHYS416 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. <i>Spring</i> (odd years)	◆ Alt (2.5)	PHYS481, 482 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. <i>Fall</i> (odd years), <i>Spring</i> (even years)	◆ Alt (3, 3)
PHYS420 Advanced Topics in _____ Astrophysics, atomic physics, nuclear physics, relativity or other current physics area. Prerequisite: PHYS242 or 411. Repeatable to 6 credits.	(2–3)	PHYS495 Independent Study/Research Individually directed study, problem-solving, or research in selected fields of physics. A minimum of 4 hours work per week is required for each credit earned and a written paper is required. Repeatable to 6 credits. Prerequisite: Approval of the instructor.	(1–3)
PHYS430 Thermodynamics and Statistical Mechanics Systematic introduction to thermodynamics, kinetic theory, and statistical mechanics (classical and quantum). Prerequisites: Prerequisite: PHYS142 or 242; MATH192. <i>Spring</i> (odd years)	◆ Alt (2.5)	PHYS530 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.	\$ (1–3)
PHYS431, 432 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. <i>Fall</i> (even years), <i>Spring</i> (odd years)	◆ Alt (3, 3)	PHYS540 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.	(2–3)
PHYS445 Particle Physics A study of particle properties, forces, structure, decay and reaction mechanism in the context of the Standard Model. Prerequisite: PHYS481. <i>Spring</i> (even years)	◆ Alt (2.5)	PHYS577 Physics Colloquium Current topics and issues of interest in the physics community. Required each semester of MS: Mathematics and Science students not enrolled in MSCI575 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	\$ (0, 0.5, 1)

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

Buller Hall, Room 111

269-471-3177

Fax: 269-471-6258

religion@andrews.edu

www.andrews.edu/relg/

Faculty

Paul B. Petersen, *Chair*

Erhard Gallos

Ante Jeronic

Keith E. Mattingly

Ruben Muñoz-Larrondo

Glenn E. Russell

Susan P. Zork

Research

Lael O. Caesar

Emeriti

Elly H. Economou

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)	35
AA: Personal Ministries (Distance Degree)	32
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

Choose from one of the following:

Pastoral Ministry Emphasis—51

RELB111, 112, 115, 210, 214, 335, 406, 476; RELP200 (each semester registered), 330; two courses from 336 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

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, SOC1345, 415, 430, 440

Required Cognates (20): BIBL211, 212, 311, 312, 321, 322; HIST404; RELH317

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 240 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 Affiliation & Extension Programs.)

BA: Religion (35)

(Distance Education)

The distance education degree requires a minimum of 124 semester credits including all general education, major, and graduation requirements. The required courses are RELB210, 304, 305, 335, 374, 375; RELT225, 235, 308; RELP290, 441; HIST404.

Those electing Greek to meet the foreign language requirement must take Greek through the intermediate level.

Note: Students planning to enter the Seventh-day Adventist Theological Seminary should select a major in theology. A religion major may be selected but must be supplemented with Seminary prerequisite courses. For entrance requirements, see the Theological Seminary section of this bulletin.

AA: Personal Ministries (32)

(Distance Education)

This degree prepares students for personal outreach ministries, including Bible instruction, offers an opportunity to study a broad spectrum of courses covering both Old and New Testament. The courses listed below are required for distance education students only.

Requirements: RELB210, 304, 305, 335; RELT225, 290, 308, 320, 340; HIST404, choose one of the following: RELB374 or 375.

Minor in Religion (20)

6 upper-division credits, 15 credits in Biblical Studies (RELB) or Theology (RELT). The remaining 5 credits may be taken from any 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**BIBL204 V (4)****Elementary Greek I**

AU/GU course. See content of BIBL211. BIBL204H and 205H must be taken successively.

BIBL205 V (4)**Elementary Greek II**

AU/GU course. A continuing study of the elements of the language of the New Testament in the context of a good working vocabulary and carefully selected readings. Prerequisite: BIBL204V or equivalent.

BIBL211 (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 ecclesiological 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*
- BIBL304** V (3)
Intermediate Greek I
AU/GU course—intermediate course in Greek to provide a fair working knowledge of the New Testament in the original language. Prerequisite: BIBL205H or equivalent.
- BIBL305** V (3)
Intermediate Greek II
AU/GU 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*
- RELB210** V (3)
Jesus in His Time and Ours
AU/GU course—see content above. Available in standard and EEC formats (see p. 55).
- 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.
- RELB304** V (3)
Studies in Daniel
AU/GU course—see RELB406.

RELB305 <i>Studies in Revelation</i> AU/GU course—see RELB406.	V (3)	RELG360 <i>Topics in Religion</i> 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. <i>Fall, Spring, Summer</i>	S (1–3)
RELB335 <i>Acts and Epistles</i> 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. <i>Spring</i>	(3)	RELG360 <i>Topics in Religion: World Religions</i> AU/GU course. Surveys the major religious traditions of the world. Study includes an overview of origins, major philosophical and theological underpinnings, typical aspects of worship and ethics, and major social, cultural and political influences. Study is done from a consciously Christian framework. Available in standard and EEC formats (see p. 55).	V (3)
RELB335 <i>Acts and Epistles I</i> AU/GU course—see content above.	V (3)	RELG368 <i>Guided Study Tour to Bible Lands:</i> Travel to the selected places of historical and archaeological interest in the Bible lands combined with lectures and directed reading. The geographic area is designated at the time a study tour is announced. <i>A maximum of 6 credits may be used to fulfill the Religion GE requirement. Religion and Theology majors may apply up to 6 elective credits through this tour toward their major if preapproved by department. Fee may be required.</i>	\$ (3–6)
RELB374 <i>Old Testament Prophets, Early</i> AU/GU course. Includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets of the 8th and early 7th century B.C. Research paper may be required.	V (3)	RELG378 <i>Study Tour:</i> Travel to destinations relevant to individual programs of study. Classes will be selected from department(s) offerings. Fee may be required.	\$ (0)
RELB375 <i>Old Testament Prophets, Later</i> AU/GU course. Includes the books of the writing prophets of the 7th century B.C. to the end of the prophetic canon. Research paper may be required.	V (3)	RELG380-50 <i>Honors in Religion (topic specified)</i> Readings and seminar observations on various topics. Area of study announced in advance. Repeatable as topics vary. <i>Fall, Spring</i>	(1–3)
RELB406 <i>Studies in Daniel and Revelation</i> Study of the background, content, and construction of these biblical books with emphasis upon the interpretation of prophecy, apocalyptic imagery and symbols. <i>Fall</i>	(3)	RELG496 <i>Special Projects in Religion</i> By special permission of the Department of Religion & Biblical Languages. <i>Fall, Spring, Summer</i>	(1–3)
RELB476 <i>Prophets of Israel</i> Includes the history of prophecy, the pre-writing prophetic figures, and the books of the writing prophets. Research paper may be required. <i>Spring</i>	(3)	Church History	
General Religion		RELH316 <i>History of the Christian Church I</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. <i>Fall</i>	(3)
RELG160 <i>Topics in Religion</i> 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. <i>Fall, Spring, Summer</i>	(1–3)	RELH316 <i>History of the Christian Church I</i> AU/GU course—see content above.	V (3)
RELG225 <i>Introduction to Missions</i> An undergraduate religion course which explores the theology and practice of missions. The objective of the course is to understand God's mission in our world and to experience personal involvement in that mission. A long-term goal of the course is to create an experience through which God can inspire students to a lifetime of service and missions. The class experience includes intensive short-term missions exposure by means of a class tour. <i>Note: Student missionaries are required to take a different missions course: RELP325 Preparation for Mission Service.</i>	(3)	RELH317 <i>History of the Christian Church II</i> Surveys the history of the church from the Protestant Reformation	(3)
RELG248 <i>Workshop</i> Provides flexibility for the occasional workshop where it is appropriate to offer religion credit. Workshop requirements must be approved by the department. <i>Fall, Spring</i>	(1–3)		

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*

RELH317 V (3)
History of the Christian Church II
AU/GU course—see content above.

RELH400 (3)
SDA History and Prophetic Heritage
An investigation of the background, rise, and development of the Seventh-day Adventist church in America and the world from its beginning until the present with special attention given to the historical role, ministry and writings of Ellen White. *Summer*

Professional Training

RELP200 (0)
Pastoral Practicum
A weekly seminar giving instruction in the many aspects of ministering in churches. Includes assignment to one of the area churches. Required of all theology/religion majors. Students must register for this class each semester in residence. *Fall, Spring*

RELP235 (2)
Christianity in a World Context
An introduction to the status and role of Christianity and mission worldwide. Includes a brief history of Christian mission, current facts about mission needs, Christian and mission relationships to world religions, political ideologies, national development, and non-Western cultures. *Fall*

RELP240 (0–3)
Christian Witnessing/Public Evangelism Seminar
Acquaintance with the dynamics of Christian witnessing in the neighborhood, at work, and in the friend-to-friend approach of personal Bible study. Christ's example of witnessing is highlighted. Includes participation in the departmental summer field school. *Spring, Summer*

RELP290 V (3)
Introduction to Pastoral Counseling
AU/GU course. Understanding that pastoring includes counseling, this course introduces both the actual skill of counseling and the acquisition of knowledge and insights based on reading and experience.

RELP325 (2)
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 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*

RELP441 V (3)
Introduction to Pastoral Ministry
AU/GU course. A study of good church administration, combining pastoral leadership with church management. Addresses the four-dimensional role of the pastor—person, administrator, church leader and priest.

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*
- RELT100** V (3)
God and Human Life
AU/GU course—see content above. Available in standard and EEC formats (see p. 55).
- 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*
- RELT225** V (3)
Doctrines of the Adventist Faith
AU/GU course—see content above.
- RELT235** V (3)
Principles of Bible Instruction
AU/GU course to help students develop necessary skills and expertise vital for success in Bible instruction.
- RELT250** (3)
Personal Spirituality and Faith
A study of the Biblical perspective on the act of faith and the life of faith. How does a person begin and nurture one's own personal spiritual and devotional life? Also studies the meaning of spiritual nurture in various lifestyle and work settings. Personal spiritual growth is fostered through involvement in organized church activities and/or witnessing outreach. *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*
- RELT308** V (2)
Gift of Prophecy
AU/GU course—see content above.
- RELT320** V (3)
Personal Evangelism
AU/GU course. The dynamics of personal evangelism with primary emphasis on instruction rather than exhortation. A clear biblical perspective on the priesthood of all believers; practical counseling for leading someone to Christ; a strategy for visitation; a Bible study methodology; and techniques in getting decisions.
- RELT325** (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)
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*
- RELT340** V (3)
Religion and Ethics in Modern Society
AU/GU course—see content above.
- RELT348** S (3)
Christians and the Environment
A religious, philosophical, and activist approach to environmental issues, analyzing ideological causes of environmental degradation, and offering philosophical and theological perspectives which inform and sensitize the student to the Christian's environmental responsibility. Qualifies as an "S" course for General Education Service Learning. Contains a service component. *Spring*
- RELT390** (3)
Christian Business Ethics
Designed for the student to examine differing ethical models and to develop a personal model that will serve as the basis on which a Seventh-day Adventist Christian will make personal value decisions. The developed model is used in examining actual ethical issues which confront people in daily affairs of business life. Student can earn general education credit in either RELT340 or 390, but not in both. (Open only to upper division BBA students). *Spring*

SOCIAL WORK

Nethery Hall, Room 015
269-471-6196
FAX: 269-471-3686
swinfo@andrews.edu
www.andrews.edu/sowk/

Faculty

Curtis J. VanderWaal, *Chair*
David Sedlacek, *MSW Program Director*
Laura Racovita-Szilagyi, *Director of Field Education*
John Gavin, *BSW Program Associate Director—Off-Campus*
BSW Site
Shelly J. Perry
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 2011.

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 2.00.
- 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.

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/.

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)

General Education Requirements

See professional program requirements, p. 43, 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

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. 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.

Certificate of Emergency Preparedness

Students may complete the following sequence of courses totaling 18–19 credits and receive a *Certificate of Emergency Preparedness* from Andrews University. This Certificate should be accepted by the State of Michigan and many other states towards recognition of PEM (Professional Emergency Manager) certification or another similar designation. These elective credits can be counted as part of the BSW degree or transferred to another educational institution by agreement. Students do not need to complete a Bachelor's degree from Andrews University in order to complete this Certificate program.

Required Courses	Credits
SOWK408 Intro. to Emergency Preparedness	2
BSAD426 Emergency Management	3
SOWK449 Disaster Response & Emergency Operations	2
SOWK478 Principles & Practice of Hazards Mitigation	3
SOWK425 Emergency Planning	2
COMM435 Crisis Communications	3
SOWK477 Comm. Assessment & Capacity Mapping	2
SOWK435 Field Instruction (Emergency Preparedness experience)	<u>1–2</u>
Total	18–19

Graduate Program**MSW (Master of Social Work) (33–39 or 56)**

The Master of Social Work (MSW) degree is a professional degree enabling the graduate to enter practice as an advanced-level practitioner. Graduates are prepared to work in a variety of interpersonal clinical or administration and development practice emphases. The foundation curriculum for the MSW consists of 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 2011. Application for reaccreditation has been made 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.

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 2.60 in undergraduate courses.
 - Have a GPA of at least 2.75 on last 50% of undergraduate courses.
 - Have a graduate GPA of at least 3.5 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.

Advanced Standing Plus—Two-year Program

Students who have done generally very well in their BSW program, but do not meet the 3.0 GPA admission requirement for the one-year advanced standing program, may be eligible for the two-year advanced standing program designed to remediate any areas of academic weakness. Credit requirements are increased by six credits in addition to the one-year advanced program requirements, designated by the advisor in consultation with the student to strengthen identified areas for growth.

- An overall minimum undergraduate GPA of 2.6
- * Admissions criteria may be refined and changed as necessary to improve the process and address accreditation issues.

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 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.

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, Emergency Preparedness, International Social Work, and Aging & Social Work. Please refer to the Department of Social Work website for further information: www.andrews.edu/cas/sowk/.

Certificate of Emergency Preparedness

Students may complete the following sequence of courses totaling 18–19 credits and receive a *Certificate of Emergency Preparedness* from Andrews University. This Certificate should be accepted by the State of Michigan and many other states towards recognition of PEM (Professional Emergency Manager) certification or another similar designation. These elective credits can be counted as part of the MSW degree or transferred to another educational institution by agreement. Students do not need to complete a Master's degree from Andrews University in order to complete this Certificate program.

Required Courses	Credits
SOWK408 Intro. to Emergency Preparedness	2
BSAD526 Emergency Management	3
SOWK449 Disaster Response & Emergency Operations	2
SOWK478 Principles & Practice of Hazards Mitigation	3
SOWK425 Emergency Planning	2
COMM535 Crisis Communications	2
SOWK477 Comm. Assessment & Capacity Mapping	2

SOWK535	Field Instruction (Emergency Preparedness experience)	<u>1-2</u>
Total		17-18

As part of the MSW degree, students may complete a smaller package of 8 credits (see *Areas of Emphasis* handout) to receive an *Emphasis in Emergency Preparedness*. The emphasis area courses are described in the *Areas of Emphasis* handout available at the Department of Social Work.

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. 357 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 113 semester credits with an overall grade point average of C (2.5) or better. Sixty eight credits are MDiv credits, 31.5 credits are social work credits, and 13.5 credits are shared between the two curricula in lieu of MDiv electives.

Track 2: Graduation requirements consist of satisfactory completion of 140 semester hours with an overall grade point average of C (2.5) or better. Ninety five credits are MDiv credits, 31.5 credits are Social Work credits, and 13.5 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, it is recommended that both degrees must be received simultaneously in order to fulfill the requirements of either degree. Students who have already completed the MDiv will be considered for the program. 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. Seminary students who are accepted into the MDiv/MSW collaborative program will receive a 33% tuition discount on all core social work credits.

Program Options:

- 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. Completion of the dual degree requires strict adherence to course sequence and curriculum design. 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.
- 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: 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: CHMN619 (Religious Experience in Adolescence), CHMN626 (Ministry to At-Risk Youth), CHMN636 (Seminar in Youth Ministry) or DSRE656 (Counseling Youth and Young Adults).

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 the dual degree.

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 (3)
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

SOWK314 (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.

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
 Survey of brief treatment models. Direct application of various crisis intervention models to population in crisis. Juniors and Seniors only. Media delivery 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 ♦ (1-4)
Topics in: _____

Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

SOWK477 ♦ (2)
Community Assessment and Capacity Mapping

Introduction to various methods for assessing community needs and mapping community capacity to address those needs. Includes damage assessment for emergency situations.

SOWK478 ♦ (3)
Principles & Practice of Hazards Mitigation

Study of preparedness as related to hazards in the local community with attention to means of mitigation as well as planning measures. Includes IS modules IS-271 Anticipating Hazardous Weather & Community Risk and IS-340 Hazardous Materials Prevention. Prerequisites: Evidence of satisfactory completion of PDS modules IS-5 Intro to Hazardous Materials and IS-55 Hazardous Materials Guide for Citizens.

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: SOWK 540 & 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 Ethics and Diversity

Students will examine their personal beliefs and values in relationship to ethical and diversity issues. The course will provide students with tools to successfully manage and support diversity and its benefits in the context of social work practice. Students will also apply the NASW Code of Ethics to advanced practice dilemmas they may face in the field. Fall

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 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. *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.
- SOWK514** (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.
- 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.
- 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

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*

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 (1-4)
Topics in: ____

Students are able to select offerings from various contemporary social-work topics. Repeatable with different topics.

SOWK690 (1-3)
Independent Study/Research

Open to qualified students who show ability and initiative. See the department policy for specific requirements. Prerequisites: Permission of Graduate Program Director and instructor.

SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

Bell Hall, Room 157
269-471-3468
speech@andrews.edu
www.andrews.edu/cas/speech/

Faculty
Darah J. Regal, *Chair*
Brynja K. Davis

Academic Programs	Credits
BS: Speech-Language Pathology and Audiology	46
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). 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 during a student's junior and senior years.

Programs

BS: Speech-Language Pathology and Audiology (46)

SPPA234, 270, 280, 285, 310, 321, 322, 331, 332, 374, 425, 447, 455, 458, 471, and 472.

Cognate: PHYS225 (Meets the General Education Life/Physical Science requirement)

Recommended Courses: COMM436, ENGL460, BHSC230, STAT285, BIOL208, PSYC425.

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 1 lab.

SPPA285 (3)

Applied Phonetics

A study of the International Phonetic Alphabet and its application to speech and hearing sciences. Includes an introduction to acoustic theory and spectrographic analysis of speech. Skill is

developed in transcription of both normal and disordered speech in children and adults.

SPPA310 (3)

Speech Science

An exploration of the theoretical information regarding speech perception and hearing, using concepts of physics, anatomy, and physiology. Clinical applications and management strategies for specific speech and hearing disorders will also be addressed. Prerequisites: SPPA234, 280.

SPPA321 (3)

Normal Language Development

A comprehensive look at the normal development of speech and language in the child. Includes the areas of language prerequisite skills, phonology, morphology, semantics, syntax, and pragmatics.

SPPA322 (3)

Child Language Disorders

A study of the factors contributing to the development of disordered speech and language. Includes traditional and more recent classification systems and a survey of characteristic disorders. Introduction to methods of evaluation and therapy. Prerequisite: SPPA321.

SPPA331 \$ (3)

Basic Audiology

Survey of the normal auditory system and the pathologies that affect its functioning. Includes the physics of sound, standard reference levels, and auditory perception. Methods of administering and interpreting pure tone, speech threshold, and speech recognition tests are presented in classroom and lab settings.

SPPA332 \$ (3)

Audiological Procedures

Continued study of auditory testing with an overview of differential diagnostic tests in the identification of auditory pathologies. Includes clinical masking and acoustic immittance measures. Techniques are presented for evaluating special populations including infants and young children, industrial, and the pseudo-hypacusic. Prerequisite: SPPA331.

SPPA374 (3)

Articulation and Phonology: Development and Disorders

A survey of phonological development, and characteristics of articulation and phonology disorders. Discussion of etiologies, assessment, and management of these disorders is included. Prerequisite: SPPA285.

SPPA415 (3)

Seminar in Communication Disorders: _____

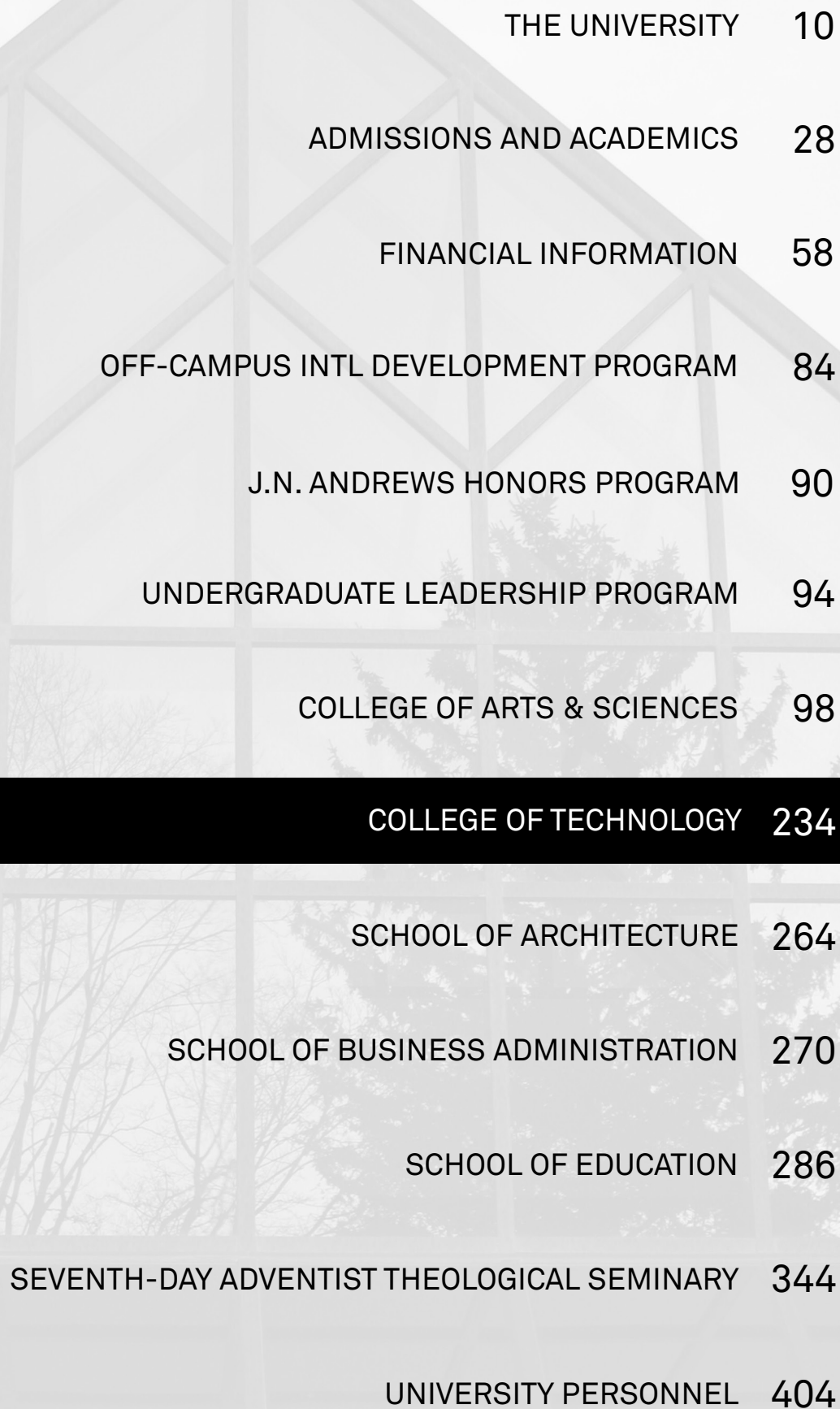
Advanced study into professional and/or clinical aspects of speech-language pathology and/or audiology. Repeatable as content changes.

SPPA425 (3)

Clinical Principles and Practices

Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech-language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing. Prerequisites: SPPA321, 322.

- SPPA435** (3) **SPPA495** (1-4)
Communication Development and Disorders for Classroom Teachers
 An overview of normal language acquisition and development, along with a survey of typical communication disorders and their impact on students' academic success. Issues such as public laws and policies affecting the communicatively handicapped, language and communication differences in multicultural populations, and collaborative management models are also addressed.
- SPPA447** (4)
Disorders of Voice and Fluency
 A study of the anatomy and physiology of the vocal mechanism, with emphasis on normal and abnormal processes of voice and fluency. Assessment and treatment principles of functional, organic and neurological voice pathologies will be addressed, as well as basic principles of stuttering diagnosis and therapy. Prerequisites: SPPA234, 280, 310.
- SPPA455** (3)
Adult Neurogenic Disorders
 A study of neuroanatomy, as well as the interaction of language and cognition, and hemispheric specialization. This course also covers the classification, etiology, and assessment of individuals with speech, cognitive-linguistic, and swallowing disorders associated with central nervous system damage. Therapeutic principles are introduced. Prerequisites: SPPA234, 280, 321.
- SPPA458** (3)
Aural Rehabilitation
 A conceptual approach to the rehabilitation of the hearing-impaired. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients from birth to geriatric. Prerequisites: SPPA331, 332.
- SPPA471** \$ (2)
Clinical Practicum in Speech-Language Pathology
 Supervised practice in clinical management of persons with communication disorders, including administration of tests and implementation of therapy programs. Prerequisites: A content course in practicum area; 25 hours of observation in speech-language pathology and audiology; and permission of instructor. Prerequisite or corequisite: SPPA425.
- SPPA472** \$ (2)
Clinical Practicum in Audiology
 Supervised practice in test administration, report writing, and clinical management of persons with communication disorders related to audiology. Prerequisites: SPPA331,332, permission of instructor, and 25 hours of observation in speech-language pathology and audiology.
- 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.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

COLLEGE OF TECHNOLOGY

Verlyn R. Benson, *Dean*

Harrigan Hall, Room 200
269-471-3413
Fax: 269-471-6292
cot-info@andrews.edu
www.andrews.edu/cot/

Programs

The College of Technology is comprised of four departments with specific majors within each department, as follows:

Department of Aeronautics

BT: Aviation Technology

Students taking the Bachelor of Technology degree are encouraged to combine both of the specialization areas—Flight and Aviation Maintenance. This provides the most competitive preparation for a career in the field of aviation. However, they may choose to limit their specialization, to meet specific aviation-related career goals.

AT: Aviation Technology

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Department of Agriculture

BS: Agriculture

The Bachelor of Science degree in Agriculture prepares individuals who intend to pursue advanced degrees leading toward a career in teaching or research.

BT: Agribusiness

The Bachelor of Technology degree in Agriculture is a career specialist's degree preparing individuals for supervisory and management positions in production agriculture.

AT: Agriculture

The Associate of Technology degree in Agriculture is a two-year program designed to provide students with skills and working knowledge to prepare them for entry-level positions in their area of specialization.

BS: Animal Science

Although colleges of veterinary science accept students who have met the minimum requirements for admission, most successful applicants are those who have completed a bachelor's degree while preparing to apply to the professional program. Entrance requirements vary among the colleges of veterinary medicine. The required prerequisite pre-veterinary courses are usually in general biology, general and organic chemistry, physics, biochemistry, mathematics, courses in animal science, and general education.

BS: Horticulture

The Bachelor of Science degree in Horticulture prepares individuals who intend to pursue advanced degrees leading toward a career in teaching or research.

BT: Horticulture

The Bachelor of Technology degree in Horticulture is a career specialist's degree preparing individuals for supervisory and management positions in horticulture or the ornamental horticulture industry.

AT: Horticulture

The Associate Technology degree in Horticulture is a two-year program designed to provide students with adequate skills and working knowledge to prepare them for entry-level positions in their area of specialization.

Department of Digital Media & Photography

BFA: Commercial Photography

Photography fosters creativity in the production of visual images. The emphases encompass elements of digital, commercial and fine arts imaging, focusing on individual creativity and photo-journalism.

BFA: Documentary Video

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

BFA: Web Design

The web design major focuses on principles of aesthetics, content, delivery, user interface, web animation, screen design, and multimedia for the creation of web pages.

Department of Engineering & Computer Science

BS: Computing

The Bachelor of Science degree in Computing offers two emphases: Computer Science, and Software Systems. Computer Science goes beyond programming and focuses on theory, processes, models, algorithms, and other aspects of computational systems. Software Systems is an applied study of computing, focusing on development and maintenance of software application programs, and requires a supporting minor in an application area.

BSE: Engineering

The Bachelor of Science in Engineering degree has emphases in Electrical and Computer Engineering and in Mechanical Engineering. These two emphases build on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the area of digital systems, communication systems, and computer-controlled instrumentation and computer simulation. The Mechanical Engineering emphasis focuses on the elements of mechanical design and the electromechanical elements of smart machines.

General Courses

See inside front cover for symbol code.

GTEC110 (3-4)**Freshman Seminar**

College success and life enrichment skills. Included are an introduction to the resources of the university, principles of critical thinking, and Christian values clarification.

GTEC115 (3-4)**College Seminar**

See description under GTEC110. Repeatable.

GTEC298 (1-32)**Prior Learning Assessment**

Prior Learning Assessment (PLA) is a process which validates learning experiences occurring outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.

GTEC395 (1-4)**Cooperative Work Experience**

Supervised (by the dean or his appointee) on-the-job work experience with a cooperating industry. A minimum of 120 hours of work is required per credit. The student must submit a report of the cooperative work experience as specified by the instructor. Repeatable to 6 credits. Graded S/U. Prerequisites: an associate degree in technology or equivalent and permission of the dean. Students must apply and be accepted one semester in advance of their planned Cooperative Education experiences.

GTEC498 (1-32)**Prior Learning Assessment**

See description under GTEC298. Total Prior Learning Assessment credits (GTEC298 and 498) may not exceed 32 credits.

Individualized Programs of Study

For students who have career goals or special interests in areas other than those provided in one of the established majors or minors, a special individualized program is available in the following degrees: Bachelor of Science, Bachelor of Technology, and Associate of Technology. An individualized concentration may be planned to meet the career goals of a student. Before the beginning of the junior year for baccalaureate-degree students or the beginning of the sophomore year for associate-degree students, the student, with the assistance of his or her advisor, prepares a proposed program of study. The program must be approved by a department faculty and the College of Technology Academic Policies and Curricula Committee.

(Credits)**AERONAUTICS**

Seamount Building (Airpark)

269-471-3547

Fax: 269-471-6004

airinfo@andrews.edu

www.andrews.edu/cot/aviation/

www.andrews.edu/cot/ap/

Faculty

Dina M. Simmons, *Chair*

Brani D. Byers

James H. Doran

Duane E. Habenicht

Academic Programs	Credits
BT: Aviation Technology Emphasis Areas Flight & Aviation Maintenance Flight & Business Flight Aviation Maintenance Aviation Maintenance & Business	60-88
AT: Aviation Technology Emphasis Areas Flight Aviation Maintenance	40-52
Minor in Aviation Technology Emphasis Areas Flight (20) Aviation Maintenance (32)	20 or 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 Aeronautics 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 Technology, and a two-year Associate in Aviation Technology.

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 Technology

Major*	60–88
General Education requirements	41–44
General electives	<u>23–0</u>
Total credits for degree	124–132

General Education Requirements

See professional program requirements, p. 43, 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—36
 Aviation Maintenance—6 (See required courses.)
 Departmental electives—12
 Business—21 min.

Flight (60)
 Flight (AFLT)—36
 Aviation Maintenance—6 (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 College of Technology Charges, p. 67).

Required Courses—42

AFLT115, 118, 215, 218, 305, 318, and 326
 AVMT108 & 114 or 116

Aeronautics 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.

Required Courses—52

AVMT 108, 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 Technology

Students may earn an Associate of Technology degree by taking courses beyond those required for the certificate in either the flight or maintenance area. The additional courses give students a broader General Education base, prepare them better to perform the activities acquired by the certificate program, and facilitate study for an advanced degree.

Major*	40–52
General Education requirements	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 Technology

Requirements: A minimum of 20 credits in flight or 32 in maintenance, respectively.

Students earn a minor in Aviation Technology by completing one of the following:

Flight (20): 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 Aeronautics operates a Flight School 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.

Aeronautical 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. *Fall, Spring*

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. *Fall, Spring, Summer*

AFLT118 \$ (6) **Flight Training I**

Sixty-five (65) hours of aircraft and simulator time leading to the airplane Private Pilot Certificate including 10 hours of cross-country flight. *Fall, Spring, Summer*

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. *Fall*

AFLT215 (4) **Instrument Pilot Ground School**

Ground training to prepare the student for the FAA instrument rating airplane knowledge test. Topics include Federal Aviation Regulations, meteorology, instrument flight charts, flight planning, instrument approaches, use of navigation equipment, and FAA publications relating to instrument flight. *Spring*

AFLT218 \$ (6) **Flight Training II**

Sixty-five (65) hours of aircraft and simulator time leading to the airplane instrument pilot rating including 25 hours of cross-country flight needed to meet the 50-hour cross-country requirement. *Fall, Spring, Summer*

AFLT220 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. *Fall*

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. *Fall*

AFLT305 (4) **Commercial Pilot Ground School**

Ground training to prepare the student for the FAA commercial-pilot airplane knowledge test. Topics include advanced navigation, FAR Parts 61, 91, and 135 for air taxi, complex aircraft systems, weight and balance, and performance charts. *Fall*

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. *Spring*

AFLT318 \$ (6) **Flight Training III**

Sixty-five (65) hours of single-engine flight, multi-engine flight and simulator time. The course includes preparation for the Private Pilot Multi-Engine Land rating. *Fall, Spring, Summer*

AFLT326 \$ (6) **Flight Training IV**

Sixty-five (65) hours of aircraft and simulator time leading to the airplane Multi-Engine and Single-Engine Commercial ratings. *Fall, Spring, Summer*

AFLT330 Alt (3) **Crew Resource Management**

Study of the effective use of resources available to the crew to achieve safe and efficient flight operations. Areas include human factors, communication, conflict resolution, leadership, teamwork, and situational awareness as applied to flight operations. *Spring*

AFLT455 (3) **Flight Instructor Ground School**

Ground training to prepare the student for the FAA flight instructor airplane knowledge test. Topics include techniques of teaching, analysis of maneuvers, and lesson planning. *Fall, Spring, Summer*

AFLT456 \$ (2-4) **Flight Instructor Flight Training**

Flight and ground training to prepare the student for the FAA flight instructor airplane practical test. Topics include the performance, teaching, and analysis of flight maneuvers required for the private and commercial airplane pilot (4 cr. for initial CFI; 2 cr. for CFI add-on). *Fall, Spring, Summer*

- AFLT464** (2)
Basic and Advanced Ground Instructor
 Prepares the student for the FAA basic and advanced ground instructor knowledge test. Topics include techniques of teaching aerodynamics, aircraft performance, aircraft systems, weight and balance, meteorology, navigation, and regulations. *Fall, Spring, Summer*
- AFLT465** (3)
Instrument Flight Instructor Ground School
 Prepares the student for the FAA instrument flight instructor knowledge test. Topics include techniques of teaching instrument flight, analysis of instrument maneuvers, instrument approaches, enroute operations, regulations, and lesson planning. *Fall, Spring, Summer*
- AFLT466** \$ (3)
Instrument Flight Instructor Flight Training
 Flight and ground training to prepare the student for the FAA instrument flight instructor airplane practical test. Topics include the performance, teaching, and analysis of attitude instruments, instrument approaches, and enroute operations. *Fall, Spring, Summer*
- AFLT467** \$ (2-4)
Multi-Engine Flight Instructor
 Flight and ground training to prepare the student for the FAA multi-engine airplane flight instructor practical test. Topics include the performance, teaching, and analysis of maneuvers and procedures for the multi-engine airplane (4 cr. for initial CFI; 2 cr. for CFI add-on). *Fall, Spring, Summer*
- AFLT469** (2)
Instrument Ground Instructor
 Prepares the student for the FAA instrument ground instructor knowledge test. Topics include the techniques of teaching advanced weather theory, weather reports and forecasts, instrument procedures and regulations, approaches, and enroute operations. *Fall, Spring, Summer*
- AFLT474** \$ (3)
Techniques of Mission Flying
 Develops special piloting skills required in remote undeveloped bush operations. Topics include pilotage, dead reckoning, GPS navigation, low-level operations, terrain flying, mountain passes and canyons, cargo drops, short fields, uphill and downhill operations on primitive airstrips, maximum performance techniques, and precision airplane control. *Fall, Spring, Summer*
- AFLT485** (3)
Airline Transport Pilot Ground School
 Prepares the student for the FAA airline transport pilot knowledge test. Topics include air-carrier or air-taxi regulations, high altitude weather, advanced weight and balance, and the performance and special problems in large airplane operations. *Fall, Spring, Summer*
- AFLT486** \$ (3)
Airline Transport Pilot Flight Training
 Flight and ground training to prepare the student for the FAA airline transport pilot airplane practical test. Topics include instrument procedures, in-flight maneuvers, take-offs, landings, advanced airplane systems, and emergency procedures. *Fall, Spring, Summer*
- Aviation Maintenance**
- AVMT108** \$ (4)
Applied Science for Aerospace Technicians
 Applies the sciences of mathematics and physics to the aerodynamics of flight, maintenance, weight and balance and various maintenance problems that the aircraft maintenance technician could encounter. Includes the study and use of drawings and basic ground operations. *Fall*
- AVMT114** \$ (2)
Aircraft Basic Electricity
 A study of the fundamental basics of electricity and electronics; including electrical diagrams, calculations, sources of electrical power, direct and alternating current, aircraft storage batteries, capacitance and inductance, binary code and the basics of solid state logic. *Fall*
- AVMT116** \$ (2)
Federal Regulations, Publications, Forms and Records
 Study of the federal regulations and manufacturer publications as they apply to aircraft design, maintenance, inspections, forms and records, and the certification and privileges/limitations of the aviation maintenance technicians. *Fall*
- AVMT120** \$ (4)
Materials and Processes for Aircraft Structures
 Includes hand and power tool usage, aircraft hardware and materials, precision measurements, corrosion control, non-destructive testing, and fluid lines and fittings. *Fall*
- AVMT204** \$ Alt (2)
Aircraft Electrical Systems
 Practical study of aircraft electrical systems, including installation practices, repair, troubleshooting, service, and inspections. *Spring*
- AVMT206** \$ Alt (4)
Powerplant Electrical Systems
 A study of engine ignition and engine electrical systems (starter, generators, alternators, auxiliary electrical power units and their control circuits, engine instruments, and engine fire protection-suppression systems). *Spring*
- AVMT210** \$ Alt (4)
Aircraft Systems
 An in-depth study into the inspection, repair, checking, servicing and troubleshooting of the following aircraft systems; ice-and-rain detection, cabin atmosphere (pressurization, heating, cooling, and oxygen), position warning systems, navigation and communication systems, and aircraft instruments and their use in trouble-shooting of aircraft systems. *Spring*
- AVMT220** \$ Alt (2)
Aircraft Fuels and Fuel Systems
 A study of the various types and handling of fuels used in aircraft. Includes a study of aircraft fuel systems, fuel metering methods and the inspection, checking, servicing, troubleshooting, repair and overhaul of fuel systems and their components, and fire detection and protection. *Spring*
- AVMT226** \$ Alt (2)
Engine Fuel Metering Systems
 A study of the engine side of the fuel systems (firewall forward).

Includes an in-depth study of fuel-metering devices used on aircraft engines (carburetors, pressure carburetors, direct and continuous fuel-injection systems). Service, maintenance, repair and 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)

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.

AGRICULTURE

Smith Hall, Room 109
269-471-6006
Fax: 269-471-3009
agri@andrews.edu
www.andrews.edu/cot/

Faculty

Thomas N. Chittick, *Chair*
Stanley Beikmann
Katherine Koudele
Ralph C. Wood

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: Agribusiness	60
Emphasis Areas	
Crop Production	
Animal Science	
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
Pre-Professional Program in Veterinary Medicine	

Programs

Bachelor of Science. The BS degree prepares individuals to pursue advanced degrees for careers in teaching or research. Students may major in agriculture, animal science or horticulture with a minor to complement their intended purpose.

Bachelor of Technology. The BT degree is a career specialist's degree. Graduates are prepared for supervisory and management positions in production agriculture, horticulture, or the ornamental horticulture industry.

Associate of Technology. The two-year AT degree programs provide students with adequate skills and working knowledge to apply for entry-level positions in their area of specialization.

BS: Agriculture

Major requirements—40

AGRI118, 206, 300, 304, 308, 405; ANSI114; HORT105, plus 15 major elective credits chosen in consultation with advisor.

Cognate requirements—18

BIOL165,166; CHEM131, 132

BS: Animal Science

Major requirements—40

AGRI405; ANSI114, 305, 425, plus 19–21 credits in a special area of emphasis and 6–10 major electives chosen in consultation with an advisor.

Cognate requirements—18

BIOL165, 166; CHEM131, 132

Animal Science 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(2); ANSI340 (1 species), ANSI379, 420, 435, 440 and 445
Recommended electives for entry into veterinary college:

- * BCHM421; CHEM231, 232; MATH166 & 167 or 168; PHYS141, 142.
- * Courses may vary depending on entrance requirements of the veterinary college of choice.

Management—19

AGRI137 (2), 395; ANSI340 (2 species); ACCT121; AGRI270. Major electives can be tailored to meet a specific student's interest.

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: HORT135, 226, 228, 315, 350, 365, 375, 429, 448

Landscape Management—18

Select from the following: HORT135, 208, 211, 226, 228, 315, 350, 360, AGRI308, 240

General Education Requirements for Agriculture BT

See professional program requirements, p. 43, 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

Service: BHSC100. 40 hours of service or alternative field service for majors in: HORT365, ANSI425

Social Sciences: professional degree requirements

Fitness Education: professional degree requirements

BT: Agribusiness**Major requirements—60**

AGRI118, 270, 395, 405, ANSI114, HORT105 plus 7–10 major elective credits chosen in consultation with advisor

Cognate requirement—22

CHEM100 or 110, ACCT121, 122, BSAD341, 355, ECON226, FNCE317

Agribusiness Emphases in BT Degree Program

Students may choose an area of emphasis from the following or develop a personalized program in consultation with their advisor to meet specific goals.

Crop Production—34

AGRI206, 240, 308, HORT378, 208

Plus 18 credits chosen from the following: AGRI300, 304, 345, 390, HORT211, 226, 228, 360, 369

Animal Science—31

ANSI305, 340 (2 species), ANSI425, plus 19 major elective credits chosen in consultation with advisor.

BT: Horticulture**Major requirements—60**

AGRI118, 240, 308, 395, 405, HORT105, 150, 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

HORT135, 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 a knowledge of plants.

Landscape Management—14

HORT208, 211. Select 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, 240, 300, 304, 308, 345, HORT211, 226, 228, 360, 369. 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, 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.

Crop Production—24

AGRI118, 206, 240, 300, 395; HORT105

Dairy Herd Management—22

AGRI270, 304, 395; ANSI250, 278, 430

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

HORT135, 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.

Pre-Professional Program in Veterinary Medicine

Katherine Koudele, *Director*
269-471-6299

Entrance requirements vary among the colleges of veterinary medicine. Therefore, interested students must write to the schools of choice for the most current and detailed information. A list of accredited colleges of veterinary medicine may be

obtained from the American Veterinary Medical Association, 930 North Meacham Road, Schaumburg, IL 60196; www.avma.org.

Students in consultation with their advisors in the Agriculture Department can design individualized programs of study to meet the entrance requirements of the veterinary school of choice. The required prerequisite pre-veterinary courses are usually general biology, general and organic chemistry, physics, biochemistry, mathematics, courses in animal science, and general education.

Courses (Credits)

See inside front cover for symbol code.

Agriculture

AGRI118 \$ Alt (4)

Soil Science

Factors affecting soil formation, soil texture, particle size, pore space and their impact on soil air/water relations, and chemical characteristics of soils, including pH, ion exchange, and maintenance of soil fertility. Weekly: 3 lectures and a 3-hour lab.

AGRI137 (1-3)

Practicum in _____

Fifty hours per credit of supervised practical experience in one area of concentration. May be repeated in different areas for a maximum of 6 credits. Topics to be chosen in consultation with an advisor. *Fall, Spring*

AGRI206 \$ Alt (3)

Farm Machinery

Selection and operation of farm equipment, based on the initial cost and economic performance, including factors governing the site and type of farm machines, their capacity, efficient use, adjustment and repair. Weekly: 2 lectures and a 3-hour lab.

AGRI240 Alt (3)

Fundamentals of Irrigation

Design, installation, drawing, interpretation and maintenance of plastic or metal irrigation systems and control devices for proper sprinkler coverage. *Fall*

AGRI270 Alt (3)

Management of Agriculture Enterprises

An introduction to acquiring and analysis of management information for decision making; an understanding of basic economic principles that impact biological production systems and implementation of the principles for total quality management for increased productivity.

AGRI300 Alt (3)

Field Crop Production

Importance, distribution, economic adaptation, and botany of leading farm crops, emphasizing rotation, seedbed preparation, and economic production.

AGRI304 Alt (3)

Forage Crop Production

Basic principles of forage crop production, emphasizing choice of crop, establishment, growth, maintenance, harvesting, storage and feeding.

AGRI308 \$ Alt (3)

Principles of Weed Control

Control of weeds in horticultural and field crops, utilizing biological, cultural, mechanical, and chemical practices. Class study also involves preparation and testing for pesticide applicator's license. Weekly: 2 lectures and a 3-hour lab.

AGRI345 (1-4)

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
- Mittleider Method
- Horse Judging
- Livestock Judging
- Viticulture
- Solanaceous and Vine Crops
- Tree Fruit Production
- Equine Dentistry
- Equine Hoof Care and Basic Shoeing
- Hippotherapy/Therapeutic Riding
- Riding Instruction—English
- Riding Instruction—Western
- Equine Massage Therapy

AGRI390 \$ (1-4)

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.

AGRI395 (1-6)

Internship in _____

Supervised internship of on-the-job work experience in some field of agriculture under the direction of the employer and evaluated by a departmental faculty member. Students submit 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 work in agriculture and related fields; reports given by students, faculty, and visiting lecturers. *Spring*

AGRI499 (1-5)

Project in _____

Individual research in some field of agriculture under the direction of the 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, housing, health management with information on how animal products are processed and marketed. Efficient, effective management is emphasized throughout course. *Fall*

ANSI150 **\$ Alt (3)**
Companion Animal Care
 Covered is 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.

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
 A study of the cause, prevention and treatment of infectious and metabolic diseases of dairy cattle. Also included is dairy cattle breeding and genetics. Weekly: 2 lectures and one 3-hour laboratory.

ANSI305 **Alt (3)**
Animal Nutrition
 Principles of digestion, absorption, metabolism of feeds by farm species are examined for practical, profitable feeding. Common and non-traditional feedstuffs, feed-related diseases and ration formulation are included. Weekly: 3 lectures. Recommended: CHEM 100 or higher. *Fall*

ANSI325 **\$ Alt (3)**
Domestic Animal Behavior
 A study of the ways domestic animals communicate and interact with conspecific and other animals, and humans. Included are: physiological basis and development for each type of behavior; normal and aberrant behavior manifestations in each domestic animal species; treatments for problem situations; consideration of the effects of domestication on each species. Two lectures and one lab per week. *Fall*

ANSI340 **\$ (3)**
Production/Management of _____
 Production methods and management practices of domesticated livestock species including nutrition, reproduction, housing, health and specialized care of a particular species. Course is repeatable for study of dairy cattle, equine, poultry and small livestock. Two lectures and one lab per week. *Fall, Spring*

ANSI379 **Alt (3)**
Small Animal Health and Disease
 A survey of proper handling and care, nutritional needs, and common health problems of companion animals such as dogs, cats, and birds. *Fall*

ANSI420 **\$ Alt (4)**
Canine Gross Anatomy
 Study of macroscopic skeleton, muscles, internal organs, blood vessels and nerves using preserved, latex-injected specimens. Comparisons made with the live dog through palpation. Weekly: 2 lectures and 2 three-hour labs. Recommended: BIOL166. *Fall*

ANSI425 **Alt (3)**
Issues in Animal Agriculture, Research and Medicine
 Study of the ethical issues that challenge animal researchers,

producers, caretakers, and veterinarians to treat animals humanely yet effectively in society today. *Spring*

ANSI430 **\$ Alt (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. *Spring*

ANSI435 **Alt (3)**
Animal Genetics
 A study of basic genetics, cytogenetics, immunogenetics, population genetics and quantitative genetics, biotechnology, gene mapping and the use of molecular tools to research inherited disorders. Included are descriptions of how veterinary genetics can be applied to artificial selection in animal production, information on the control of inherited disorders and the conservation of genetic diversity in both domesticated and wild animal species. *Spring*

ANSI440 **\$ Alt (3)**
Animal Reproduction
 Study of anatomy and physiology of farm animal reproduction, which explores the cellular component as well as the management aspects. Weekly: 2 lectures and a 3-hour lab. Recommended: BIOL166. *Spring*

ANSI445 **\$ Alt (3)**
Physiology of Farm Animals
 Physiology of digestive, reproductive, lactation, cardiovascular, pulmonary, excretory, nervous, and skeletomuscular systems in domesticated ruminants and monogastrics. Weekly: 2 lectures and a 3-hour lab. Recommended: BIOL166. *Fall*

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.

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.

ANSI460 **\$ Alt (3)**
Advanced Equine Management
 Covers horse behavior and safety, conformation and way-of-going analysis, stall and pasture management, tack selection and fitting (saddles, bridles, bits, harnesses), grooming, financial management and business planning. Weekly: 2 hours lecture and 3 hours lab.

Horticulture

HORT105 **\$ (5)**
Plant Science
 Introduces students to the requirements of plant growth and development. Understanding of these processes is gained by studying topics such as plant cells, tissue, and organ structure; photosynthesis, cellular respiration, plant reproduction, including flowering, fruit development, seed set, the role of hormones, and plant nutrition. Weekly: 4 lectures and a 3-hour lab. *Fall*

- HORT135** \$ (4) **HORT350** AH Alt (3)
Landscape Drafting and Design
 Develops proficiency in technical drafting for landscape design including symbols, title blocks, plant legends and plan organization. Principles of design, site analysis, functional diagraming, circulation, spatial planes, design schematics and plant selection are explored. Laboratory puts the design process to work in drawing plans for residential design. Weekly: 3 lectures and a 3-hour lab. *Fall*
- HORT150** (3) **HORT360** \$ Alt (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) **HORT365** \$ Alt (3)
Propagation of Horticultural Plants
 Intended to acquaint students with the processes of asexual reproduction, especially as it applies to the horticultural industry. Asexual reproduction investigates methods of clonal reproduction utilizing non-flowering plant parts such as cutting, grafting, layering, and micropropagation (tissue culture). Weekly: 2 lectures and a 3-hour lab. Recommended: HORT105. *Spring*
- HORT211** \$ Alt (2) **HORT369** \$ Alt (3)
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) **HORT375** 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) **HORT378** Alt (4)
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) **HORT429** \$ Alt (3)
Commercial Vegetable Production
 Production and management of commercial vegetable crops; includes planting, cultural care, harvesting and post-harvesting procedures and marketing.
- HORT315** \$ Alt (4)
Landscape Construction
 Course combines both drawing and hands-on construction of installing softscapes and hardscapes, plus understanding of the vast array of hardscape materials available in the form of pavements, edgings, fencing, retaining walls, decks, pools, shelters, etc. Weekly: 3 hours lecture and 3 hours lab. *Spring*
- HORT350** AH Alt (3)
History of Landscape Design
 A study of landscape history throughout civilization and its impact upon society and the environment. The origin of landscape architectural styles and their characteristics will be explored. An introspective look at landscape design personalities through the ages and their influence upon the American landscape. *Spring*
- HORT360** \$ Alt (3)
Arboriculture
 Care of shade and ornamental trees living under environmental stress of urbanization, their legal protection and value. Includes tree anatomy and physiology, soils, nutrition and water relationships, transplanting, disease and insect control, mechanical injury and pruning to develop a healthy tree. Weekly: 2 lectures and a 3-hour lab. *Fall*
- HORT365** \$ Alt (3)
Urban Landscape Design
 Designing landscapes to meet the environmental challenges and conditions of urban spaces. Circulation patterns for conducting business, aesthetic and functional aspects of design for corporate/ institutional, governmental agencies and municipal areas. Weekly: 2 lectures and a 3-hour lab. Recommended: HORT135. *Spring*
- 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 laboratory.
- HORT375** Alt (3)
Landscape Estimating
 An introduction to the estimating process for landscape design, construction and maintenance work. Various schedules and forms are used to assign costs of equipment, plants, hardscape materials, labor and overhead. The many variables from project to project are explored and then formulas are applied to arrive at making landscape installations an efficient and profitable business. *Spring*
- HORT378** Alt (4)
Integrated Pest/Disease Management
 Study of significant diseases and pests of agricultural and horticultural plant materials, including life cycles and influence of environmental conditions; determination of effective control methods for crop, ornamental and turfgrass production. *Spring*
- HORT429** \$ Alt (3)
Computer Landscape Design
 Principles and practices of computer-aided landscape design, including creating scale perimeter plot plans, using drawing tools, plant/site relationships, and graphic imaging leading to a computer-generated landscape drawing. Laboratory emphasizes skill development and proficiency in integrating software and hardware to create CAD-generated landscape designs. Prior landscape drawing course work is recommended. *Spring*

HORT448

\$ Alt (4)

Advanced Landscape Design and Graphics

Landscape design concepts relating to the more challenging problems of residential design. Field application of grading relating to contours, specifications, exploring deck design, planting combinations, and exercises in graphics and rendering for presentations. Weekly: 3 lectures and a 3-hour lab.
Recommended: HORT135. *Spring*

DIGITAL MEDIA & PHOTOGRAPHY

Harrigan Hall 227
269-471-3450
www.andrews.edu/cot/media/
www.andrewsbfa.org
www.610g.blogspot.com

Art & Design and Digital Media & Photography Faculty

Rhonda G. Root, *Chair*
Stefanie P. Elkins
Steven L. Hansen
Brian D. Manley
Thomas J. Michaud
Diane J. Myers
Sharon J. Prest
David B. Sherwin
Douglas 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 Video	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	24

Mission

We, the Andrews University Departments of Art & Design and Digital Media & Photography, 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 Departments of Art & Design and Digital Media & Photography 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 Art & Design Student Handbook*, available at the department office, provides clarification of departmental guidelines, requirements and standards.

Multiple Majors & Degrees. The department of Art & Design allows students to graduate with a double BFA major or a BFA and a BA in Art History. Credits cannot be duplicated within the 36 credit emphasis track.

Computer Policy. The Departments of Art & Design and Digital Media & Photography regard the computer as a tool integral to the success of the visual communicator in their professional development. All students are required to purchase a laptop computer and software meeting the department guidelines. Because computer technology is continually changing, a revised policy is drafted in the fall semester, outlining the specific requirements for each year. Laptop purchases should be made by mid-fall semester of the student's freshman year. Use of the computer in the curriculum varies by course.

Undergraduate Programs

Bachelor of Fine Arts (BFA)

The three closely related departments of Art & Design, Communication, and Digital Media & Photography offer students an exciting opportunity to earn a collaborative Bachelor of Fine Arts degree (BFA). The BFA degree encompasses three areas: Photography, Visual Communication and Visual Art.

Each of the BFA degree emphases has a 4-part curriculum:

- (1) Art History
- (2) Studio Core
- (3) Foundation Courses, and
- (4) Portfolio Track.

Additional cognates along with the General Education requirements complete the specifications for graduation for the BFA degrees.

Upon completion of the Studio Core and Foundation Courses the student must arrange for a BFA review. The BFA review should happen no later than the end of the sophomore year. The BFA review is a critique of the student's portfolio by the combined faculty of the Department of Art & Design. All work created in the Studio Core and Foundation program should be available for review. Once accepted into the BFA program students must maintain a 2.75 GPA in all BFA coursework. No 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.

Bachelor of Fine Arts (BFA)

(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	History of 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, Graphic Design, Art Direction/Advertising, Pre-Art Therapy, Multimedia Arts, Photography, Video Production, and Web Design.

General Education Requirements

See professional program requirements, p. 43, 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: 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: HLED120 and two additional courses from personal fitness, outdoor skills or team activity

Emphasis Areas

VISUAL ART EMPHASIS

The Visual Art Emphasis is recommended for students who wish to become professional artists, illustrators, craftsmen, or art teachers on a college level. It is the first step toward acceptance into an MFA program, which is the necessary degree for pursuing a teaching position at the college level. It is also the first step toward acceptance in an MA program in Art Therapy. After an

exploratory period students will be encouraged to concentrate the majority of their credits in a single area: painting, ceramics, or printmaking. At least 18 credits in one area are recommended in order to achieve a professional portfolio of work and senior exhibition.

Fine Art Portfolio Track

The Fine Art track cultivates the individual voice and vision of the Fine Arts student and prepares them to sustain their professional lives as practicing artists.

36 Total Credits: 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); remaining credits chosen from 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, packaging, exhibit design, magazine design, interface design, and advertising design. The Graphic Design track provides a comprehensive education within this ever-expanding discipline and strives to prepare accomplished, resourceful graphic designers with critical minds to evaluate their own work, its place in the professional and in the larger community it is meant to serve.

36 Total Credits: Required to take ART304 Drawing (3); remaining credits chosen from ART310 Typography (3), ART430 Corporate Identity (3), ART431 Editorial Design (3), ART432 Brand Design (3), ART433 Advertising and Package Design (3), PHOTO300 Media Ethics (3), ART485 BFA Thesis Project (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2), ART487 Internship (1). 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

(Resides in the College of Technology)

Interested in creating visually stunning and interactive layouts for Web and other Interactive applications? The successful Web Design student will be able to discuss underlying technology—its possibilities and limitations as well as related issues—with clients and team members; layout accessible web pages and sites using (X)HTML and other web development languages; develop dynamic effects and animations; translate client needs, content, and branding into structured website concepts and project visitor needs into structured website concepts.

The student will develop strong design skills to gain an excellent grasp of visual, interaction and usability design principles through typography, graphics, color, layout, and other factors in a web-specific way. Projects will range from in-class projects to month-long projects for non-profit and for-profit organizations.

36 Total Credits: DGME335 Flash and Actions scripting (4), 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), PHTO300 Media Ethics (3), ART497 BFA Exhibition (1), MDIA496 Portfolio Development (2), ART487 Internship (1). With an additional 9 credits to be chosen with your advisor from ART, ARTH, ARCH, PHTO, DGME, COMM, JOUR, MDIA, VDEO or MKTG courses.

PHOTOGRAPHY EMPHASIS

(Resides in the College of Technology)

The Photography Emphasis is recommended for those wishing to work in the creation of still or moving visual images. There are three portfolio tracks available: Commercial Photography, Documentary Video and Fine Art Photography. The degree encompasses elements of digital, commercial, and fine arts imaging, focusing on individual creativity and 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	History of 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 (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 Video Portfolio Track

Students learn to design and integrate digital video and 3-D animation to produce creative advertising, documentary, promotional products, and TV graphics.

36 Total Credits: JOUR230 Media Writing (3), VDEO210 Digital Video Editing (3), VDEO320 Video Compositing (3), VDEO340 Video Shooting (3), VDEO465 Video Documentary (3), PHOTO300 Media Ethics (3), MDIA390 Internship (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 (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

(40–43)

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
 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 Topics in: Islamic Art & Architecture
 ARCH425 Topics in: Ancient Americas' Art & Architecture
 ARCH426 Topics in: Far Eastern Art & Architecture

3 credits from one of the following:

PHTO210 History of 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 3-D 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 Art & Design
- Andrews University Horn Archaeological Museum
- 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 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 Art & Design.

Art History—12

ARTH325, 326, 440

Choose one course from:

ARCH424 Topics in: Islamic Art & Architecture (3)
 ARCH425 Topics in: Ancient Americas' Art & Architecture (3)
 ARCH426 Topics in: Far Eastern Art & 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.

250 COLLEGE OF TECHNOLOGY

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 Topics in: Islamic Art & Architecture (3)
- ARCH425 Topics in: Ancient Americas' Art & Architecture (3)
- ARCH426 Topics in: Far Eastern Art & 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), PHTO115 or 116 Intro to Photography (4), PHTO200 Advanced Photography I (4), PHTO220 Color Photography I (4), PHOTO285 Studio (4).

Minor in Visual Art (22)

Recommended 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), PHTO115 Intro to Photography (4), ARTH220 Language of Art (3)

Minor in Web Design (24)

Recommended for BFA majors: for Visual Communication/Graphic Design majors.

Required courses: DGME150 Intro to Web (3), DGME250 Intermediate Web Design (3), DGME335 Flash and Actionscripting (4), DGME350 Advanced Web Design (3), DGME175 Digital Imaging (4), ART214 Intro to Graphic Design (3), VDEO130 Intro to Video (3)

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 Flash and Actionscripting (4), 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 printmaking methods such as monoprint, wood cut, linoleum cut, etching and engraving, lithography, and screen printing. Emphasis on technical-skills development and personal images.

ART107 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)

3-D 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. Prerequisite: ART207.

ART304 SA \$ (2-6)

Drawing

Students use many media and concentrate on individual methods of expression through drawing. Repeatable. Prerequisite: ART104.

ART305 SA \$ (2-6)

Painting

Repeatable, 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. Prerequisite: ART105.

ART306 SA \$ (2-6)

Printmaking

One of the major methods (relief, planographic, intaglio, stencil) may be selected for semester-long exploration. Anything over 3 credits in one semester needs permission of instructor. Repeatable. Prerequisite: ART106.

ART307 SA \$ (2-6)

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)

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.

ART 310 \$ (3)

Typography

An exploration of typographic structures terminology, methods, and visual problem solving. This studio course addresses typographic design as a practical form of visual communication. Prerequisites: ART207, 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.

ART430 \$ (3)

Corporate Identity

This course focuses on the creation 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.

ART433 \$ (3)

Advertising and Package Design

This course explores the many facets of print advertising and package design. 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 electronic publishing, basic printing principles, sound digitizing, vector and raster graphics, interactive multimedia, image acquisition and output, web publishing and e-mail. Understanding the Macintosh computer is also covered. Lab required.

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 and XHTML structure along with basic styling with CSS (Cascading Style Sheets). 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 detail are stressed. Prerequisites: ART 207, DGME 130, (PHTO 115 recommended).

DGME185 \$ (3)
Digital Publishing

Students will learn to produce a variety of publications using basic and advanced functions 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

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 \$ (4)
Digital Vector Graphics

A study of digital vector graphic imaging emphasizing graphic production for print, digital multimedia, and web publishing. Lab required. Prerequisite: DGME130 or equivalent.

DGME250 \$ (3)
Intermediate Web Design

This intermediate course expands a knowledge of XHTML and CSS to include basic DOM, Javascript and PHP. Students learn through a series of projects designed to advance not only their technical knowledge, but also their design skills. Prerequisite: DGME150.

DGME335 \$ (4)
Flash & Actionscripting

Flash is a proprietary, robust graphics animation/application development program used to create and deliver dynamic content, media (such as sound and video), and interactive applications over the web via the browser. Actionscript programming incorporates usability features, such as respecting the browser's font size and allowing blind users to use screen readers. Actionscript 2.0 is an Object-Oriented language, allowing the use of CSS, XML, and the design of class-based web applications. Prerequisite: ART104; DMGE130 or equivalent.

- DGME350** \$ (3)
Advanced Web Design
 Students in Advanced Web Design will use their knowledge in CSS, XHTML, Javascript, and PHP to set up an Open Source Content Management System for a client and will begin working with databases, XML, and web servers. Emphasis is placed on using technology to design visually stunning and highly effective web sites. Prerequisites: DGME 250 (DGME335 is also 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. Emphasizes craftsmanship and awareness of tools available, as well as aesthetics, and the art of seeing creatively. Developing skills beyond introductory camera usage is emphasized. Lab required. Prerequisite: PHTO115.
- PHTO210** AH (3)
History of Photography
 Historical study of significant contributors in the development of photography, and their influence on art and society.
- 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
 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)
Digital Photographic Processes
 This class explores methods of digital photographic manipulation while emulating traditional technique. A high level of photographic output and the art of seeing will be stressed. Digital capture, processing RAW files and fine manipulation of the digital file will also be highlighted. Lab required. Prerequisites: PHTO220, 365.
- 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.
- VDEO130** \$ (3)
Introduction to Video
 An introductory course in videography emphasizing the terminology, aesthetics, and methods of video production. PHTO115 recommended. Lab required.
- VDEO210** \$ (3)
Digital Video Editing
 An introductory class covering the fundamental techniques and concepts of nonlinear editing. Students explore the process of video editing from conceptualization to final output. Emphasis on sequencing and continuity, use of visual effects, color correction, audio editing, media management, narration and industry terminology. Lab required. Prerequisites: DGME175, VDEO130.
- VDEO320** \$ (3)
Video Compositing
 An introductory course covering the essential components in video compositing. Students learn how to create innovative visual effects and motion graphics for video. Emphasis on text animation, keyframing, masks, alpha channels, 3-D compositing, rendering, application integration, advanced visual and artistic effects. Lab required. Prerequisites: DGME215, VDEO210.
- VDEO340** \$ (3)
Video Shooting
 An advanced study in digital video, exploring professional level cameras, lighting, sound and other equipment necessary to make good video, aesthetic issues of creating visual and audio stories, and developing skills and knowledge beyond an introductory level. Lab required. Prerequisites: ART214, JOUR230, VDEO130, 210.
- 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.

ENGINEERING & COMPUTER SCIENCE

Haughey Hall, Room 312
269-471-3420
Fax: 269-471-3797
engr-info@andrews.edu, cs-info@andrews.edu
www.andrews.edu/cot/ecs/

Faculty

George S. Agoki, *Chair*
Donald C. DeGroot
Hyun Kwon
Gunnar Lovhoiden
Boon-Chai Ng
Stephen Thorman
Roy Villafane
William Wolfer

Academic Programs	Credits
BS: Computing	40
Emphasis Areas	
Computer Science	
Software Systems	
Minor in Computing	20
BS in Engineering	
Emphasis Areas	
Electrical and Computer Engineering	66
Mechanical Engineering	66
Minor in Engineering	20
MS: Software Engineering	32

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: Computer Science foundation courses—MATH191, CPTR151, 152

Progression Requirements: No grade lower than C- may be counted toward any degree requirement. An ECS course may be repeated only once. Students may repeat only two ECS courses. Students will be asked to withdraw from the program if they fail **two** ECS 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 Computer Science is part of the senior exit test. All CS majors are required to have access to their own computers.

General Education Requirements

See professional program requirements, p. 43, 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—40

Common core—19

CPTR151, 152, 276, 440, 460, 466

Computer Science Emphasis

Required courses—9

CPTR425, 437, 467

Major electives—12

Chosen from CPTR courses in consultation with an advisor.

A minimum of 12 upper division credits required.

Cognate requirements—26–28

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 natural science requirement

Software Systems Emphasis

Required courses—9

CPTR310, 427, 450

Major electives—12

Chosen from CPTR courses in consultation with an advisor.

A minimum of 12 upper division credits required.

Cognate requirements—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. A minimum GPA of 2.25 may apply to a major or minor in Computing.

A secondary-education endorsement is available for students seeking either a major or minor in Computing. In such cases, CPTR459 must be taken. Consult the School of Education for further information.

Engineering

The engineering program at Andrews University leads to a Bachelor of Science in Engineering degree with emphases in Electrical and Computer Engineering and in Mechanical Engineering. These two emphases build on a strong traditional mathematics, science, and engineering core. The Electrical and Computer Engineering emphasis focuses on the areas of digital systems, communication systems, and computer controlled instrumentation and computer simulation. The Mechanical Engineering emphasis focuses on mechanical design and the electromechanical elements of smart machines.

The mathematics courses listed as cognates for the engineering degree satisfy the requirements for a minor in mathematics. A second major in mathematics requires 6 additional credits in mathematics, and a second major in physics requires 14–17 additional credits in physics. See the Mathematics and Physics department listings for details.

BS in Engineering

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 ECS course may be repeated only once. Students may repeat only two ECS courses. Students will be asked to withdraw from the program if they fail **two** ECS 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.

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**Graduate Programs****MS: Software Engineering**

Software Engineering is an applied study of computing focusing on the software development process through the application and synthesis of principles from computer science and related fields. Emphasis is placed on practical results balanced by scientific foundation. Supervised “real-world” projects are a requirement for this degree.

Admission requirements. In addition to meeting the general graduate admission requirements on pp. 44–46 of the bulletin, students applying for admission to the MS: Software Engineering program must show evidence that they have taken academic course work and/or demonstrate proficiency in the following areas:

Calculus

Computer Organization and Assembler

Discrete Mathematics

Elementary Data Structures

Probability or Statistics

Programming proficiency in two computer languages (including C or C++)

Degree requirements—34

A minimum of 34 semester credits. At least 22 credits chosen from 500- and 600-level graduate courses. The Comprehensive Examination must be successfully completed prior to graduation. Completion of the following requirements:

Foundation—0–9

CPTR427, 440 and 460 are required unless previously taken at the undergraduate level.

Core courses—10

CPTR560, 561, 562, 637

Thesis—6

A thesis option must involve software development.

Electives—9–18

Complete any acceptable 400–600 level CPTR courses chosen in consultation with an advisor.

Courses

See inside front cover for symbol code.

(Credits)**Computing and Software Engineering****CPTR125****(3)****Introduction to Computer Programming**

Programming in a selected language. May be repeated for a total of three unique languages. Satisfies general education requirements for computing majors. Only 3 credits of CPTR125 may apply toward a computing major or minor. *Fall, Spring*

CPTR151**(4)****Computer Science I**

An introduction to programming methodology, problem-solving, algorithm development, control structures, arrays, program style, design correctness and documentation techniques, as well as a brief overview of computer systems and computer history. *Fall*

CPTR152**(3)****Computer Science II**

A continuation of CPTR151 examines program specifications, design, coding, correctness, and style with additional coverage of pointers and arrays, and an in-depth study of recursion and data structures. Includes files, lists, stacks, queues, trees, graphs, and an overview of computer ethics. Prerequisite: CPTR151. *Spring*

CPTR276**(3)****Data Structures and Algorithms**

A study of techniques for the design and analysis of algorithms using appropriate data structures covered in CPTR152. Topics include: asymptotic complexity bounds, graph and tree algorithms, fundamental algorithmic strategies (such as greedy, divide-and-conquer, backtracking, branch-and-bound, heuristics, pattern matching and string/text algorithms), numerical approximation and dynamic programming. Prerequisite: CPTR152. *Fall*

CPTR295**(1-3)****Directed Computer Language Study**

Directed study of computer language in consultation with the instructor. Normally, the language is not included in other courses taught by the department. A programming project may be required. Prerequisites: CPTR151 or equivalent.

CPTR310**Alt (3)****Database Application Programming**

A study of basic database principles and web applications using technologies such as PHP, MySQL, Three Tier Architectures, scripting languages and data manipulation. Manipulating 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**◆ Alt (3)****Programming Languages**

Survey of current programming languages, including structure, runtime systems, the specification of syntax, and semantics. Definition of syntax for formal languages with emphasis on

context-free languages. Techniques for scanning and parsing programming languages. Automated grammar analysis parsers. Prerequisite: CPTR276. *Spring*

CPTR427**◆ Alt (3)****Object-Oriented Design and Programming**

Emphasizes the study of object-oriented analysis and design methodologies and the application of these to the development of advanced software. Includes survey of object-oriented programming languages and environments. Prerequisite: CPTR152. *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**◆ Alt (3)****Formal Theory of Computation**

Includes post productions, Turing machines, and recursive functions. Recursive and recursively enumerable sets. Undecidability results of computation. Prerequisites: CPTR152 and MATH355. *Fall* (odd years)

CPTR440**◆ Alt (3)****Operating Systems**

Process management, including asynchronous concurrent processes and deadlock. Virtual storage management and job and process scheduling. Multiprocessing. Disk scheduling and file and database systems. Performance and security. Prerequisite: CPTR276. *Fall*

CPTR450**◆ Alt (3)****Network Computing and Architecture**

Concepts applicable to constructing a computer network and the application of computing algorithms and solutions using networked computers and devices. Study topics such as physical transmission media, protocols and associated layers, TCP/IP, application programming interfaces and frameworks, sockets, clustering and security. Prerequisite: CPTR152. *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**◆ Alt (3)****Computer Architecture**

Focus on hardware aspects of computing and logical concepts. Includes data representation for numbers and other data types, Boolean algebra, digital logic circuit representations of basic computational building blocks, CPU components, interrupt schemes and buses. Relevance of supporting concepts is discussed, including system software, assemblers, assembly language programming and operating systems. Prerequisite: CPTR152. *Spring*

- CPTR466** (3)
Software Engineering Group Project
 The implementation of a group project and the study of topics related to the group project, including CASE tools, 4GL's, and graphical user interfaces. Emphasizes written documents and oral presentations associated with group project rather than lecture. Corerequisite: CPTR460. *Fall*
- CPTR467** ♦ Alt (3)
Database Concepts and Theory
 Study of issues relevant to abstract and concrete aspects in both the creation of database management system software and its use. Indexing, buffering and other internal and physical database design issues. Relational model algebra, calculus and query languages. Functional dependencies and normalization. Study of and modeling using Entity-Relationship and other relevant paradigms. Common application databases. Introduction to the use of transactions, query optimization and non-relational database models. Design and programming assignments using databases. Prerequisite: CPTR152. *Spring* (even years)
- CPTR475** (1–4)
Topics in _____
 Selected topics of current interest in computer science such as Robotics, advanced languages, or others. Repeatable with different subjects.
- CPTR485** ♦ Alt (3)
Computer Graphics
 Introduction to computer graphics 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* (even years)
- CPTR487** ♦ Alt (3)
Artificial Intelligence
 Provides the conceptual basis for understanding current trends in Artificial Intelligence. Topics include both symbolic and numeric processing, intelligent search methods, problem representation, machine learning, expert systems, and a survey of some social implications of AI. Prerequisite: CPTR152. *Fall* (odd years)
- 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.
- CPTR536** Alt (3)
Compiler Construction
 Storage allocation for programs, subroutine linkage, and code generation and optimization. Simple translator written in course. Prerequisites: CPTR276, 425. *Fall* (odd years)
- 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. *Fall* (odd years)
- CPTR555** Alt (3)
Advanced Operating Systems
 System structures and algorithms, reliability, security, distributed systems, study of operating systems highlighting these concepts, and recently published research in these and other areas. Includes a term project and readings from the literature. Prerequisite: CPTR440. *Spring* (odd years)
- CPTR556** Alt (3)
Real Time Systems
 A survey of the system architecture and software engineering aspects of real time systems such as operating systems, and process-control software. Includes a term project and readings from current literature. Prerequisite: CPTR276. *Spring* (odd years)
- 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* (even years)
- CPTR560** (3)
Advanced Software Engineering
 A study of applied software product development issues, including requirement analysis, systems and software design methodologies, software-project planning models (e.g., COCOMO), implementation, testing and reuse, language, tool and hardware selection, software economics, productivity measurement, risk management, statistical process evaluation, and control. Prerequisites: CPTR460, MATH191, STAT285. *Spring*
- CPTR561, 562** (2, 2)
Software Engineering Group Project I, II
 The implementation of a group project and the study of topics related to the group project including CASE tools, 4GL's, graphical user interfaces. Generally, the project begun in CPTR561 carries over to CPTR562. Corequisites: CPTR460, 560 respectively. *Fall, Spring*
- 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. *Fall* (even years)
- CPTR585** Alt (3)
Advanced Computer Graphics
 Advanced topics and current research in computer imaging—may include shading, ray tracing, radiosity, color spaces, lighting models, texture mapping, and recently published research in computer imagery. Includes term project and readings from the literature. Prerequisite: CPTR485. *Spring* (odd years)

CPTR587 Advanced Artificial Intelligence Provides a forum for exploring current topics in machine intelligence through a survey of recent research results, independent readings, and hands-on projects. Typical topics include machine vision, speech recognition, natural language processing, and machine learning systems. Prerequisite: CPTR487. <i>Spring</i> (even years)	Alt (3)	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>
CPTR625 Analysis of Algorithms Techniques for analyzing and designing algorithms, including average/worst case analysis, asymptotics, recurrences, empirical studies, intractability proofs (i.e., NP-Completeness) and heuristic alternatives. Application of techniques such as divide-and-conquer, graph, greedy, dynamic programming, backtracking, branch-and-bound, and probabilistic algorithms. Prerequisites: CPTR152, MATH192, STAT340. <i>Spring</i> (even years)	Alt (3)	ENGR135 (1) Descriptive Geometry Solution of basic space problems. Determination of distances and angles, intersections of lines and surfaces, intersections of lines and development of surfaces. Prerequisite: ENGR125. <i>Spring</i>
CPTR637 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>	Alt (3)	ENGR180 \$ (4) Materials Science Introduction to the study of materials. Deals with the fundamentals of structure and classification of materials. A weekly hands-on laboratory helps demonstrate the relationship of properties of materials studied in lecture. Weekly: 3 hours lecture and a 3-hour lab. Prerequisite: CHEM131. <i>Spring</i>
CPTR660 (0) Thesis/Project Extension		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>
CPTR689 (1-4) Topics in _____ Topics in computer science such as graphics, parallel processors, compiler design and optimization, communications and signal processing, distributed systems, graph theory, artificial intelligence, and formal theory. Repeatable with different topics to 6 credits. Prerequisite: Depends upon topic.		ENGR225 \$ (3) Circuit Analysis Resistive circuit analysis, network theorems, dependent sources, energy storage elements, 1 st and 2 nd 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>
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.		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.
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.		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>
CPTR699 (1-6) Master's Thesis To be repeated to 6 credits. Graded S/U.		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>
Engineering		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>
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.		
ENGR125 \$ (3) Engineering Graphics Fundamentals of drawing as applied to mechanical engineering		

<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>ENGR390 \$ (2) Mechanical Measurements Lab Introduction to various measurement techniques available for mechanical and general engineering application. The National Instrument and LabView Data Acquisition System to collect and analyze data. Weekly: Two 3-hour labs. Prerequisites: ENGR330, 340, Corequisites: ENGR350, 360. <i>Spring</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>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>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. Prerequisite: 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) Strength 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 The design of machine elements and the calculations necessary in determining the size and shape of machine parts. The selection of materials and the application of standard machine components. Includes bearings, gears, clutches, and couplings. Prerequisites: ENGR320, 390. <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-</p>

body thermal radiation, solar radiation, heat exchangers, and mass transfer. Prerequisites: ENGR360, MATH286. *Spring*

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. *Fall*

ENGR455 \$ (4)
Communication Systems

Introduction to analog and digital communication systems; including topics in modulation; baseband and bandpass signals; power spectral density and bandwidth; random processes; noise, signal-to-noise ratio, and error probability; and system performance. Weekly: 3 hours lecture and a 3-hour lab. Prerequisites: ENGR310, 325, 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).

ENGR485/595 (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 is 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.

Engineering Management

ENGM520 (3)
Ergonomics and Work Design

The application of ergonomics and engineering principles to the design analysis and measurement of human work systems. *Spring*

ENGM530 (3)
Advanced Quality Control

Total quality management, analysis and use of state-of-the-art concepts and methods for total quality control and management. Probability studies and tests of significance. Prerequisite: STAT285 or 340. *Spring*

ENGM555 (3)
Facilities Planning

Planning and design of industrial and service facilities: site selection, process layout, materials handling, and storage. *Spring*

ENGM560 (3)
Production and Operations Analysis

Planning and control of manufacturing systems: design and management of production systems, strategies and competition for product design and processing, forecasting, inventory, supply chain management, operation scheduling and shop floor control. Prerequisites: MATH192, STAT285 or 340. *Fall*

ENGM565 (3)
Operations Analysis and Modeling

The development and use of mathematical models to analyze elements of production and service systems: linear programming, probabilistic models, game theory, dynamic programming, queuing theory, and simulation. Prerequisites: ENGR460, STAT285, MATH192. *Spring*

ENGM570 (3)
Project Management

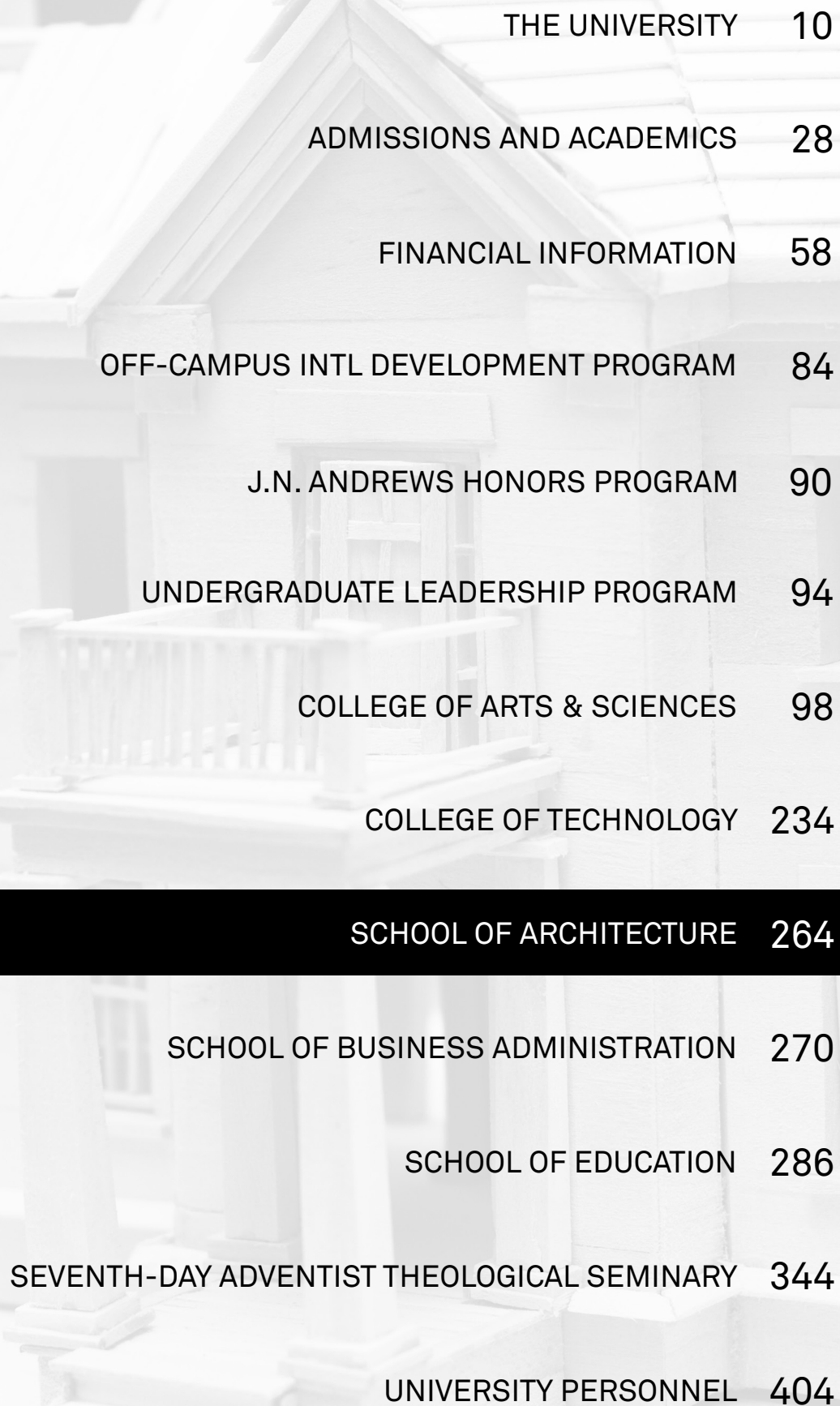
Design and management of engineering projects: proposals, planning, resource requirements, organization, scheduling, and cost and schedule control. *Fall*

ENGM690 (1-4)
Independent Study

Individual study of research in some area of engineering management under the direction of a member of the engineering faculty.

ENGM698 (2)
Research

Research methods and a research project in an area of engineering management.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

SCHOOL OF ARCHITECTURE

Architecture Building, Room 103
269-471-6003; FAX: 269-471-6261
architecture@andrews.edu
www.arch.andrews.edu

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)	
MArch (Professional Degree)	30
BSA: Architecture	138
BS: Architectural Studies (Non-Professional)	128
Minor in Architectural Studies	23

Mission

The School of Architecture at Andrews University aspires to teach its students sound thinking, practical skills, and rigorous scholarship in the discipline of architecture. It promotes those 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 2011–2012

May 25, 2011 Deadline for application to professional degree track

3½ Year Application Deadlines

Sept 15, 2011 For January 2012 admission
Feb 14, 2012 For summer or fall admission

Programs

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be

granted a six-year, three-year, or two-year term of accreditation, depending on 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 offers the following NAAB-accredited programs:

MArch (pre-professional + 30 graduate credits)

MArch (non-pre-professional degree + 102 credits)

Next accreditation visit for all programs: 2012

(*The National Architectural Accrediting Board, Inc., 2009 Conditions for Accreditation*)

Master of Architecture (5½ Year Professional Degree Track)

The professional degree program consists of a pre-professional Bachelor of Science in Architecture degree and then a Master of Architecture degree. When earned sequentially, the degree track results in the accredited professional education.

Master of Architecture (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. Acceptance is required to both the University School of Graduate Studies & Research and the School of Architecture 3½ Year program. Graduate standards of scholarship apply to all coursework. 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.

Bachelor of Science in Architectural Studies

The Bachelor of Science in Architectural Studies is a non-professional degree. Students who elect this degree do not proceed into the professional program track. In this program, Architectural Studies is declared as a major and upon successful completion, receives an undergraduate degree. Students who elect for this degree may seek advanced degrees or employment in the construction industry, the arts, business, and other fields.

Resources

The Architecture Resource Center (ARC) provides an extensive range of materials including over 25,000 books, 90 journals, and a growing 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 students outlining policies, operational guidelines, and general information is available from the School office.

Admission Procedures

5½ Year Professional Degree Track

Students seeking to pursue architecture at Andrews University must first submit an Andrews University undergraduate application for acceptance to the pre-architecture years. Enrollment in the School of Architecture is limited. The application deadline for pre-architecture enrollment is July 15 for the following fall semester, or November 15 for the following spring semester. Applications received after these dates may be placed on an enrollment waiting list. Upon completion of the pre-architecture years, students must apply for acceptance into the professional degree track. This application packet is submitted directly to the School of Architecture, and may be obtained from the School office. Please note that acceptance to the university for the pre-architecture years does not guarantee acceptance to the professional degree track. Upon acceptance to the professional degree track, academic standards must be maintained in order to move from the Bachelor of Science in Architecture degree to the final year of study, resulting in the Master of Architecture degree. The School does not accept applications for the MArch year only.

Transfer Students

Transfer applicants who have no previous work in architectural design must complete the foundation (pre-architecture) years and then make formal application to the professional degree track.

Advanced Standing. Transfer students from another architecture program may apply for advanced standing (third or fourth year) in the professional degree track. The School of Architecture does not accept applications to the Master of Architecture Year only. Transfer students applying for advanced standing are required to submit both the university application and the School of Architecture 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.

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 of Architecture 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-Architecture 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 directly to confirm their reservation for the class.

Academic Standards

A grade of C- or higher is required in order to continue in the design studio sequence. A grade of less than C- requires a student to repeat that studio before advancing in the studio sequence. Faculty approval is required for any studio course to be repeated. (This includes ART104, ARCH126, 215, 247, 318, 320, 441, 442.)

Students accepted into the Professional Degree Track are expected to maintain the minimum cumulative GPA requirement of 2.75 for acceptance into the Master of Architecture year (see Graduate-Year Enrollment requirements, p. 266). 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) degree (the pre-professional component of the professional Master of Architecture degree). The BSA degree alone is not an NAAB-accredited degree. A minimum cumulative GPA of 2.25 is required to receive the BSA degree.

Computer Policy

The School of Architecture regards the computer as a tool helpful in achieving the purposes of the Program Mission, and to students in their professional development. Use of the computer in the curriculum varies by course.

Students are required to have a laptop computer and software 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 of Architecture office and must be consulted when purchasing a laptop.

Other Policies

Students are responsible for all policies outlined in the *School of Architecture Student Handbook*.

BSA Professional Degree Track

General Education Requirements—43

See professional program requirements, p. 43, 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: professional degree requirements

Fitness Education: professional degree requirements

Pre-Architecture Year One

General Education—26

ART104, COMM104, ENGL115, HIST117, 118, MATH168, PE Elective, RELT100, Social Science Choice (see list, p. 43)

Architecture Core—6

ARCH126, 150

Continued Undergraduate Enrollment Requirements—2.5

Cumulative GPA

Pre-Architecture 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

Application to continue undergraduate program

1. Application and \$40 fee
2. Cumulative GPA of 2.75
3. Portfolio
4. Three letters of recommendation (two must be from academic sources)
5. Letter of Intent
6. Official transcripts (transfer students only)
7. Acceptance into Professional Degree Track

Professional Track Years Three & Four**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 Degree—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 Architecture Year Three should make plans accordingly. For further information, consult the School of Architecture.

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. 44, 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 Professional Degree**Architecture Core—16**

ARCH521, 522, 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.

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 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, 535

Architecture Electives—14

Recommended Prerequisite—ARCH126 is recommended, or may be required at the discretion of the Admissions Committee.

Total Credits for 3½ Year MArch Degree—102**BS: Architectural Studies (Non-Professional)****BS Core—38****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 the BS Degree—128****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.

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. Open to all students. *Fall*

ARCH201**\$(3)*****Construction I***

An overview of site work, foundation, and structural systems as well as an investigation into the structural and material properties, assembly methods and detailing primarily for wood and masonry construction system. *Fall*

ARCH202**(3)*****Construction II***

An investigation into the structural and material properties, assembly methods and detailing primarily for steel and

concrete construction systems as well as an introduction to cost estimating. Prerequisite: ARCH201. *Spring*

ARCH205 (4)
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. Prerequisites: ARCH215. *Spring*

ARCH299 (1-4)
Independent Study

Study of special topics not currently offered by the School of Architecture. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture 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. May be repeated in different topic areas. Topics include, but are not limited to: Architecture of the Ancient Americas, Islamic Architecture, Furniture Design, Surveying.

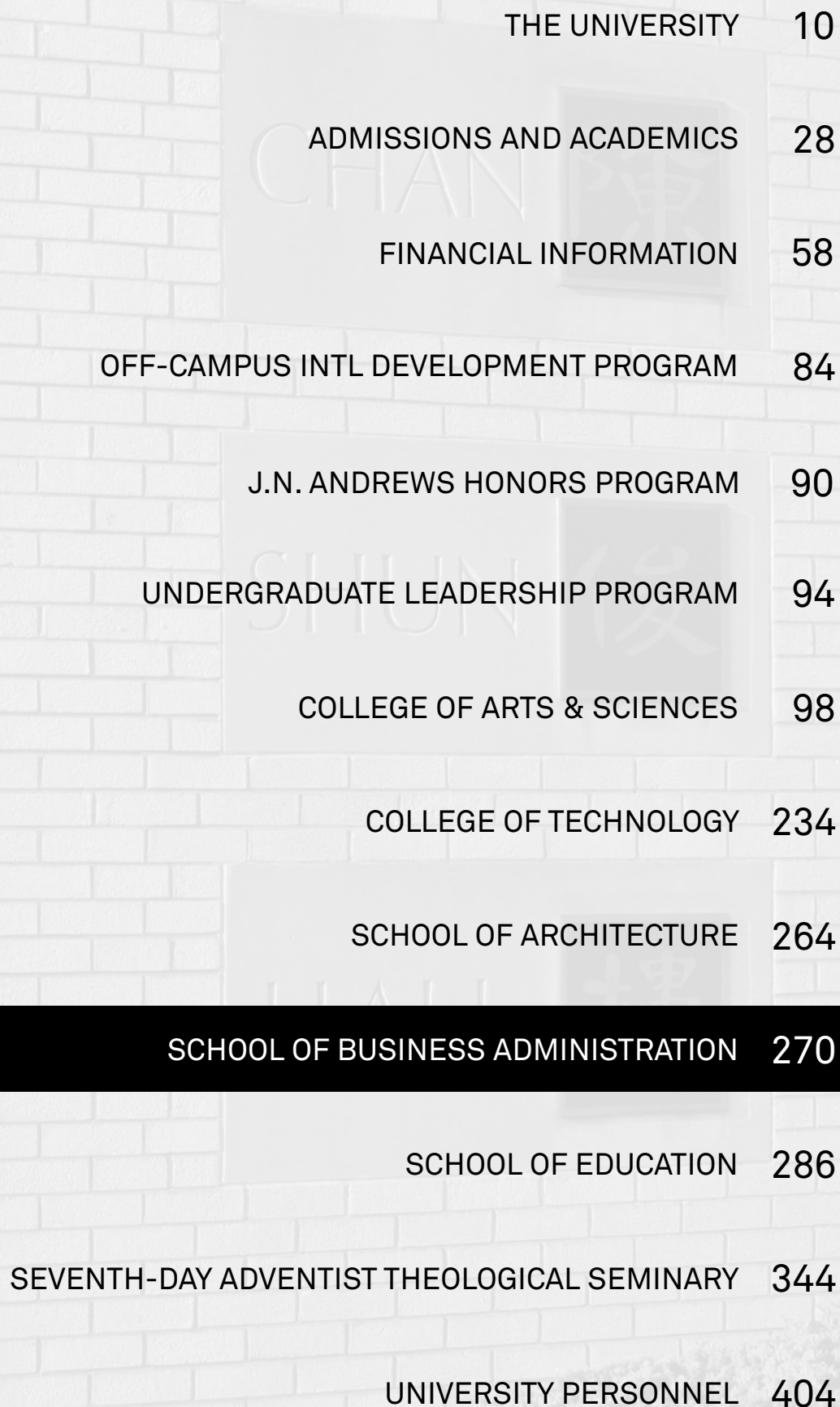
ARCH395/595 S (1-6)
Community Project in Architecture

“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.

ARCH396 (1-6)
Cooperative Work Experience

Supervised work with an architecture or construction firm. 120 hours of work is required for each credit. May be repeated up to 6 credits. Prerequisites: 3rd year standing and application one semester in advance of the planned work. Graded on S/U basis.

- 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. Corequisite: 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. Prerequisite: ARCH205, 318, 330; Corequisite: 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 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; Corequisite: 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.
- ARCH499** (1-4)
Independent Research
 Study of special topics not currently offered by the School of Architecture. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.
- Graduate**
- ARCH521** (6)
Urban Design Studio
 Urban design proposal for a small town (or parts thereof), urban neighborhood, or college campus. *Fall*
- ARCH522** \$ (6)
Visiting Critic/Topic Studio
 Design project(s) to be determined by Visiting Critic and regular faculty. Topic of studio varies. Prerequisite: ARCH521. *Spring*
- 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*
- ARCH599** (1-4)
Independent Research
 Study of special topics not currently offered by the School of Architecture. In consultation with a professor, the student researches a selected area, filing a copy of the completed project report in the School of Architecture office. A minimum of 30 hours of work required for each credit. May be repeated for a total of 6 credits.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

SCHOOL OF BUSINESS ADMINISTRATION

Chan Shun Hall, Room #201
269-471-3632; FAX: 269-471-6158
sba-info@andrews.edu
www.andrews.edu/SBA

Allen F. Stenbridge, *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	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).

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. 38–43.

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. 30–31 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.

General Education Requirements. An ethics course is required for all BBA students.

BBA General Education Requirements

See professional program requirements, p. 43, 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: professional degree requirements

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. 30–31 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. 42, 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 pp. 159–161 under International Language Studies for a full description.

BBA/BA General Education Requirements—56

See BA/BS degree requirements, p. 38, and note the following **specific** requirements:

Religion: RELT100, RELT340 or 390, and 2 other courses

Mathematics: MATH166

Computer Literacy: required as part of core, see major

Social Sciences: PSYC101, SOCI119

Specialized Studies in Language—27

French. Requires a minimum of 27 credits including FREN415, FREN420 or 430, and 3 credits of an elective course at the 400 level.

All majors are required to attend a full academic year at the Centre universitaire et pédagogique du Saleve, Collonges, France.

Spanish. Requires a minimum of 27 credits including SPAN420, 426 or 436, 470 and 3 credits of an elective course at the 400 level.

All majors are required to attend a full academic year at Colegio Adventista de Sagunto, Spain, or Universidad Adventista del Plata, Argentina.

Business Core and Business Major with Cognates—69

Business core—39

(See 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 CREDITS for the BBA/BA—152

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.

272 SCHOOL OF BUSINESS ADMINISTRATION

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.

General Education Requirements

See BA/BS degree requirements, p. 42, 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.

Computer Literacy: INFS120 required as part of business core.

Social Sciences: ECON225 required as part of business core, plus 3 credits in a Social Science interdisciplinary course.

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

Electives—11

As required by the pre-professional program.

TOTAL MINIMUM CREDITS for the BS—69

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 professional program requirements, p. 43, and note the following **specific** requirements:

Religion: RELT100 and 1 course

Language/Communication: professional degree requirements

History: professional degree requirements

Fine Arts/Humanities: professional degree requirements

Life/Physical Sciences: professional degree requirements

Mathematics: 2–4 credits. Mathematics Placement Examination score of at least P2.

Computer Literacy: see major

Service: BHSC100

Social Sciences: PSYC101

Fitness Education: HLED120 and one additional course from personal fitness, outdoor skills or team activity. Students choose one course for each year in attendance

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.

Special MBA Admission Requirement. Students applying for the MBA degree are required to take the GMAT exam (applicants to the MSA programs may elect to take either the GMAT or the GRE). Applicants for the MBA should note carefully the formula score based on GPA and GMAT results: it is used in evaluating applicants to the School of Business Administration.

$\begin{aligned} &\text{Undergrad} \\ &\text{Cumulative x 200} + \text{GMAT score} = 1000 \\ &\text{GPA} \qquad \qquad \qquad (400 \text{ min.}) \end{aligned}$

Regular admission to the MBA program requires a minimum formula score of 1,000 computed by multiplying the undergraduate cumulative GPA by 200 and adding that product to a GMAT score of at least 400.

Description of Graduate Degree Programs. See Graduate Programs (p. 283) for degree requirements for interdepartmental graduate degrees in the School of Business Administration.

ACCOUNTING, ECONOMICS & FINANCE

Chan Shun Hall, Room #215
269-471-3429; FAX: 269-471-6158
aef-info@andrews.edu
www.andrews.edu/sba/aef/

Faculty

Leonard K. Gashugi, *Chair*
Samuel Chuah
Ann M. Gibson
Alan Kirkpatrick
LeRoy Ruhupatty
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

ECON275, 328, 415, 427

Finance Electives—0–12

FNCE397, 410, 429, ACCT330

Management Electives—0–12

BSAD345, 384, 410, 470

Marketing Electives—0–12

MKTG320, 368, 440, 456

BSAD487 (international focus)

BBA core—39

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 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)
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)
Auditing
 Internal and external auditing; current professional standards, ethics of the auditor with emphasis on internal control and evidence gathering. Prerequisite: ACCT322. *Fall*
- ACCT467** (3)
Corporate Taxation
 Studies federal income taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACCT365. *Spring*
- ACCT476** (3)
Accounting Information Systems
 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*
- ACCT500** (2)
Survey of Accounting
 Studies fundamental concepts of financial accounting. Topics include the accounting cycle, financial statement preparation, content and analysis of financial statements. Not available for MBA program. *Fall, Spring*
- ACCT586** (3)
Tax Research
 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*
- ACCT615** (3)
Accounting Theory
 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*
- ACCT620** (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 valuation. Requirements include research and written analysis of financial statements, SEC filings, and other public disclosures. Prerequisites: ACCT 121, 122.
- ACCT625** (3)
Financial Analysis and Reporting
 Develops business leaders' financial-statement literacy. Topics include: understanding the nature of business transactions; identification of relevant economic events for reporting; determination of appropriate financial measures for those events; analysis of the effects of those events in organization's performance and financial condition. Not available for MBA program.
- Economics**
- ECON225** (3)
Principles of Macroeconomics
 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*
- ECON226** (3)
Principles 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. *Fall, Spring*
- ECON320** Alt (3)
U.S. Economic History
 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*
- ECON325** Alt (3)
Economic Thought
 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*
- ECON328** Alt (3)
Money and Banking
 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*
- ECON330** Alt (3)
Health Economics
 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.
- 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*

ECON500 (2, 2)
Survey of Economics: Micro- and Macroeconomics

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

ECON525 (3)
Global Macroeconomic Analysis

The study of global macroeconomic issues facing firms. Within the context of competing economic theories, the course considers domestic policies, international trade and payment issues, economic growth, international institutions and the spread of regional crises, and the impact of stabilization policies on firms. Development of a spreadsheet model of an economy is required. Prerequisite: ECON225. *Fall*

ECON530 (3)
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, 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.

FNCE526 **(3)**
Multinational Financial Management
 The financial management of international enterprises and global portfolio analysis. Short- and long-term capital sources and uses. Capital budgeting in changing foreign exchange conditions. Exchange exposure coverage and taxation impacts. Research paper/ presentation is required. Prerequisite: FNCE317. *Summer*

FNCE675 **(3)**
Financial Management
 An advanced study of major topics in corporate financial management. These topics include valuation of financial assets, investment in long-term assets, capital structure, dividend policy, working capital management, and other specialized topics, such as risk management, and international finance. Prerequisite: FNCE317. *Spring*

FNCE680 **(3)**
Investment Strategy
 Study of security risk-and-return concepts, security analysis, and concepts of market efficiency. Emphasizes equity investments, bonds, options, future, and international securities. Case analyses are required. Prerequisite: FNCE317. *Summer*

MANAGEMENT, MARKETING & INFORMATION SYSTEMS

Chan Shun Hall, Suite #218
 269-471-3339; FAX: 269-471-6158
mmis-info@andrews.edu
www.andrews.edu/sba/mmis

Faculty
 Robert C. Schwab, *Chair*
 Betty Gibson
 José R. Goris
 William Greenley
 Ben Maguad
 Armand Poblete
 Allen F. Stembridge
 Jacquelyn Warwick
 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. 283	

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

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. 271).

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**

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**

See inside front cover for symbol code.

(Credits)**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. Graded S/U.

BSAD494 (3)

Business Strategy and Decisions

The goal of this interdisciplinary course is to enable students to develop and/or fine tune skills in the analysis of strategic and organizational problems and issues. Prerequisites: BSAD355 previously completed. All other core BBA courses must be completed or concurrently enrolled.

- BSAD497** (1-3)
Advanced Topics in _____
Topics of current interest in the sub-discipline area noted not ordinarily covered in depth in other courses. Repeatable in different topics with the approval of the department. Permission of the instructor required.
- BSAD498** (1-3)
Independent Readings/Study in _____
Directed study or readings under the guidance of the instructor. Oral and reading reports may be required. Graded S/U. Permission of the dean required. Prerequisite: previous upper-division work in the discipline; minimum cumulative GPA of 2.75 and minimum GPA of 3.00 in business subjects.
- BSAD499** (1-3)
Independent Research in _____
Study under the supervision of the instructor. Permission of the dean required. Prerequisites: previous upper division work in the discipline; minimum cumulative GPA of 2.75 and a minimum GPA of 3.00 in business subjects.
- BSAD500** (2)
Survey of Management
Introduces concepts of effective management in organizational settings. Not available for MBA program.
- BSAD515** (3)
Organizational Behavior
Application of behavioral sciences to management. The examination of contemporary theories and principles of human behavior. Topics include perception, personality, attitudes, 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** (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** (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** (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*

INFS447 (3)
Project Management
 Covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Focus is on management of development for enterprise-level systems. Prerequisite: INFS428. *Fall*

INFS457 (3)
Certification Support
 Provides background and support necessary for students to pursue various software certification exams such as the MCSE series and the CNE exams. Prerequisite: INFS310. *Spring*

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.

- INFS510** (3) **Management Information Systems**
Covers current issues that effective managers must address as their organizations grow increasingly dependent on information technologies. Topics include hardware, software, telecommunications, networking and the management challenges involving these technologies. Extensive use of case studies. Word processing and spreadsheet skills are assumed.
- Marketing**
- MKTG310** (3) **Principles of Marketing**
A general survey of the major marketing methods, institutions, and practices examined from the viewpoint of their effects on exchange transactions linking producers with consumers. Assumes a working knowledge of micro-economics. *Fall, Spring*
- MKTG320** (3) **Consumer Behavior**
An integration of the various disciplines in the behavioral sciences with marketing theory to understand, explain, and predict consumer decisions. Explores both the theoretical and practical implications of individual behavioral variables, group influences, and consumer decision processes. Prerequisite or corequisite: MKTG310. *Fall*
- MKTG368** (3) **Advertising and Promotion**
Focuses on the role of promotion and communication in the marketing mix. Explores the nature and types of promotion, including advertising and point-of-purchase display, the steps in developing an advertising campaign, and measures of advertising effectiveness. Explores the management of the promotion and advertising functions in an organization. Prerequisite: MKTG310. *Spring*
- MKTG375** Alt (3) **Direct Marketing**
Marketing goods and services directly to consumers, marketing through e-commerce, catalogs, direct-mail, telemarketing, kiosk shopping, TV and radio direct response, magazine and newspaper direct response. Prerequisite: MKTG310. *Spring*
- MKTG435** Alt (3) **Marketing Ethics and Contemporary Issues**
Emphasizes the ethical challenges that confront the decision maker and their impact on society at large as well as ethically-based contemporary issues. Marketing ethics topics include: survey of ethical decision-making theories, organizational processes, ethics research, and case histories. Contemporary issues are constantly updated. Prerequisite: MKTG310.
- MKTG440** (3) **Marketing Management**
An integrative capstone course for marketing majors. Emphasizes process by which marketing managers seek solutions to marketing problems and considers marketing opportunities. Field studies provide students with opportunities to apply knowledge gained in marketing course work to concrete situations. Assumes completion of majority of courses in marketing major. Prerequisites: MKTG310, 320, 368 and 456, or permission of instructor.
- MKTG444** S (3) **Not-for-Profit Marketing**
Examines the meaning and role of marketing concepts and tools in nonprofit institutions such as hospitals, schools, public agencies, foundations, and churches. The role of activities such as marketing research, product development, pricing, advertising, publicity, personal selling, and marketing control are examined in the non-profit sector. Prerequisite: MKTG310.
- MKTG450** Alt (3) **Retailing**
Designed to help students increase awareness of the retailing process, understand the changes in customer needs, demographics, and shopping behaviors, assess the emerging technologies which have a dramatic effect on retail operations, and analyze the strategic long-term plans which retailers are using for creating advantages in this rapidly changing environment. Prerequisite with concurrency allowed: MKTG310.
- MKTG456** S (3) **Marketing Research**
Focuses on the systematic collection of business and marketing-related data to provide information to decision makers. Emphasis on translating management problems into research questions, developing a research design to address these questions, and analyzing research results with recommendations to management. Prerequisites: STAT285, MKTG310. *Fall*
- MKTG465** (3) **International Marketing**
Marketing problems arising from various degrees of foreign involvement. Includes marketing research, project planning and development, pricing, promotion, distribution, and organization. Emphasis on management of these marketing functions in a multinational context where the parameters differ from those in domestic marketing. Prerequisite: MKTG310. *Fall*
- MKTG500** (2) **Survey of Marketing**
A general survey of the major marketing methods, institutions, and practices. Not available for the MBA program.
- MKTG540** Alt (3) **Marketing for Non-Profit Organizations**
The study of marketing concepts and tools for not-for-profit institutions. Topics include marketing research, conducting a marketing audit, communication strategy, publicity, development and philanthropy. A field project and case analyses are required. Prerequisite: MKTG680 or permission of instructor.
- MKTG680** (3) **Marketing Strategy**
Survey of the strategic marketing process of analyzing research and market opportunities, selecting target markets, designing marketing strategies and evaluation of marketing programs. Emphasis on how marketing managers anticipate and react to a changing environment. Case analyses and a business research paper are required. *Spring*

Graduate Programs

Faculty

Accounting, Economics & Finance

Leonard K. Gashugi, *Chair*
 Samuel Chuah
 Ann M. Gibson
 Alan Kirkpatrick
 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: ACCT620; BSAD515, 620, 689; ECON525, 530; FNCE675; MKTG680.

Elective courses—9

ACCT586, 615; BSAD530, 545, 560, 615, 670; FNCE526, 680; INFS510; MKTG540.

Standards of Scholarship. All graduate students are expected to maintain a 3.00 GPA in all graduate courses that apply to the degree requirements.

No grade of D or F (or U) may be used to satisfy degree requirements; however, these grades are included when computing the cumulative GPA and, if they occur in courses normally meeting degree requirements, the degree GPA.

The GMAT is required for regular admission status. The student may not enroll for more than 9 credits of graduate work before the GMAT requirement is met.

Students admitted under provisional status must make regular progress toward achieving regular enrollment status and toward completion of their selected graduate degree. If insufficient progress is made, provisional status will be revoked after four enrolled semesters.

Regular admission status must be met no later than the semester before the last semester in which the student expects to enroll.

Only courses numbered above 500 may be used to meet MBA requirements. Other graduate programs in the School of Business 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.

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 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 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 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).

YEAR I

Fall

ACCT620 Financial Statement Analysis
 ECON525 Global Macroeconomics

Spring

BSAD530 Management of Not-for-Profit Organizations
 BSAD620 Christian Ethics, Service and Society

284 SCHOOL OF BUSINESS ADMINISTRATION

Summer

FNCE675 Financial Management

MSSN646 Ministry in Cultural and Religious Context 3
THST615 Doctrine of the Church 2-3
THST643 Christian Professional Ethics 2-3

YEAR 2

Fall

ACCT620 Financial Statement Analysis
BSAD515 Organizational Behavior
BSAD670 Human Resources Seminar
ECON525 Global Macroeconomics

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

Spring

BSAD530 Management of Not-for-Profit Organizations
BSAD620 Christian Ethics, Service and Society
ECON530 Managerial Economics
MKTG680 Marketing Strategy

Summer (on AU campus)

BSAD615 Quality Management
BSAD689 Strategic Management
FNCE675 Financial Management

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 3
(Prerequisites: ACCT121, 122)
BSAD530 Management of Not-for-Profit Organizations 3
BSAD560 Intercultural Business Relations 3
BSAD670 Human Resources Seminar 3
(Prerequisite: BSAD515 or permission from instructor)
FNCE680 Investment Strategy 3
(Prerequisite: FNCE317)
MKTG540 Marketing for Non-Profit Organizations 3
(Prerequisite: MKTG680 or permission from instructor)

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



THE UNIVERSITY 10

ADMISSIONS AND ACADEMICS 28

FINANCIAL INFORMATION 58

OFF-CAMPUS INTL DEVELOPMENT PROGRAM 84

J.N. ANDREWS HONORS PROGRAM 90

UNDERGRADUATE LEADERSHIP PROGRAM 94

COLLEGE OF ARTS & SCIENCES 98

COLLEGE OF TECHNOLOGY 234

SCHOOL OF ARCHITECTURE 264

SCHOOL OF BUSINESS ADMINISTRATION 270

SCHOOL OF EDUCATION 286

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY 344

UNIVERSITY PERSONNEL 404

Table of Contents

Academic Calendar	288
Graduate Programs Information	288
Distance Education	294
Content Majors & Minors for Elementary Education	298
Content Majors & Minors for Secondary Certification	300
Teaching, Learning, & Curriculum Undergrad Programs . . .	296
BS in Elementary Education	297
BA Option	299
BS Individualized Program	299
Secondary Certification with a BA or BS Degree	299
BS Secondary Education—Major in Integrated Science.	300
BS Secondary Education—Major in Social Studies.	301
Teacher Education Program Requirements	301
Teaching, Learning, and Curriculum Graduate Programs . . .	303
Graduate Certificate Programs	303
Master of Arts in Teaching (MAT)	303
MA: Education (Curriculum & Instruction Online)	304
MA: Education (Curriculum & Instruction Emphasis)	306
EdS: Curriculum & Instruction	306
EdD/PhD: Curriculum & Instruction	306
Teacher Certification Information	307
Teaching, Learning, and Curriculum Course Descriptions	310
EDCI	310
EDFN	312
EDTE	313
SPED	328
Educational & Counseling Psychology	316
MA: Community Counseling	317
MA: Clinical Mental Health Counseling	317
MA: School Counseling	317
MA: Educational Psychology	318
Developmental Psychology Emphasis	318
General Emphasis	319
Instructional Psychology Emphasis	318
Research Emphasis	318
MS: Special Education	319
Learning Disabilities K–12 Endorsement	319
Adventist Specialty Endorsement	319
EdS: School Psychology	319
EdD: Educational Psychology	320
General Emphasis	321
School Psychology Emphasis	320
PhD: Educational Psychology	321
School Psychology Emphasis	321
PhD: Counseling Psychology	322
Educational Counseling Psychology Course Descriptions	323
EDPC	323
EDRM	327
Leadership	328
Educational Administration	329
K–12 Educational Administration Certificates and Degree Programs	329
Higher Education Administration Programs	332
Leadership	336
Leadership and Educational Administration Course Descriptions	338
EDAL	338
LEAD	339

SCHOOL OF EDUCATION

Bell Hall, Room #105
269-471-3481; FAX: 269-471-6374
sed@andrews.edu
www.andrews.edu/sed

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:

- Educational & Counseling Psychology (ECP)
- Teaching, Learning & Curriculum (TLC)
- Leadership & Educational Administration (LEAD)

Accreditation

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels.

The teacher-preparation and school-service personnel programs, which include teacher education programs, MAT programs, the elementary and secondary principals' programs, and programs to prepare school psychologists, are accredited by

the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education and the North American Division Board of Education.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Educational and Counseling Psychology at Andrews University: 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.

2011

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

18–22	Mon–Fri	Leadership Orientation
25–27	Mon–Wed	Leadership Roundtable Conference

August

6	Fri	Fall semester student teacher orientation assembly
1–19		First Days of School Experience (Register for credit summer of 2011 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

1	Tue	Department Assembly: "How to Apply for Student Teaching"
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10	Thu	Spring semester student teacher orientation assembly
25	Fri	Deadline for application to student teaching

Spring Semester—2012

January

3–April 28		Spring semester student teacher schedule
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March

29, 30	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 Educational & Counseling Psychology.

EdS: Educational Specialist. The EdS program builds upon the master's degree in providing a more focused program of study, generally taking a minimum of one year beyond the master's level.

Edd: Doctor of Education and PhD: Doctor of Philosophy. The doctorate consists of course work and a dissertation, usually taking a minimum of two years of work beyond the master's level.

Admission

Time to Apply. While early applications are recommended, the deadlines for application to the School of Education are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: four months prior to the anticipated starting date.
- For students applying to the Department of Educational and Counseling Psychology: 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. 337, Educational Leadership students please see note on p. 328 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 Educational and Counseling Psychology for possible exceptions).
- Give evidence of ability to pursue advanced study in graduate-level work with a cumulative graduate GPA of 3.20 (4.00 system).
- Meet all other admission standards listed in the Graduate Programs under the Admissions and Academic Information sections of this bulletin beginning on pp. 44, 48.

Transferring Specialist Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements. General program requirements are indicated below. Additional program-specific requirements are described in the departmental sections which follow.

- The program requires a minimum of 64 semester credits of post-baccalaureate study.
- At least 24 semester credits must be completed within the EdS program at Andrews University. This course plan must include at least two-thirds of the required minimum of credits in course work numbered 500 and above.
- Major requirements for the completion of the program are determined by the individual department offering the degree.
- A cognate in an appropriate supportive area may be required.
- Two educational foundations courses:
EDFN500 Phil Foundations of Education & Psychology—3
and one of the following:
Historical
EDFN517 History of Seventh-day Adventist Education—2
Philosophical
EDFN610 History and Philosophy of Education—3
Psychological
EDPC514 Psychology of Learning—2-3
EDPC520 Psych Development—The Life Span—2-3
EDPC615 Advanced Human Development—3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3
Sociological
EDFN689 Seminar in Foundations—2-3
Theological
EDFN688 Integration of Faith and Learning—1-2
- The student must submit evidence of competence in understanding and conducting investigations in his/her field of study. Depending on the particular program, a student may fulfill this requirement by doing one or more of the following:

1. Course work in research and/or statistics.
 2. An advanced project featuring the systematic development of a significant educational product.
 3. A research study.
- The minimum GPA required for completion of the program is 3.20 figured on all course work included as a part of the EdS program.
 - A minimum of two years work experience in the field of education or appropriate clinical experience is required before the degree is granted. The individual department determines the appropriateness of the experience.

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

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the specialist program, as long as he/she maintains active status. If a break of enrollment occurs, the student must meet the requirements of a bulletin in effect after enrollment resumes.

Transfer of Degree Program

From One Specialist Program to Another. Acceptance into a specialist program in the School of Education does not include the option of automatic transfer to another specialist program at a subsequent time. A student in one of the specialist programs may be permitted to reapply for the other program up to the last day of the second semester. On such application for transfer, advisors reevaluate the current program of the student and make adjustments for the new requirements. Following that reevaluation, those courses which are relevant to the second degree may be transferred.

From Doctoral to Specialist Program. Students already accepted into a doctoral program who wish to transfer to the specialist degree program in the same department are transferred by a petition which is approved by the department chair and the Graduate Programs Office. The student must follow the current bulletin and submit a new Statement of Purpose and may be required to submit new recommendations. After receiving the specialist degree, the student may return to the doctoral program by either of the following two options:

1. By petition with all previous doctoral requirements (course plan, time limits, etc.) in effect.
2. By application to the Graduate Educational Programs Committee with all new requirements.

Progression Through the EdS Degree Program

Course Plan. Normally, during the first semester the student and advisor work out a proposed course plan to complete degree requirements. This is submitted to the Graduate Programs office.

Advancement to Candidacy. Students must file an *Application for Advancement to Degree Candidacy* form which can be obtained from the Dean's office or the Graduate Programs office.

- Students must make application for advancement to degree candidacy before registering for the last 16 credits of course work.
- Before filing an *Application for Advancement to Degree Candidacy* form, the student must
 1. Remove all deficiencies

2. Demonstrate English Language proficiency (where required)
3. Achieve regular admission status
4. Have a cumulative GPA of 3.20 or higher.

After being advanced to degree candidacy, students may request to take the comprehensive examinations.

Comprehensive Examination. A written comprehensive examination is scheduled for specific dates each semester as noted in the academic calendar. Normally the *Application for the Comprehensive Examination* form and the *Application for Advancement to Degree Candidacy* form are filed together during the semester prior to the comprehensive examination. Students are not permitted to sit for the examination until they have been advanced officially to degree candidacy. All course work and the comprehensive examination must be completed within six years of initial registration for Andrews University specialist course work. Students applying for comprehensive examination must register for EDUC870 *Specialist Comprehensive Exam*. Students who fail the 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 Educational and Counseling Psychology and the Leadership program for possible exceptions).
- Evidence of ability for doctoral-level work as demonstrated by superior undergraduate- and graduate-level work and an adequate score on a Graduate Record Examination (GRE) General Test taken within five years of admission.
- Presenting a report that demonstrates adequate ability to undertake research. Students seeking admission to a doctoral program who cannot present evidence of research ability must register for appropriate course work which provides research experience as prescribed by the departments the students are entering.

Transferring Doctoral Degree Credits. Graduate credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

General Requirements

Leadership students should see the Leadership Program section.

All others students note the requirements below.

- The student must successfully complete the minimum required semesters of study and research beyond the bachelor's degree which may include formal courses, seminars, independent study, field work, and internships to a minimum of 74 credits of graduate work, plus 16 credits for the dissertation. At least two-thirds of the requirements must be met by courses, seminars, and other learning experiences numbered 500 and above with a minimum of 6 credits numbered 700 and above.
- The student may be required to complete a cognate or equivalent which includes a planned sequence of courses outside the major (see individual departmental requirements).
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University. *A minimum of 24 credits is required for students with an EdS degree from another institution and a minimum of 16 credits for students with an AU EdS degree.*
- Students must have a 3.30 cumulative GPA for all course work included in the degree program; a 3.30 GPA must be maintained in all post-master's course work (or post-specialist if a specialist degree was received before admission to the doctoral program) included in the degree program, and a 3.00 GPA overall in graduate work taken at Andrews University.
- Students must take the following educational foundations courses:
EDFN500 Phil Foundations of Education & Psychology—3
and one course from two of the following areas:

Psychological

- EDPC514 Psychology of Learning—2–3
- EDPC520 Psychological Development—The Life Span—2–3
- EDPC615 Advanced Human Development—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3

Sociological

- EDFN689 Seminar in Foundations—2–3

Theological

- EDFN688 Integration of Faith and Learning—1–2

- Students must follow specific program requirements in the area of research (see *Research Requirements*).
- Students must establish residency as follows:
 1. **PhD Residency.** A sequence of two out of three consecutive terms (semester or summer) at a full-time load.
 2. **EdD Residency.** A sequence of any three out of seven consecutive terms (semester or summer) at a full-time load. This requirement may be met by enrolling for three consecutive summers.
- Students must successfully pass the comprehensive examination.
- Students are required to take 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 Educational & Counseling Psychology 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.

EDCI630 (Partner is Canter)

- 001 Assertive Discipline and Beyond
- 002 How to Get Parents on Your Side
- 003 Succeeding with Difficult Students
- 004 The High-Performing Teacher
- 005 Teaching Students to Get Along
- 006 Teaching Beginning Readers
- 007 Motivating Today's Learner
- 008 Teaching Developing Readers
- 009 Building Your Repertoire of Teaching Strategies
- 010 Learning Differences
- 011 Helping Students Become Self-Directed Learners
- 012 Using Technology to Engage Diverse Learners
- 014 Assessment to Improve Student Learning
- 017 Improving Reading in the Content Areas
- 018 Math: Teaching for Understanding (K–6)
- 019 Supporting the Struggling Reader
- 023 Designing Curriculum and Instruction with the Learner in Mind
- 026 Classroom Management to Promote Student Learning
- 027 Including Students with Special Needs: Curriculum, Instruction & Assessment
- 028 Helping Struggling Readers with Content Area Learning 6–12
- 029 Introduction to Teacher Leadership
- 030 Meeting the Needs of Cultural and Linguistically Diverse Learners
- 031 Teacher Leadership for Learning and Teaching
- 032 Teacher Leadership: Mentoring & Coaching
- 033 Teacher Leadership: Professional Communities
- 034 Differentiated Instruction for Student Success
- 035 Returning Creativity to Your Classroom
- 036 Technology and 21st Century Literacy Skills
- 037 Using Technology in Content Area Learning
- 038 The Effective Reading Teacher
- 039 Motivating Students to Read
- 040 Supporting Students with Learning Disabilities
- 041 The Adolescent Brain

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
- 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

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 Home School Partnerships
- 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

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

EDCI 635 (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
- 008 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

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

Richard T. Orrison
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	48
% passing MTTC Basic Skills Exam	88
Number taking MTTC Subject Area Exams	71
% passing MTTC Subject Area Exams	80
Number of students in the Andrews University Teacher Preparation Program	287
Number of student teachers supervised (may include guests from other universities)	27
Number of faculty who supervised student teachers	4
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	38 major/24 minor
BS with Secondary Certification Emphasis Areas	
Integrated Science (includes minor)	62
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: EDPC302, EDTE165, 228 and 408. (It is recommended that students take EDTE165, 228 and EDPC302 before taking EDTE408.)

Admittance into the Teacher Preparation Program. A formal application for admittance into the teacher preparation program must be submitted to the Department of TLC. This should be done no later than the sophomore year or during the first semester of course work for transfer and graduate students. The Basic Skills portion of the *Michigan Test for Teacher Certification (MTTC)* must be passed before admittance to the teacher preparation program. See the Teacher Education Program and Certification Procedures for specific details, 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 2.50.

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or Adventist certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for Adventist certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

General Education Core Requirements

The School of Education philosophy of general education is to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world.

Professional Elementary Education Requirements

Professional Education Courses

EDPC302	Educational Psychology—3
EDTE165	Phil. & Social Foundations of Education—4
EDTE408	Principles of Teaching and Learning—3
EDTE425	Multi-grade/Multi-age Education—1
EDTE444	Elementary Language Arts Methods—2
EDTE445	Elementary Mathematics Methods—3
EDTE446	Elementary Science and Health Methods—3
EDTE447	Elem. Social Studies & Character Educ. Methods—3
EDTE487*	Student Teaching Seminar—1
EDTE488*	Student Teaching (Level)—1-15

(Exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full time status will take additional credits.)

The Planned Program Minor (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

(20)

General Education Requirements—58+

See professional program requirements, p. 43, 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; COMM104 or 450 (recommended)
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—9

GEOG110, PLSC104, EDPC302

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.

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.

Content Majors and Minors for Elementary Education

Students in the Elementary Education program must include the Planned Program minor and one subject content major or two minors. When two minors are chosen, they should be chosen from different groups and at least one should be a subject area commonly taught in elementary schools (indicated with a *). See course requirements on pp. 288–289.

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 section of this bulletin.

Subject Content Areas	BA	BS Minors
Group A: Language Arts		
Language Arts*+	36	24
Reading (K-8)*		20
Group B: Social Studies		
Social Studies*+	39	
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.
+ Pending approval by the Michigan Department of Education
K-12 Endorsement in major area only

Integrated Science Major (36)

The Michigan Department of Education requirements for this major have changed. This new major has been submitted to the State for approval. All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details.

Advising for this major is done by the Department of TLC.

Required courses:

Life Science/Biology—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)

Pending approval by the Michigan Department of Education. 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 (39)

Pending approval by the Michigan Department of Education.

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—3
- GEOG110 Survey of Geography—3
- GEOG260 Cultural Geography—3
- HIST117 Civilizations and Ideas I—3
- HIST118 Civilizations and Ideas II—3
- HIST204 American Experience I—3
- HIST205 American Experience II—3
- PLSC104 American Government—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)

The Michigan Department of Education requirements for this minor have changed. This new minor has been submitted to the State for approval. All students with this minor will be expected to meet the requirements in effect for this minor at the time of graduation. Contact your advisor for further details.

Advising for this minor is done by the Department of TLC.

Required courses:

Life Science/Biology—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

Pending approval by the Michigan Department of Education.

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 Education, and College of Technology. 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; COMM104 or 450 (recommended)

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—9

EDPC302, EDTE228 and one of the following courses:
 BHSC220, 235, FMST206, PLSC237, PSYC180

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 2.50.*

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	20
Communication Arts		36–38	20
Computer Science (K–12)		40#	20
English+	42		21
ESL			21
French (K–12)	36#		24
History+	42		20
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		21
Social Studies (includes minor)+		57	
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

- EDPC302 Educational Psychology—3
- EDTE165 Philosophical & Social Found of Education—4
- EDTE228 Strat for Educ Exceptional & Diverse Learners—3
- EDTE408 Principles of Teaching and Learning—3
- EDTE417 Teaching Reading in the Secon Content Areas—3
- EDTE424 Classroom Testing and Evaluation—2
- EDTE459 Methods for Teaching Secondary School: Area—3
- EDTE476 Methods for Integrating Instructional Tech—2–3
- EDTE480 First Days of School Experience—2

- EDTE487 Student Teaching Seminar—1
- EDTE488* Student Teaching (Level)—1–15

* The exact number of credits for student teaching is determined by the Department of TLC. A minimum of 9 semester credits is required. Students needing full-time status will take additional credits.

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 62 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 (57)

(This major contains a built-in minor in History)

- BHSC235 Culture, Place and Interdependence—3
- ECON225 Principles of Macroeconomics—3
- ECON226 Principles of Microeconomics—3
- GEOG110 Survey of Geography—3
- GEOG260 Cultural Geography—3
- HIST117 Civilizations and Ideas I—3
- HIST118 Civilizations and Ideas II—3
- HIST204 American Experience I—3
- HIST205 American Experience II—3
- HIST235 Historical Inquiry—3
- HIST277 History/Political Science Colloquium—0
- HIST404 Adventist Heritage—3
- HIST459 Special Meth in Teaching History & Soc Studies—3
- HIST490 Research Seminar—3
- PLSC104 American Government—3
- PLSC225 Comparative Politics—3 or
- PLSC230 International Relations—3

PLSC237 Individual State & Marketplace—3
 PLSC435 Public Policy—3

Plus:

One upper division United States history course
 One upper division European or other non U.S. history course.

The Major Field Achievement Test in history must be taken by all majors in their senior year.

All students with this major will be expected to meet the requirements in effect for this major at the time of graduation. Contact your advisor for further details. Advising for this major is done by the Department of History and Political Science.

The State of Michigan recommends that students pass MTTC subject exams in History, Geography, Economics and Political Science.

Teacher Education Program and Certification Procedures

Application for Admission to the Teacher Preparation Program. The application for admission to the teacher preparation program should be submitted by **undergraduate** students completing 15 semester credit hours including EDTE165. Application for admission to the teacher preparation program should be done by transfer students and by Master of Arts in Teaching (MAT) students during the first semester of enrollment. Applications are considered semi-annually by the Certification, Screening, and Petitions Committee.

To be admitted to the teacher education program, students must meet the criteria listed below:

- Satisfactorily complete EDTE165.
 - Choose appropriate teaching major and/or minor(s).
 - Pass the *MTTC Basic Skills Test* (students are only allowed to take this test three times).
 - Have a cumulative GPA of 2.75.
 - While maintaining good and regular status and to complete the program the student must 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.
 - Provide recommendations from the teacher of EDTE165 and one other Andrews University faculty member.
 - Begin a professional teaching portfolio.
 - Demonstrate clearance in regard to felony or misdemeanor conviction as an adult.
 - Demonstrate the professional disposition of an educator.
 - Fingerprinting and a criminal background check are required prior to admission to the Teacher Preparation Program. Instructions for the fingerprinting procedure can be found on the TLC website.
- Upon admission, students are charged a professional fee.

Application for Admission to Student Teaching

- A formal application for student teaching must be submitted before the end of fall semester of the school year prior to the one in which the student teaching will be done. *(See note below regarding deadlines.)

- The application is considered by the Certification, Screening, and Petitions Committee.
- Before being accepted, students must have met the criteria for admission listed below:
 1. Secure admission to the teacher preparation program.
 2. Complete EDPC302 and EDTE408 or equivalents.
 3. Submit an acceptable plan for completing all required course work. (You must notify the Director of Student Teaching and the Certification Registrar if this plan changes). All prerequisites for student teaching as stated in the University Bulletin must be met prior to the student-teaching semester.
 4. Submit a plan for completing the required *MTTC Michigan Subject Area Exams*.
 5. Maintain a minimum GPA as outlined in the criteria for admission to teacher preparation.
 6. Obtain a recommendation from three sources: a professor from a methods course, a professor from your major or minor, and a professor from your minor.
 7. Demonstrate clearance in regard to felony and misdemeanor conviction as an adult. A new form must be signed at this time even though one was filed previously.
 8. Demonstrate acceptable professional dispositions.
- * Applications for Student Teaching must be completed and turned in to the Department of Teaching, Learning & Curriculum by the last Tuesday in November.
 - There is a \$50 late fee if the packet is turned in after that date and before the last day of finals.
 - There is a \$100 late fee if the packet is turned in after finals are over and before January 31.
 - If the application is received after January 31, a \$200 late fee will be charged and the applicant will need to file a petition to explain why the application was late. The Certification, Screening and Petitions Committee may or may not grant special permission to do student teaching for the upcoming year.

Student Teaching Placement Process. Elementary and secondary student-teaching placements are available in private or public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools.

The placement interview with prospective student teachers and admission to the student teaching program take place at least one semester before student teaching begins, though preferably in February of the preceding year. It is the student's responsibility to make contacts with the Director of Student Teaching and cooperate in the placement process during this placement semester. A pre-student-teaching visit to the school is required before placement is finalized. If the school personnel do not accept the student, the Director of Student Teaching will make a maximum of two additional attempts to place the student at other schools.

Student Teachers will be placed within a one-hour radius of Andrews University. Exceptions will be made on a case-by-case basis. Any additional cost for supervision will be borne by the student.

The First Days of School Experience is a concentrated, full-time laboratory program which begins prior to the beginning of the University's fall semester.

The experience focuses on the critical week preceding and following the first day of school. It provides specific answers to the pre-service teacher's question, "What do I actually *do* during the first days and weeks of school?" The program includes practical application of classroom-management theories. Emphasis is placed

302 SCHOOL OF EDUCATION

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 their teaching responsibilities helps ensure students' success, which in turn is vital to receiving a positive recommendation from the supervising teacher and university supervisor.

Teacher Certification Procedures

Michigan Tests for Teacher Certification. All applicants for State of Michigan K-12 teaching credentials must pass the *MTTC Subject Area Exams* before a recommendation can be submitted to the Michigan Department of Education. For details on what the tests are and when they are offered, see the Department of TLC.

Certification Exemption Petition. Students planning to qualify for a teaching certificate at Andrews University are expected to meet both Seventh-day Adventist and State of Michigan certification requirements. Exceptions to this requirement are considered only after a student submits a formal petition to the Department of TLC Certification, Screening, and Petitions Committee.

Final Steps to Secure Certification. The student working towards a teaching certificate is responsible for ensuring that his/her program is one of the programs approved at Andrews University for teacher certification at the appropriate level. Students should seek the advice of their Department of TLC advisor early in their program. Undergraduate and graduate students should not assume that completing a degree qualifies them for a specific teaching certificate. Graduate students must have their certification programs approved by the Certification Registrar. The following requirements for certification eligibility apply to both undergraduate and graduate students and must be met before certification is issued:

- Complete bachelor's degree requirements
- Achieve a minimum GPA of 2.50 overall, and 2.50 in each of

the following:

1. major(s)*,
2. minor(s)*,
3. area of concentration*, and
4. professional education courses.

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)

- Earn grades of C or above in all courses in
 1. professional education,
 2. major(s),
 3. minor(s), and
 4. areas of concentration.
- Pass *MTTC Subject Area Exams*.
- Complete student teaching with a positive recommendation from the supervising teacher.
- Obtain a positive recommendation for certification from a faculty member in the Department of TLC.
- Demonstrate clearance in regard to felony or misdemeanor conviction as an adult. Forms for clearance purposes are available at the Department of TLC.
- Demonstrate acceptable professional dispositions.
- Have current First Aid CPR Certification from the American Red Cross or American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- Request that official transcripts be sent directly to the Certification Registrar in the Department of TLC.

Application for a Teaching Certificate. In their final year, while applying for graduation, students must also apply for the teaching certificate. The certificate is granted after graduation. The certification application is filed on forms available at the Teacher Certification Office located in the Department of TLC. Andrews University recommends the applicants who qualify for certification. Students qualifying for Seventh-day Adventist certification receive a *Verification of Eligibility Certificate* that is honored by the union (an Adventist jurisdiction) in which they first accept a teaching position. A recommendation for a Michigan Provisional Teaching Credential is submitted to the Michigan Department of Education. The State of Michigan bills the recommended applicant for a Provisional Teaching Certificate. The amount billed **must be paid directly to the state** before the certificate is issued.

Further information on teaching credentials, Adventist certification, State of Michigan certification, updating original certificates, and adding endorsements 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.)
- Maintain a minimum GPA of 2.50 overall, and a 2.50 in the following:
 1. major(s)*,
 2. minor(s)*,
 3. area of concentration*, and
 4. professional education courses*

(*The averages include all courses taken at Andrews University and those transferred from other institutions.)

- Earn a 2.00 minimum GPA in all other credits at Andrews

- University
- Complete the Senior Exit examination, which serves as the senior-level evaluation
- Take a minimum of 30 of the final 37 semester credits in residence (permission must be given by the dean to take up to 10 credits anywhere other than Andrews University.)
- Qualify for either Michigan Teacher Certification or an Adventist Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary Integrated Science and Social Studies majors.)
- Submit a formal request for graduation, approved by the student's advisor, the Certification Registrar, and a designated records officer.

Teaching, Learning & 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	32
Secondary Education specialization	32
Content Area Specialization (Biology, English, ESL, History, Spanish, French)	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 minimum number of hours required for the MAT. Persons who enter the MAT program without a teaching certificate should expect to complete more than 32 credits. The Certification Registrar evaluates transcripts and identifies specific certification requirements for each student needing certification.

Three specialization options are available in the MAT program:

- An elementary education emphasis
- A secondary education emphasis
- A specific content area emphasis (Biology, English, English as a second language, History, French, Spanish and Reading.) Specific requirements for these

content area emphases are found in the departmental listings of this bulletin.

MAT Prerequisites

1. An undergraduate degree with a major and/or a minor(s) in teaching area(s).
2. Six semester credits, including a course in educational psychology, and other basic areas such as educational philosophy, instruction, or evaluation. If not previously taken at the undergraduate level, the 6 credits may be taken at the graduate level but do not necessarily apply toward the graduate degree program.

Michigan Department of Education Definition of Program Completers

To qualify as a "Program Completer," MAT students seeking their initial Elementary Teaching certificate must satisfactorily complete the following:

- A bachelor's degree
 - Professional education courses*
 - Planned program minor*
 - Approved subject content major or two minors*
 - The *MTTC Elementary Education Exam* (subject area exams are optional)
 - Current First Aid & CPR Certification from the American Red Cross or the American Heart Association
 - Recommendation for certification
- * *EACH of these areas must have a 2.50 GPA 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 during the first semester (see p. 291)*
- Continue course work
- Apply for admission to Student Teaching Candidacy (see p. 285)*
- Take the Subject Area section(s) of the *MTTC*
- Complete course work, including EDTE588 & EDCI696.
- Apply for teaching certificate (see p. 293).
- Students should apply for Advancement to Candidacy at the

304 SCHOOL OF EDUCATION

time they begin First Days of School Experience or the summer prior to Student Teaching.

MAT: Required Courses

Educational Foundations—3

EDFN500 Phil Foundations of Educ & Psych—3

Professional Education Core—9–12

EDPC525 Psych & Educ of the Exceptional Child—3

3 credits of instructional methods by advisement

EDTE476 Meth for Integrating Instructional Tech—2–3

EDCI696 Project Implementation—1–4

Specialization and Electives—17–20

Choose one of the following areas of specialization.

Elementary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Secondary Education Specialization. Students select courses in consultation with their advisor from those required for certification.

Content Area Specialization. Students select courses in consultation with a content area advisor. Students should note the specific subject area requirements in the appropriate section of this bulletin. Requirements vary. Students seeking a subject endorsement must complete the equivalent of a minor in that area.

Eligibility for Certification—variable*

Students who enter the MAT program without teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

TOTAL degree credits—32**

*Course requirements for persons seeking their first teaching certificate vary slightly from those who already have a teaching certificate.

** A minimum of 12 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 32 to qualify for a teaching certificate.

Field Work and Comprehensive Examinations. Field work and comprehensive examinations may be required at the discretion of the subject specialization advisor and/or the professional education advisor. See Application for a Teaching Certificate on p. 293.

MAT students should consult the Teacher Certification Procedures section of this bulletin for details about applying for Teacher Certification.

MA: EDUCATION

Reading Emphasis

(Not currently enrolling students in this program)

Curriculum & Instruction 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. 293). The Curriculum & Instruction program is designed to meet the needs of our students. The majority of students maintain their current employment while completing their degrees online. We also have students who choose a traditional, residential program and move to Berrien Springs for full-time study.

Specialized study is offered within Curriculum & Instruction for school-based personnel at elementary, secondary and tertiary levels. Curriculum & Instruction cooperates with selected departments in offering advanced cognates for persons preparing to teach at the university level.

While degrees in Curriculum & Instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum number of credits.

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

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. 287 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	Phil Foundations of Educ & Psych—3
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MA Research: 4–8 credits

EDCI696	Project Implementation—1–2
EDCI699	Thesis (optional)—1–3
EDRM505	Research Methods & Stats I—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

306 SCHOOL OF EDUCATION

EDCI650	Curriculum Design and Development—3
EDFN500	Phil Foundations of Educ & Psych—3

EdS Core: 15 credits

EDCI606	Teaching in Higher Education—2
EDCI636	Program Evaluation—3
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

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

EDPC514	Psychology of Learning—3
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EdS Research: 4-6 credits

EDRM505	Research Methods & Stats I—3
EDRM611	Research Methods & Stats II—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	Phil Foundations of Educ & Psych—3

EdD/PhD Core: 18 credits

EDCI606	Teaching in Higher Education—2
EDCI636	Program Evaluation—3
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
LEAD535	Principles of Academic Writing—1-2

EdD/PhD Foundations: 5–6 credits

EDPC514	Psychology of Learning—3
	One additional foundations course—2-3

EdD Research: 13 credits

EDRM505	Research Methods & Stats I—3
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EDRM611	Research Methods & Stats II—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	Research Methods & Stats III—3
EDRM713	Research Methods & Stats IV—3
EDCI885	Applied Research—1-8

PhD Research: 16 credits

EDRM505	Research Methods & Stats I—3
EDRM611	Applied Statistics in Educ & Psych II—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	Research Methods & Stats III—3
EDRM713	Research Methods & Stats IV—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.

Teacher Certification Information

Teacher Certification Procedures

Michigan Tests for Teacher Certification (MTTC). All persons in the Andrews University teacher preparation program must pass the MTTC Subject Area Exams before being recommended for certification. For details on what the tests are and when they are offered, see the Department of Teaching, Learning & Curriculum.

Non-Degree Teacher Certification Programs

Post-baccalaureate teacher certification and endorsement programs **not** leading to a degree are available.

Post-Baccalaureate/Graduate Level. Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and or State of Michigan elementary and secondary certification. Students may work towards certification without being in a degree program or they may complete certification requirements while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit all transcripts for evaluation by the Certification Registrar in the Department of Teaching, Learning & 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. (See Admission to the Teacher Preparation Program on p. 291 for additional criteria.)
7. Continue course work.
8. Apply for admittance to student teaching. (See Admission to Student Teaching Candidacy and Admission to Student Teaching.)
9. Pass the *MTTC Subject Area Exams*
10. Complete program of study and apply for certification.
11. Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).

Residency Requirements for Certification. Non-Andrews University graduates must complete at least 9 credits in residence to qualify for a recommendation for a teaching certificate and endorsement.

State of Michigan Certification

The State of Michigan issues two types of teaching credentials—**Provisional and Professional**. Elementary certificates are valid for teaching all subjects in grades K–5 and in all subjects in grades 6–8 if teaching in a self-contained classroom. Secondary certificates are valid for teaching in subject areas in grades 6–12.

Michigan Provisional Certificate. The *Provisional Certificate* is issued to certification candidates who have completed the requirements for a bachelor's degree, including a major and minor (elementary has a major **or** two minors option) and the professional education component. (Refer to the specific requirements for the provisional certificate in the Andrews University Elementary and Secondary Education program sections of this bulletin.)

Michigan Professional Certificate. To qualify for a Michigan *Professional Education Teaching Credential*, applicants must show that they have completed the following:

- Three years of successful teaching under the authority of and after the issuance of a valid *Provisional Teaching Credential*.
- Eighteen (18) semester credits of study after issuance of the state *Provisional Teaching Credential* in a planned course of

study that includes the reading credits required by the State of Michigan.

- Completion of the appropriate reading methods course work: 3 semester hours for the secondary level certificate; 6 for the elementary. (If the course work is **completed at a Michigan teacher preparation institution**, refer to your institution to be recommended. If the course work was **completed outside of Michigan**, request an application for the Professional Education certificate from the Michigan Department of Education or obtain a copy from the website.)
- 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.

Renewing State of Michigan Credentials and State Professional Certification

The Michigan *Provisional Teaching Credential* is valid for six years. By the end of that period, each certificate holder who wishes to upgrade or to keep his/her Michigan credential current must qualify either for a certificate renewal of their Michigan *Provisional Teaching Credential* or a Michigan *Professional Teaching Credential*.

Renewal of Provisional Certificate. To qualify for the renewal, the applicant must complete at least 9 semester credits of approved course work in a planned program after the *Provisional Certificate* is issued. Work taken by correspondence does not qualify.

Renewal of Professional Education Certificate. A *Professional Education Certificate* is valid for up to five years. It may be renewed, with proper application, for up to an additional five years. Renewal assumes that the applicant has completed 6 semester credits from an approved teacher-preparation institution, or submitted evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the state board, or completed any combination thereof. Applicants need to contact the Michigan Department of Education to renew their credentials and for further information.

Adding Endorsements to Adventist and Michigan Credentials

This section outlines criteria and procedures for adding an elementary or secondary endorsement at Andrews University. Other endorsements are also available.

Procedures for Adding Another Level of Certification—Elementary or Secondary

- Develop a program for securing the additional level of certification in counsel with the Certification Registrar.
- Counsel with a Department of Teaching, Learning and Curriculum advisor as the program is being implemented.
- Apply for admission to the program on the new level.
- Pass the *MTTC Subject Area Exams(s)* for any new endorsements.
- Apply for student teaching before the end of the Fall Semester of the school year prior to the one in which you wish to student teach.
- Apply to the Certification Registrar for a teaching certificate within one semester of completing the program.

Adding an Elementary Endorsement to a Secondary Certificate

To add an elementary-level teaching endorsement to a secondary certificate, one must

- Have a valid secondary-teaching certificate
- Complete a major or two minors appropriate for the elementary level (See list of majors and minors under elementary certification at post-baccalaureate level, p. 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. 287 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. 290.)
- Pass the *MTTC Subject Area Exams* for any new endorsements.
- Take EDTE417 Tchng. Reading in the Second. Content Areas—3
- Take EDTE459 Meth. for Teaching Second. School: Area—3
- Complete 6 credits of student teaching at the secondary level.
- Apply for new endorsement.

Elementary Certification Requirements

Students must take sufficient course work in three areas to be eligible for Michigan elementary certification: (1) professional education courses, (2) subject content majors or minors, and (3) planned program minor.

- **Professional Education Courses.** Listed below are the required graduate professional education courses for Michigan elementary-teaching credentials which must be taken. If students have taken the undergraduate-level course, they do not need to repeat the graduate-level course. Graduate-level students who are qualifying for certification and wish to apply credit to a graduate degree must select courses at the graduate level.

EDPC514	Psychology of Learning—3
EDTE408	Principles of Teaching and Learning—3 or
EDCI565	Improving Instruction—3
EDTE424	Classroom Testing and Evaluation—2
EDTE480	First Days of School Experience—2 (EDTE424 & EDTE480 are part of the Planned Program minor)
EDTE630	Seminar: Phil & Soc Found of Educ—2
EDTE444	Elementary Language Arts Methods—2
EDTE445	Elementary Mathematics Methods—3
EDTE446	Elementary Science and Health Methods—3
EDTE447	Elem Social Studies & Character Educ Meth—3
EDTE448	Meth for Integ Arts & Mvmnt in Elem Curr—3

Student Teaching*

EDTE487	Student Teaching Seminar—1
EDTE588	Graduate Student Teaching: Level—1–10

- * For students with appropriate and verified teaching experience, some student-teaching credit by examination for student-teaching may be granted. Requests for such credit should be made after consultation with the Department of

Teaching, Learning and Curriculum on forms available at that office. This should be done before applying for student teaching. All candidates qualifying for Adventist certification must have had significant structured experience in a multi-grade Adventist school.

- Have current First Aid & CPR Certification from the American Red Cross or the American Heart Association (must include infant, child and adult CPR in addition to First Aid).
- **Approved Majors and Minors for Elementary Certification.** Seventh-day Adventist and State of Michigan elementary certification require a subject content major or two minors in addition to the Planned Program minor. See the list of approved majors and minors for elementary certification on p. 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.

EDPC514	Psychology of Learning—2–3
EDPC525	Psych & Educ of Exceptional Children—2–3
EDCI565	Improving Instruction—3 or
EDTE408	Principles of Teaching and Learning—3
EDTE417	Tchng Reading in the Secon Content Areas—3
EDTE424	Classroom Testing and Evaluation—2
EDTE459	Meth for Teaching Secondary School: Area—3
EDTE476	Meth for Integ Instructional Tech—2 or 3
EDTE630	Seminar: Phil & Soc Found of Educ—2

First Days of School Experience

EDTE480	First Days of School Experience—2
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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.

Seventh-day Adventist Teaching Credential Levels and Requirements

Seventh-day Adventist K–12 teacher credentialing is organized into three levels of certificates: Basic, Standard and Professional. The following section describes each level, points out specific requirements, and tells how they are met at Andrews University.

All courses needed for Adventist certification or State of Michigan certification require a grade of C or above.

Levels of Adventist Certification and Credential Requirements

Adventist Basic Certificate. The *Basic Teaching Certificate* may be issued to the candidates presenting a *Verification of Eligibility* form from Andrews University. The certificate is issued by the union conference where the candidate takes his/her first teaching position.

Religion Requirements. A minimum of 12 semester hours in religion, taken at a Seventh-day Adventist college/university or through Home Study International, to include the following areas:

Doctrines of the Seventh-day Adventist Church

Biblical Studies courses such as: Jesus in His Time and Ours, Law & Writings of the New & Old Testament, Acts & Epistles, Prophets of Israel

Spirit of Prophecy. A study of the gift of prophecy revealed in the Bible and the writings of Ellen G. White. *Choose one:*

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:*

CHIS570 History of the Seventh-day Adventist Church—2

HIST404 Adventist Heritage—3

EDFN517 History of Seventh-day Adventist Education—2

RELH400 SDA History and Prophetic Heritage—3

Health Principles. A course in health based on the Bible and the writings of Ellen G. White. *Choose one:*

CHMN547 The Ministry of Healing—2 or 3

HLED120 Fit 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.

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**D \$ (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.

EDCI630–635**Professional Development Courses**

Contemporary and selected topics in curriculum and instruction. Repeatable with different topics. Open to all graduate students.

EDCI636**D (3)****Program Evaluation**

Systematic research oriented procedures and models used to evaluate needs, planning, and implementation of educational programs and their impact. Prerequisite: EDRM505 or equivalent.

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.)

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.

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 of Education and Psychology

Examines philosophical and theological bases of major worldviews and, taking into account the conceptual framework of the Andrews University School of Education, critiques the impact of naturalism and post-modernism on education, psychology, and religion from a Christian perspective. Preferably taken in the first year of any graduate program in the School of Education.

EDFN517 (2)

History of Seventh-day Adventist Education

Development of educational theory and institutions among Seventh-day Adventists, with emphasis on discernible eras and their characteristics.

EDFN610 (3)

History and Philosophy of Education

A study of the major influences and ideas in the history and philosophy of education from biblical and classical times to the present. The course materials cover a broad overview of the entire period, with a more detailed focus on noteworthy developments and significant eras. Students are required to research 3–4 topics.

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

For enrollment in any EDTE course above 408, the student must be accepted into the Teacher Preparation Program or have permission of the department.

All education courses required for certification have a clinical or field-experience component.

EDTE110 (1–2)

Basic Reading/Language Skills

Intended for those who need one-to-one or small-group instruction in basic language skills because of special needs. May include work to improve basic reading, writing, and study skills as determined by individual educational assessment. Lab required. Repeatable up to 4 semesters.

EDTE140 (1–2)

Reading Vocabulary Development

Intended for those who need basic reading skills. Develops vocabulary strategies and skills for word meaning and identification. Instruction includes comprehension emphasis to place vocabulary learning in a meaningful context and to apply word recognition strategies in authentic situations. Lab required. Repeatable one semester.

EDTE160 (2)

College Reading Efficiency

Designed to develop active reading comprehension and flexible reading rates and strategies to meet varied purposes for reading. Lab required. Repeatable once.

EDTE164 \$ (1–2)

Dynamic Reading Strategies

Designed to assist average and above-average readers in increasing comprehension and reading rate. Lab required.

EDTE165 S (4)

Philosophical and Social Foundations of Education

An orientation to the teaching profession in a multicultural society, including the philosophical/ethical assumptions underlying different education philosophies and the social, cultural, and instructional aspects of American education. Students analyze educational philosophies and practices from a Christian perspective and study the implications of school law on educational

practice. 30-hour field experience required outside of class time.
Fall, Spring

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. Recommend EDTE165 be completed before enrolling in EDTE228. *Even Summer, Fall*

EDTE376 (1–3)
Topics:
Topics of current significance. Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE389 (variable)
Work Conference: Topic
In-service training, clinics, and supervised experiences in education. Repeatable with different topics. Credit to be announced with topic in advance. *As scheduled*

EDTE408 ◆ (3)
Principles of Teaching and Learning
Basic techniques of instruction, planning, and classroom management. Emphasis is on acquisition and application of an instructional framework and basic classroom management. Field experience. Prerequisite: EDTE165, 630 or equivalent. (It is recommended that students take EDTE165, 228 and EDPC302 before taking EDTE408.) *Fall, Spring, Summer*

EDTE416 ◆ \$ (3)
Individualized Reading Instruction
Prepares the teacher to set up a direct instruction format for mastery teaching of reading to individuals using the basal Life Series. Students are introduced to the management system developed by the Exemplary Center for Reading Instruction to teach vocabulary, spelling, penmanship, and discussion techniques. Field experience required. **Offered on extension campuses only.**

EDTE417 S ◆ (3)
Teaching Reading in the Secondary Content Areas
Methods for teaching content area reading to secondary students and adults, strategies for effective content lessons, application of basic skills, vocabulary comprehension, and study skills within subject areas. Includes objectives and methods, reading problems of adolescents and adults, and selection and development of materials. 30-hour field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE418 S ◆ \$ (3)
Methods for Teaching Beginning Reading
Application of principles of effective instruction to early literacy acquisition. Focuses on balanced, explicit instruction approaches. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*

EDTE420 S ◆ \$ (3)
Literacy Intervention Strategies
Assessment and methods for prevention and remediation of reading problems. Useful for class room and clinical settings.

Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408, 418. *Fall, Even Summers*

EDTE424 ◆ (2)
Classroom Testing and Evaluation
Writing instructional objectives. Topics may include: preparing classroom tests to measure the attainment of those objectives; concepts of reliability and validity; simple item analysis; interpreting data from standardized tests and other data in cumulative folders; sociometric procedures; grading and reporting. Prerequisite: admission to student teaching. *Fall, Odd Summers*

EDTE425 ◆ \$ (1)
Multi-grade/Multi-age Education
Techniques, practices and strategies appropriate for multi-age/multi-grade classrooms. Includes an introduction to relevant NAD administrative and curriculum materials. 50-hours of field experience. *Spring*

EDTE436 ◆ (2)
Writing K–8
A theoretical and practical examination of instructional methodologies used for elementary writers.

EDTE438 (1–3)
Workshop:
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

EDTE444 ◆ (2)
Elementary Language Arts Methods
Application of principles of effective instruction to Language Arts with specific emphasis on writing workshop methodology. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. 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: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE446 S ◆ \$ (3)
Elementary Science and Health Methods
Application of principles of effective instruction to Science and Health. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Even Summers*

EDTE447 S ◆ (3)
Elementary Social Studies and Character Education Methods
Application of principles of effective instruction to Social Studies and Character Education. An introduction to the curriculum of K-8 schools, including unique SDA curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Even Summers*

- EDTE448** S ♦ \$ (3)
Methods for Integrating Arts & Movement in Elementary Curriculum
 Application of principles integrating art, music, and physical education instruction in the elementary curriculum. An introduction to the curriculum of K–8 schools, including unique Adventist curricular materials and Michigan Content Standards and Benchmarks. Field experience included in class meeting time. Prerequisites: EDPC302 or 514, EDTE408. *Spring, Odd Summers*
- EDTE459** ♦ (3)
Methods for Teaching Secondary School: Area
 Focuses on teaching strategies especially useful at the secondary-age level. Emphasis on developing a repertoire of strategies that enhance a variety of learning outcomes in students and blend theory and practice. Field experience. Prerequisites: EDPC302 or 514, EDTE408. *Fall, Odd Summers*
- EDTE460** ♦ (1–4)
Reading Practicum
 Observation and supervised instruction with individual students and reading classes on the elementary level. Repeatable to 4 credits. Prerequisites: EDTE417, 420, 485. May be graded S/U.
- EDTE467** (1)
School and Society
 The school as an institution in a multi-cultural society; the cardinal purposes, structure, and operation of education.
- EDTE476** ♦ \$ (2–3)
Methods for Integrating Instructional Technology
 Course focuses on the use of a wide variety of instructional technology and media to support student learning with emphasis on the application of technologies to effective teaching. Topics covered during course include: technology as a tool, internet in the classroom, standards for integrating technology and multimedia teaching tools, and facilitating students' use of technology. Prerequisites: INFS110 or equivalent, EDTE408. *Even Summer & Fall, Odd Spring*
- EDTE480** ♦ (2)
First Days of School Experience
 An intensive, comprehensive, full-time field experience beginning in early August. Integrates the study and application of strategies for classroom management; guidelines for beginning the school year successfully. Required prior to student teaching. Field experience. Prerequisite: Admission to Student Teaching. *Summer*
- EDTE484** ♦ \$ (2)
Developmental Reading Methods
 Prepares upper-elementary and middle-school teachers in the techniques of developmental reading and other language arts components. Includes whole-language techniques, direct instruction of comprehension strategies, and the reading-writing connection. Field experience included in class meeting time. Corequisite: EDTE444. Prerequisites: EDPC302 or 514, EDTE408. *Fall*
- EDTE485** Alt ♦ (3)
Advanced Methods for Elementary Classroom Literacy
 Methods and materials for literacy teaching in grades K–8. Ways to organize the reading/language arts program to integrate reading, writing, speaking, and listening. Deals with meeting needs of individual learners within a classroom program. Field experience. Prerequisite: EDTE418 or 484. *Even Summers*
- EDTE487** ♦ (1)
Student Teaching Seminar
 A weekly seminar for student teachers. Corequisite: EDTE488 or 588. *Fall, Spring*
- EDTE488** (1–15)
Student Teaching (Level)
 The student-teaching experience requires full participation in an elementary (K–8) or secondary (7–12) school. Emphasis is on application of teaching theory in the classroom with supervision and feedback. Prerequisites: Admission to Student Teaching. Corequisite: EDTE487. *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

EDUCATIONAL & COUNSELING PSYCHOLOGY

Bell Hall, Room #151
 269-471-3473
ecp@andrews.edu
www.andrews.edu/ecp/

Faculty
 Rudolph N. Bailey, *Chair*
 Nancy J. Carbonell
 Ronald D. Coffen
 Nina Elmendorf-Steele
 Elvin S. Gabriel
 Tevni E. Grajales
 Jimmy Kijai
 Frederick A. Kosinski, Jr.
 Elizabeth Lundy
 Jeannie Montagano
 Dennis E. Waite
 Carole Woolford-Hunt

Staff Psychologists
 Harvey J. Burnett
 Christopher T. Denda
 Judith B. Fisher
 Harold B. Smith

Emeriti
 Donna J. Habenicht
 Thesba N. Johnston
 Marion J. Merchant
 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	48
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	

Mission

The mission of the Department of Educational & Counseling Psychology is to:

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person as one created by God
- Uphold the principles of Scripture as a guide for interpersonal relations.

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the following program areas in the Department of Educational & Counseling Psychology at Andrews University:

- Clinical Mental Health Counseling (MA)
- School Counseling (MA)

This 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 Educational & Counseling Psychology 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 EDPC699 Thesis. Those who do not plan further graduate study may substitute course work for the thesis in their program. Admission for any graduate degree offered in the School of Education is based on the total profile of the student and includes the analysis of admission documents as well as the professional judgment of the program faculty.

MA Degree Programs

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—27

EDFN500	Philosophical Foundations of Education—3
EDPC520	Psychological Development: The Life Span—3
EDPC554	Career Development—3
EDPC635	Theories and Techniques of Counseling—3
EDPC638	Group Processes—3
EDPC640	Multicultural Issues for Counselors & Psychologists—3
EDPC644	Psychological Testing—3
EDPC645	Prof Ethics for Counselors & Psychologists—3
EDRM505	Research Methods & Stats in Educ & Psych I–3

Specialty Area—24

EDPC600	Family Therapy—3
EDPC610	Marital Therapy—3
EDPC619	Professional Issues in Clinical Mental Health Counseling—3
EDPC624	Therapies for Addictions and Addictive Behaviors—3
EDPC629	Psychopathology: Classification & Treatment—3
EDPC630	Personality Assessment—3
EDPC686	Therapies and Diagnosis of Psychopathology in Children—3
EDPC687	Therapies for Adults: Theory and Practice—3

Clinical Instruction—9

EDPC650	Practicum in Counseling—3
EDPC655	Internship in Counseling—6

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 EDPC655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through the Office of Teacher Certification at Andrews University. Having a prior conviction may make it impossible to complete the program.

MA DEGREE REQUIREMENTS

Common Core—27

EDFN500	Philosophical Found of Educ & Psychology—3
EDPC520	Psychological Development: The Life Span—3
EDPC554	Career Development—3
EDPC635	Theories and Techniques of Counseling—3
EDPC638	Group Processes—3
EDPC640	Multicultural Issues for Counselors & Psychologists—3
EDPC644	Psychological Testing—3
EDPC645	Prof Ethics for Counselors & Psychologists—3
EDRM505	Research Methods & Stats in Educ & Psych I—3

Specialty Area—12

EDPC525	Psychology & Educ of Exceptional Children—3
EDPC530	Professional Issues in School Counseling—3
EDPC540	Behavioral & Emotional Problems of Children—3
EDPC545	Administration of Guidance Services—3

Clinical Instruction—9

EDPC650	Practicum in Counseling—3
EDPC655	Internship in Counseling—6

TOTAL MA degree credits—48

Continuation in the School Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a school counselor.

A student who already possesses a master's degree and wishes to qualify for certification as a school counselor should consult with the Coordinator of the MA in School Counseling program.

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 of Educ. & Psych—3
EDRM505	Research Methods & Stats in Educ & Psych I—3
EDRM611	Research Methods & Stats in Educ & Psych II—3

Concentration (Developmental Psychology)—15

EDPC514	Psychology of Learning—3
EDPC615	Advanced Human Development—3
EDPC625	Biopsychology—3
EDPC626	Cognitive Psychology—3
EDPC676	Theories of Personality—3

Electives—6

Two courses from the following:

EDPC525	Psychology & Educ of Exceptional Children—3
EDPC540	Behavioral & Emotional Problems of Children—3
EDPC554	Career Development—3

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 of Educ & Psych—3
EDRM505	Research Methods & Stats in Educ & Psych I—3
EDRM611	Research Methods & Stats in Educ & Psych II—3

Concentration (Instructional Psychology)—18

EDPC514	Psychology of Learning—3
EDPC525	Psychology & Educ of Exceptional Children—3
EDPC540	Behavioral & Emotional Problems of Children—3
EDPC615	Advanced Human Development—3
EDPC644	Psychological Testing—3
SPED645	Advanced Diagnosis and Educational Therapy in Reading—3

Electives—3

Three credits to be chosen in consultation with an advisor. It is presumed that 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 of Educ & Psych—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDRM611 Research Methods & Stats in Educ & Psych II—3

Educational Psychology Core—9

- EDPC514 Psychology of Learning—3
- EDPC615 Advanced Human Development—3
- EDPC644 Psychological Testing—3

Concentration (Research)—15

- EDPC699 Thesis—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM712 Research Methods & Stats in Educ & Psych III—3
- EDRM713 Research Methods & Stats in Educ & Psych IV—3

TOTAL credits for Research Emphasis—33**Educational Psychology: General Emphasis**

This program provides a broad perspective of this field with emphasis on learning, development, testing and research. The General Emphasis allows students to choose the areas where they wish to develop individual strengths. These areas are presented in depth through varied instructional modes. This program is designed to train graduate students to become college instructors, educational consultants, or researchers in the field of Educational Psychology.

Foundations/Research/Statistics—9

- EDFN500 Philosophical Foundations of Educ & Psych—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDRM611 Research Methods & Stats in Educ & Psych II—3

Educational Psychology Core—9

- EDPC514 Psychology of Learning—3
- EDPC520 Psychological Development: The Life Span—3
- EDPC644 Psychological Testing—3

Electives—12

Twelve credits by advisement, limited to courses from the above emphases, EDPC courses, or courses in instruction from the School of Education. Three credits may be fulfilled by writing a thesis.

TOTAL credits for General Emphasis—30**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.

Some of the course work in this graduate program may be offered through on-line class scheduling. Students should contact their advisor for further details.

MS DEGREE REQUIREMENTS**Prerequisites—9 (undergraduate/graduate credits)**

- EDTE228 Strat for Educ Exceptional & Diverse Learners—3
- EDTE420 Literacy Intervention Strategies—3
- SPPA435 Comm Dev & Disorders for Classrm Teachers—3

Foundations—6

- EDFN500 Phil Foundations of Educ & Psych—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3

Core—24

- EDPC514 Psychology of Learning—3
- EDPC520 Psychological Development: The Life Span—3
- EDPC540 Behav & Emotional Prob of Children—3
- EDPC644 Psychological Testing—3
- EDPC651 Behavioral and Educational Assessment—3
- EDPC672 Psychoeducational Consultation—3
- SPED525 Psych & Educ of Exceptional Children—3
- SPED645 Adv Diagnosis & Educ Therapy in Reading—3

Specialty—13

- EDTE588 Graduate Student Teaching: SPED K–5—2
- EDTE588 Graduate Student Teaching: SPED 6–12—2
- SPED617 Developmentally Appropriate Instruction—3
- SPED689 Current Trends in Learning Disabilities—3
- SPED618 Legal & Ethical Issues in Schools—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

- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC644 Psychological Testing—3
- SPED525 Psych & Educ of the Exceptional Child—3
- SPED617 Developmentally Appropriate Instruction—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 pre-

school 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 NTE School Psychology (Praxis II) exam and submit a satisfactory portfolio in addition to the requirements below.

Prior to clinical experiences or classes with child contact, students will be required to complete a clearance form indicating whether they have been convicted of a felony 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

- EDPC514 Psychology of Learning—3
- EDPC615 Advanced Human Development—3
- EDPC640 Multicult Issues for Counselors & Psychologists—2
- EDPC676 Theories of Personality—3

Professional Core—46

- EDPC525 Psychology & Educ of Exceptional Children—3
- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC555 Early Childhood Issues in Assessment—1
- EDPC/SPED618 Legal and Ethical Issues in Schools—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC635 Theories & Techniques of Counseling—3
- EDPC644 Psychological Testing—3
- EDPC654 Practicum in School Psychology—3
- EDPC651 Behavioral and Educational Assessment—3
- EDPC652 Cognitive Assessment—3
- EDPC672 Psychoeducational Consultation—3

- EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
- EDPC753 Adv Psych Decision Making and Interventions—3
- EDPC810 Internship in School Psychology—6

Interdisciplinary Area—3

- EDCI/SPED645 Advanced Diagnosis and Educational Therapy in Reading—3

Educational Foundations—3

- EDFN500 Philosophical Foundations of Educ & Psych—3

Research/Statistics/Measurement—6

- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDRM611 Research Methods & Stats in Educ & Psych II—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 Educational & Counseling Psychology must complete an interview with the coordinator of the program to which the individual is applying and two other program faculty members. Additional requirements for admission to the Department of Educational & Counseling Psychology are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

EdD: Educational Psychology

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

- EDCI636 Program Evaluation—3
- EDPC514 Psychology of Learning—3
- EDPC525 Psych and Education of Exceptional Children—3
- EDPC615 Advanced Human Development—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC644 Psychological Testing—3
- EDPC651 Behavioral and Educational Assessment—3
- EDPC676 Theories of Personality—3
- EDPC725 Cross-Cultural Ethics and Research—3
- EDPC730 International Psychology—3
- EDPC736 Field Work in Educational Psychology—3
- EDPC834 Seminar in Educational/School Psychology—3

Educational Foundations—6

- EDFN500 Philosophical Foundations of Educ & Psych—3

EDPC620 History and Systems of Psychology—3
or a non-psychological foundations course

Research—15

EDRM505 Research Methods & Stats in Educ & Psych I—3
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM611 Research Methods & Stats in Educ & Psych II—3
EDRM710 Seminar in Research Methodology—1
EDRM712 Research Methods & Stats in Educ & Psych III—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*

EDPC629 Psychopathology: Classification & Treatment—3
EDPC670 Advanced Social Psychology—3
EDPC834 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 & Stats in Educ & Psych I—3
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM611 Research Methods & Stats in Educ & Psych II—3
EDRM710 Seminar in Research Methodology—1
EDRM712 Research Methods & Stats in Educ & Psych III—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:
EDPC626 Cognitive Psychology—3

EDPC676 Theories of Personality—3
EDPC686 Therapies and Diagnosis of Psychopathology in Children—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**

EDCI636 Program Evaluation—3
EDPC514 Psychology of Learning—3
EDPC525 Psych and Education of Exceptional Children—3
EDPC615 Advanced Human Development—3
EDPC625 Biopsychology—3
EDPC626 Cognitive Psychology—3
EDPC644 Psychological Testing—3
EDPC651 Behavioral and Educational Assessment—3
EDPC676 Theories of Personality—3
EDPC725 Cross-Cultural Ethics and Research—3
EDPC730 International Psychology—3
EDPC736 Field Work in Educational Psychology—3
EDPC834 Seminar in Educational/School Psychology—3

Educational Foundations—6

EDFN500 Philosophical Foundations of Educ & Psych—3
EDPC620 History and Systems of Psychology—3
or a non-psychological foundations course

Research—21

EDRM505 Research Methods & Stats in Educ & Psych I—3
EDRM605 Qualitative Research Methods in Educ & Psych—3
EDRM611 Research Methods & Stats in Educ & Psych II—3
EDRM704 Design & Analysis of Educ & Psych Surveys—3
EDRM710 Seminar in Research Methods—1
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM713 Research Methods & Stats in Educ & Psych IV—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

- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC670 Advanced Social Psychology—3
- EDPC834 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 & Stats in Educ & Psych I—3
- EDRM605 Qualitative Research Methods in Educ & Psych—3
- EDRM611 Research Methods & Stats in Educ & Psych II—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM710 Seminar in Research Methods—1
- EDRM712 Research Methods & Stats in Educ & Psych III—3
- EDRM713 Research Methods & Stats in Educ & Psych IV—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:

- EDPC626 Cognitive Psychology—3
- EDPC638 Group Processes—3
- EDPC686 Therapies & Diagnosis of Psychopathology in Children—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 or Cultural Diversity. 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 of Educ & Psych
- EDPC514 Psychology of Learning
- EDPC520 Psychological Development—The Life Span
- EDPC635 Theories & Techniques of Counseling
- EDPC638 Group Processes
- EDPC640 Multicultural Issues for Counselors and Psych
- EDPC644 Psychological Testing
- EDPC650 Practicum in Counseling
- EDRM505 Research Methods & Stats in Educ & Psych I
- EDRM611 Research Methods & Stats in Educ & Psych II

PHD COURSE REQUIREMENTS

Psychological Foundations—21

- EDPC616 Psychology of Religious Experience—3
- EDPC620 History and Systems of Psychology—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC676 Theories of Personality—3
- EDPC670 Advanced Social Psychology—3

Professional Studies—45

- EDPC554 Career Development—3
- EDPC645 Prof Ethics for Counselors & Psychologists—3
- EDPC652 Cognitive Assessment—3
- EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
- EDPC687 Therapies for Adults: Theory and Practice—3
- EDPC735 Clinician Self-Assessment for the Treatment of Culturally Diverse Populations—3
- EDPC737 Seminar in the Supervision of Counselors—2
- EDPC745 Practicum in Counseling Psychology—4
- EDPC750 Personality Assessment—3
- EDPC753 Adv Psych Decision Making and Interventions—3
- EDPC820 Internship in Counseling Psychology—3

EDPC835 Seminar in Counseling Psychology—3

Select one of the following Specialty Concentrations:**Adult Concentration—9**

EDPC624 Therapies for Addictions & Addict Behaviors—3

EDPC688 Group Therapy—3

EDPC720 Marital Therapy—3

Child/Family Concentration—9

EDPC624 Therapies for Addictions & Addict Behaviors—3

EDPC710 Family Therapy—3

EDPC720 Marital Therapy—3

Cultural Diversity Concentration—9

EDPC725 Cross-Cultural Ethics and Research—3

EDPC730 International Psychology—3

EDPC755 Refugee & Displaced Populations Clinical Interventions—3

Research/Statistics/M 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 Research Methods & Stats in Educ & Psych III—3

EDRM713 Research Methods & Stats in Educ & Psych IV—3

EDRM880 Dissertation Proposal Development—2

Dissertation—14+

EDPC899 Doctoral Dissertation

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 EDRM/LEAD880, 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.

Educational and Counseling Psychology**EDPC115 (2)**
Academic Learning Assessment

A guided experience of self-discovery into the learning factors that yield academic success. Comprehensive assessment and application of individual learning characteristics.

EDPC116 (1-6)
Academic Development

A tutorial application of the principles of academic success. Includes one-on-one, as well as group-learning experiences. Repeatable to 6 credits.

EDPC301 (3)
Human Development

An introductory study of the nature, conditions, and outcomes of human learning, with emphasis on the psychological development from birth through old age.

EDPC302 (3)
Educational Psychology

Introductory study of nature, conditions, and outcomes of human learning, with emphasis on the psychological factors.

EDPC430 (2)
Introduction to Residence-hall Administration

Designed to prepare prospective secondary-school residence-hall directors. Emphasis on practical administration techniques, the relationship between adolescent development and educational programming, and the role of the director as an educator.

EDPC438 (1-4)
Workshop**EDPC499 (1-3)**
Independent Study: Topic

Repeatable. Permission of curriculum advisor and independent study supervisor required.

EDPC514 (2-3)
Psychology of Learning

The learning process studied from the viewpoints of intelligence, cognitive language and personality development, learning theories, and motivation. Prerequisite: Introductory course in general or educational/developmental psychology.

EDPC520 (2-3)
Psychological Development—The Life Span

A survey of the biological, cognitive, and sociocultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity.

EDPC/SPED525 (2-3)
Psychology and Education of Exceptional Children

A comprehensive survey of the psychological and educational needs of exceptional children. Strategies for incorporating an exceptional student into regular classroom and for supporting the exceptional child in the community. Students are also required to register for EDPC525 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.

EDPC530 (3)
Professional Issues in School Counseling

A survey of professional issues in school counseling including the roles, functions, and identity of school counselors, the theory and process of school counseling and guidance, consultation, and current trends in legal and ethical matters.

EDPC540 (3)
Behavioral and Emotional Problems of Children

Identification and remediation of learning, behavioral, emotional, and developmental problems of children in a multicultural context. Classroom behavior management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.

- EDPC545** **Alt (3)**
Administration of Guidance Services
 A study of the organization, administration, and coordination of guidance services in school systems including the development, implementation, and evaluation of comprehensive developmental school counseling programs.
- EDPC554** **(3)**
Career Development
 An introduction to career development and career counseling with an emphasis on counseling populations with special needs, career decision making, career adjustment, and changing careers.
- EDPC555** **(1)**
Early Childhood Issues in Assessment
 A study of infant and toddler assessment from birth to 5 years in context of federal legislation and best development and educational practices. The student will study individual and screening instruments for this age group, along with a specific focus on family and community involvement in the assessment process. Students are also required to register for EDPC555 PO5. Lab fee required. Prerequisite: EDPC652 or approval by instructor.
- EDPC600** **(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: EDPC650 or equivalent. (Master's-level)
- 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. Students must also be enrolled in EDPC618 for 2 credits.
- EDPC609** **(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 EDPC619 for 2 credits
- EDPC610** **(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: EDPC650 or equivalent. (Master's-level)
- EDPC615** **(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.
- EDPC616** **Alt (3)**
Psychology of Religious Experience
 Psychological factors in the religious experience.
- EDPC618** **(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 EDPC/SPED618 PO2 which is the practicum portion of this class and entails 25 hours in a regular or special education classroom. Student must take either 3 credits of EDPC618 or 2 credits of EDPC618 and 1 credit of EDPC608 (Topics in Legal and Ethical Issues in Schools) in consultation with advisor.
- EDPC619** **(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 EDPC619 or 2 credits of EDPC619 and 1 credit of EDPC609 (Topics in Clinical Mental Health Counseling) in consultation with advisor.
- EDPC620** **Alt (3)**
History and Systems of Psychology
 The historical and philosophical foundations of contemporary psychology are examined. Both theoretical and applied aspects of the development of psychology as a science and practice are examined, including contributions of important theoretical schools and individuals.
- EDPC622** **(1-6)**
Seminar on Special Topics
 Repeatable to 6 credits. Repeatable with different topics.
- EDPC624** **(3)**
Therapies for Addictions and Addictive Behaviors
 Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.
- EDPC625** **(3)**
Biopsychology
 A survey of the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, and higher-order thought process.
- EDPC626** **(3)**
Cognitive Psychology
 Emphasis on issues and research in cognitive psychology, including perception, attention, categorization, working memory, long-term memory, knowledge, problem solving, reasoning, language, and socio-cultural cognition. A wide variety of theories will be reviewed with application of research to practical problems, including assessment. Selected cognitive issues will be discussed from a cognitive science or neuropsychological perspective. Prerequisite: EDPC514.
- EDPC628** **Alt (3)**
Seminar in the Psychology of Women
 The biological, social, intellectual, and emotional development and adjustment of women from conception to senescence.

<p>EDPC629 (3) <i>Psychopathology: Classification & Treatment</i> 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>EDPC651 \$ (3) <i>Behavioral and Educational Assessment</i> 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 EDPC651 PO3 which is the 50-hour practicum lab portion of this class. Lab fee required. Prerequisites: EDPC514, 644 and 652 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>EDPC630 \$ (3) <i>Personality Assessment</i> Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Prerequisites: EDPC644 and a course in abnormal psychology. Students are also required to register for EDPC630 PO8. 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>EDPC652 \$ (3) <i>Cognitive Assessment</i> The selection, administration, and scoring of standardized individual measures of cognitive abilities for assessment and diagnosis of intellectual ability. Emphasis will be placed on accurate, standardized administration of the most widely used intelligence tests throughout the life span. Current issues in the conceptualization of intelligence and assessment pertaining to students/adults with special needs will be addressed. Students are also required to register for EDPC652 PO4. Lab fee required. Prerequisite: EDPC514 and 644. 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>EDPC635 (3) <i>Theories and Techniques of Counseling</i> 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>EDPC654 (1-6) <i>Practicum in School Psychology</i> 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>EDPC638 (3) <i>Group Processes</i> Theory, research, observation, and personal experience in the behavior of individuals in small face-to-face groups.</p>	<p>EDPC655 (1-6) <i>Internship in Counseling</i> Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. Prerequisite: EDPC650. Limited to students enrolled in MA in Clinical Mental Health Counseling or School Counseling programs. Repeatable to 6 credits.</p>
<p>EDPC640 (2-3) <i>Multicultural Issues for Counselors and Psychologists</i> 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>EDPC660 \$ (0) <i>Program Continuation</i> See section on Continuous Registration-Active Status.</p>
<p>EDPC644 (3) <i>Psychological Testing</i> 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>EDPC669 \$ (0) <i>MA Thesis Continuation</i></p>
<p>EDPC645 (3) <i>Professional Ethics for Counselors and Psychologists</i> 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>EDPC670 (3) <i>Advanced Social Psychology</i> 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>EDPC648 (1-5) <i>Workshop</i></p>	
<p>EDPC650 \$ (3) <i>Practicum in Counseling</i> Supervised experience in the counseling process. Students must complete a minimum of 100 clock hours including 40 hours of direct service with clients. Prerequisites: EDPC635, 638, 644; 8 weekly personal counseling sessions; and departmental approval.</p>	

- EDPC672** (3)
Psychoeducational Consultation
A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.
- EDPC675** (3)
Advanced Internship in Mental Health Counseling
Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Prerequisites: EDPC655 and departmental approval. Limited to students enrolled in the Mental Health Counseling track.
- EDPC676** Alt (3)
Theories of Personality
Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.
- EDPC678** \$ (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.
- EDPC685** (0)
MA Level Comprehensive Exam Preparation
- EDPC686** (3)
Therapies and Diagnosis of Psychopathology in Children
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.
- EDPC687** (3)
Therapies for Adults: Theory and Practice
A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisites: EDPC635 or equivalent. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling programs.
- EDPC688** Alt (3)
Group Therapy
Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisite: EDPC638, 650 or equivalent.
- EDPC690** (1-3)
Independent Study
Repeatable. Permission of instructor required.
- EDPC699** (1-3)
Thesis
Must be repeated to 3 credits.
- EDPC710** (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: EDPC650 or equivalent. (Doctorate-level)
- EDPC720** (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: EDPC650 or equivalent. (Doctorate-level)
- EDPC725** (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.
- EDPC730** (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 solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.
- EDPC735** (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.
- EDPC736** (1-6)
Field Work in Educational Psychology
Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervisor one semester in advance of registration. Open to educational psychology majors only.
- EDPC737** (2)
Seminar in the Supervision of Counselors
Survey of supervision models with practice in the supervision of counselors. Open to Counseling Psychology majors only.
- EDPC745** \$ (1-6)
Practicum in Counseling Psychology
Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 100 clock hours of supervised experience, of which 40 must be direct client contact. Repeatable to 6 credits. Prerequisites: EDPC650 or equivalent and approval

of the supervisor. Limited to students enrolled in the Counseling Psychology program.

EDPC750 **\$ (3)**
Personality Assessment

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Prerequisites: EDPC644 and a course in abnormal psychology. Students are also required to register for EDPC750 PO8. Lab fee required. Limited to students enrolled in Counseling Psychology or Clinical Mental Health Counseling, or by permission of instructor. (Doctorate-level)

EDPC753 **\$ (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 EDPC753 PO7. Lab fee required. Prerequisite: EDPC652. Limited to students enrolled in Counseling Psychology, School Psychology, Clinical Mental Health Counseling or School Counseling, or by permission of instructor.

EDPC755 **(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.

EDPC810 **(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 6 credits. Prerequisite: Completion of EDPC654. Limited to students in the School Psychology program. Students will be reviewed by core faculty before being placed in an internship site.

EDPC820 **(.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.

EDPC825 **(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 EDPC835 for 2 credits.

EDPC834 **Alt (2, 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.

EDPC835 **Alt (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 EDPC835 or 2 credits of EDPC835 and 1 credit of EDPC825 (Topics in Counseling Psychology) in consultation with advisor.

EDPC870 **(0)**
Comprehensive Exam Preparation

EDPC899 **(1-14+)**
Doctoral Dissertation

A minimum of 14 credits required. Repeatable. *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

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 & Stats in Education and Psychology I

A conceptual study of research methods and procedures in education and psychology: formulating and stating the problem, planning and designing quantitative and qualitative research, and implications for data analysis. Descriptive statistics (frequency distribution, measures of central tendency, dispersion, standard scores and correlation) will be covered. 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)**
Research Methods & Stats in Education and Psychology II

The applications of quantitative research methods in education and psychology, data collection and analysis using descriptive and basic inferential statistics; reporting research. Analysis using SPSS involving frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one-way Analysis of Variance, simple linear regression, and Chi-Square will be presented. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM505 or equivalent.

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
A review of research orientations and methodologies as they relate to the student's field of study. The course is designed to assist first year doctoral students to consider their research requirements and interests during their doctoral program. The emphasis will be on connecting the research problem with literature review, research design, and data analysis. Designed for first-year doctoral students. Prerequisite: EDRM505 or equivalent. Graded S/U.
- EDRM712** (3)
Research Methods and Statistics in Education and Psychology III
The applications of quantitative research methods in education and psychology: data collection and analysis 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)
Research Methods and Statistics in Education and Psychology IV
The applications of quantitative research methods in education and psychology: data collection and analysis using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation models, and hierarchical linear models. SPSS will be primarily used for data analysis. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM712 or equivalent.
- EDRM880** S (2)
Dissertation Proposal Development
Designing and writing the doctoral dissertation proposal. Prerequisite: EDRM505 and EDRM611 or their equivalents.

Special Education

- SPED617** (3)
Developmentally Appropriate Instruction
Topics such as instructional design, technology integration, and developmentally appropriate instruction in the area of special education.
- 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. 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)
Advanced Diagnosis & Educational Therapy in Reading
Advanced course for diagnosis and remediation or prevention of reading disabilities. Students are also required to register for SPED645 PO6. Lab fee required.
- SPED689** (3)
Current Trends in Learning Disabilities
Contemporary and selected topics in current trends in the learning disabilities arena of special education. Concurrent enrollment in EDTE588. For MS SpEd students only.

LEADERSHIP

Bell Hall, Room 173

Leadership

Phone: 269-471-6580

Fax: 269-471-6560

E-mail: leader@andrews.edu

www.andrews.edu/sed/lead_ed_admin

Educational Leadership

Phone: 269-471-3487

Fax: 269-471-6560

E-mail: edadmin@andrews.edu

www.andrews.edu/sed/lead_ed_admin

Higher Education Administration

Phone: 269-471-3487

Fax: 269-471-6560

E-mail: edadmin@andrews.edu

www.andrews.edu/sed/lead_ed_admin

Faculty

Robson Marinho, *Chair*

Erich Baumgartner

Duane Covrig

Becky De Oliveira

David Ferguson

Shirley A. Freed

Sylvia Gonzalez

James R. Jeffery

Emeriti

Lyndon G. Furst

Gary D. Gifford

Edward A. Streeter

Academic Programs	Credits
Educational Leadership	
Non-Degree NAD Certificate Preparation Programs	
Principal Endorsement	18
Supervisor of Instruction Endorsement	18
Superintendent of Schools Endorsement	24
MA	34
EdS	64
EdD	90
PhD	90
Higher Education Administration	
MA	36
EdS	64
EdD	90
PhD	90
Leadership	
MA	36
EdS	64
EdD	90
PhD	90

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 major programs: 1) K-12 Education, 2) Higher Education Administration, and 3) Leadership.

Educational Leadership

Program Mission

The Educational Leadership segment of the Department of Leadership (LEAD) seeks to prepare effective educational administrators for servant leadership in educational settings.

Program Emphases

The Educational Leadership program serves two constituencies: K-12 and higher education administrators. The two emphases share several components.

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.

Continuous Registration

Educational Leadership participants comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If 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 calendar years from the beginning of the first semester of class work after acceptance into the doctoral program, irrespective of admission classification.

Educational Leadership Programs

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 develop the skills identified in the standards through substantial, sustained, standards-based work in a real setting, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Five Levels of Study in Educational Leadership

Level 1) Certificate/Licensure/Endorsement Programs

Level 2) Masters (MA)

Level 3) Educational Specialist (EdS)

Level 4) Doctor of Education (EdD), and

Level 5) Doctor of Philosophy (PhD)

Level 1. Educational Leadership Certificate Programs, Requirements and Application Process

Public School Administration Certification or Licensure

Although the certification and licensure requirements for public school administrators vary by state, the programs and courses offered below fulfill many of the requirements of most state certification programs. These courses and programs align with the 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 public school certification in their state.

NAD Certificate Endorsement

The educational leadership graduate certificate program is designed for post-baccalaureate or post-master's participants who desire to obtain an NAD Educational Administration certificate.

Those specifically served by this graduate certificate are the following:

- Teachers interested in transitioning into educational administration
- Principals of K–8, K–10, K–12, and 9–12 schools
- Supervisors of instruction
- Superintendents of schools

The University offers the course work and a graduate certificate that can fulfill the Educational Leadership certification requirements of the NAD Office of Education. In consultation with a University advisor, the student is responsible to create and successfully complete a course plan that will fulfill the specific NAD Office of Education requirements. The University does NOT provide the NAD certification or endorsement. Rather, the student applies to the NAD Office of Education through his or her union conference education department for the Educational Leadership certification.

Certificate/Endorsement Requirements (18–24 credits)

Graduate candidates interested in this certificate should review the recent guidelines of the NAD Office of Education to understand the qualifications for this certificate and its endorsements. Access the link at http://www.andrews.edu/sed/lead_ed_admin/k-12_ed_admin/programs/index.html. There are non-educational requirements for this certificate, and the candidate, not the University, has the responsibility to ensure compliance with these. NAD certification requires either a minimum of eighteen credits of graduate coursework selected from the areas of curriculum, school administration, supervision, school law, school finance, school plant planning, personnel administration, school public relations, religious education, and field experience, or the completion of a doctorate in school administration.

To be valid, the Educational Leadership certificate must be accompanied by an endorsement as principal, supervisor or superintendent. As such, the certificate course requirements have been incorporated into the unique requirements of each endorsement below. The NAD core requirements are shown corresponding to AU course requirements. Electives may need to be added to meet the required credits. Those electives may include the Administrative Internship (EDAL680), foundations courses, or additional graduate coursework in educational administration, curriculum, or supervision.

- A. Principal Endorsement (18 credits minimum; also fulfills certificate requirements):
 - School Administration*
 - 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 Endorsement (18 credits; also fulfills certificate requirements; must complete a minimum of two graduate courses in curriculum, two in supervision and one in school administration as listed below):

School Administration

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 Endorsement (24 credits; also fulfills certificate requirements):

School Administration

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

Students may take certification courses on a permission-to-take classes basis (PTC). However, depending on financial aid and employer requirements, the student may need to apply and be accepted into a graduate certificate or degree program. At that point, through the petition process, the student may transfer up to eight PTC credits into a graduate certificate or degree program. To be admitted into the graduate certificate program students need to:

1. Complete a graduate school application, and
2. Check the “graduate certificate” circle on the application.

Note: A Graduate Record Examination (GRE) is **not** required for the graduate certificate programs.

Level 2. MA: Educational Leadership Program, Requirements and Application Process (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 with or without Seventh-day Adventist NAD administrative endorsement. For NAD certification

purposes, students need to have an NAD professional teaching certificate which requires graduate work in two of the following areas: learning theory/style, curriculum, improvement of instruction, education of the exceptional student, trends and issues in education, and multicultural education. As such, those completing this master's degree and wanting NAD administrative endorsement will also need to take an additional course from the areas listed if they have not done so.

Those specifically served by this degree are the following:

- Teachers interested in transitioning into educational administration
- Principals of K-8, K-10, K-12, and 9-12 schools

MA: DEGREE REQUIREMENTS (34 credits)

Core—minimum 18, with more credits available from variable credit courses

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 Phil Foundations of Educ & Psych—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 Meth & Stats in Educ & Psych I—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 the administration orientation course (LEAD630) 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.

Level 3. EdS: Educational Leadership Program, Requirements and Application Process (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

- 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 Phil Foundations of Educ & Psych—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

- EDCI636 Program Evaluation—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDRM611 Research Methods & Stats in Educ & Psych II—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, 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.

Level 4/5. EdD/PhD: Educational Leadership Programs, Requirements and Application Process (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
- 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

- 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 Phil Foundations of Educ & Psych—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—1–3

Research—13

- EDCI636 Program Evaluation—3
- EDRM505 Research Meth & Stats in Educ & Psych I—3
- EDRM611 Research Meth & Stats in Educ & Psych 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 EdD degree credits—90+

PhD: DEGREE REQUIREMENTS (90 credits)

Core—minimum 18, with more credits available from variable credit courses

- 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 Phil Foundations of Educ & Psych—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

- EDCI636 Program Evaluation—3
 EDRM505 Research Meth & Stats in Educ & Psych I—3
 EDRM605 Qual Research Methods in Educ & Psych—3
 EDRM611 Research Meth & Stats in Educ & Psych II—3
 EDRM712 Research Meth & Stats in Educ & Psych III—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. If they have not previously taken the course, candidates must complete LEAD630 Introduction to Leadership, 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

Higher Education is one of the fastest growing areas of education in the world. Many faculty and administrators in higher education who do not have advanced degrees in their subject area often seek a degree in educational administration. As such, there is a high demand for higher education administration. This department has four degree options in this area: 1) Master's (MA), 2) Educational Specialist (EdS), 3) Doctor of Education (EdD), and 4) Doctor of Philosophy (PhD). As with the K-12 courses, portfolio requirements apply.

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.

Continuous Registration

Participants comply with continuous registration guidelines by enrolling in a course at least one semester out of three consecutive semesters until their program is complete. If 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 calendar 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

1. MA: Higher Education Administration Program, Requirements and Application Process (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

- 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 Phil Foundations of Educ. & Psych.—3

Concentration—minimum 16

- EDAL640 Higher Education Law—3
- EDAL674 Administration of Student Services—3
- EDAL675 College Student Development Theory—3
- EDALXXX 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 & Stats in Educ & Psych I—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, 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.

2. EdS: Higher Education Administration Program, Requirements and Application Process (64 credits)

The Educational Specialist program in Higher Education provides advanced graduate education and training of high quality mid-level administrators for postsecondary institutions. It prepares professionals seeking administrative advancement and service to local institutions of higher education. This degree is appropriate for positions such as:

- 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

- 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 Phil Foundations of Educ & Psych—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

- EDCI636 Program Evaluation—3
- EDRM505 Research Meth & Stats in Educ & Psych I—3
- EDRM611 Research Meth & Stats in Educ & Psych II—3
- LEAD535 Principles of Academic Writing—1-3
- LEAD637 Issues in Research—2-3

Research Electives

- EDRM605 Qual Research Methods in Educ. & Psych.—3
- EDRM704 Design & Analysis of Educ & Psych Surveys—3
- EDRM712 Research Meth & Stats in Educ & Psych III—3

EDRM713	Research Meth & Stats in Educ & Psych IV—3
HIST650	Historical & Social Sci Research Methods—3

TOTAL EdS degree credits—64**Application Process**

Applicants must meet School of Education admission requirements for the specialist degree. Applicants may transfer up to 32 credits from previous graduate work into the specialist degree at the discretion of their academic advisors. Candidates must complete LEAD630 Introduction to Leadership, 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.

3/4. EdD/PhD: Higher Education Administration Programs, Requirements and Application Process (90 credits)

The doctoral program in Higher Education is designed to prepare experienced practitioners for senior administrative and policy-making positions. The PhD degree is more research oriented and requires more courses in advanced research methodologies. The EdD program primarily serves those seeking administrative and executive positions, while the PhD program serves those who wish to pursue careers in research and teaching. 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**

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	Phil Foundations of Educ & Psych—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

EDCI636	Program Evaluation—3
EDRM505	Research Meth & Stats in Educ & Psych I—3
EDRM611	Research Meth & Stats in Educ & Psych II—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	Research Meth & Stats in Educ & Psych IV—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**

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	Phil Foundations of Educ & Psych—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

EDCI636	Program Evaluation—3
EDRM505	Research Meth & Stats in Educ & Psych I—3
EDRM605	Qual Research Methods in Educ & Psych—3
EDRM611	Research Meth & Stats in Educ & Psych II—3
EDRM712	Research Meth & Stats in Educ & Psych III—3
LEAD535	Principles of Academic Writing—1–3
LEAD637	Issues in Research—2–3

Research Electives

EDRM604	Design & Analysis of Educ & Psych Surveys—3
EDRM713	Research Meth & Stats in Educ & Psych IV—3
HIST650	Historical & Social Science Research Methods—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 course, candidates must complete LEAD630 Introduction to Leadership, 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.

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 90–91 for complete details.

Leadership Program

The Leadership program represents a new concept in graduate education. It is offered by the School of Education as an international and interdisciplinary collaborative graduate program.

It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible program allowing self-motivated learners the opportunity to pursue an MA, EdS, EdD, or PhD degree in the context of a learning community, without requiring a move of their families or a break in their careers. Participants in this interdisciplinary program come from a variety of professional backgrounds including healthcare, business, education, pastoring, the military, and government.

Defining the Program

The Leadership Program:

- Leads to an MA in Education with an emphasis in Leadership or EdS/EdD/PhD degrees in Leadership.
- Is established on the idea of developing and demonstrating competency in several key areas.
- Gives each participant the opportunity to design and carry out 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.

Potential participants should also communicate directly with the Leadership Program office to indicate how they have met or plan to meet the prerequisites for admission to the program.

Additional recommendations and interviews may be requested prior to formal admission to the program. Only a limited number of participants are admitted each year, so applicants should apply early.

Specific Admission Requirements

- A completed bachelor's or master's degree (an MA degree is recommended for the doctoral programs).
- A sample of your best writing (could be a research paper).
- A successful interview with one or more members of the Leadership faculty.
- A minimum of five years of professional work experience in a leadership setting for the doctorate and three years for the MA.
- Must be currently employed in a leadership position in which competencies can be demonstrated. This environment, which is the participant's place of employment, provides the "laboratory" for developing and demonstrating expertise in the competency areas and for preparing the portfolio.
- Applicants must commit to participate in:
 - 1) The initial Leadership orientation.

- 2) Regularly scheduled Leadership and Learning Group meetings, preferably on a monthly basis *but at least seven times* a year.
- 3) The annual Leadership Roundtable Conference.
- 4) Regular online communication. The participant is responsible for keeping abreast of announcements and program updates presented by faculty and staff via e-mail and the Leadership website.

Maintaining Active Status

To maintain active status in the Leadership program the participant must:

- Make appropriate progress in fulfilling the 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 Roundtable 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 EdD and PhD degree within seven calendar years from the beginning of the first semester of class work. Participants granted advanced standing must complete their requirements within five years.

Basic Degree Requirements for MA, EdS, EdD and PhD

1. Participate in the on-campus program orientation: LEAD630 Introduction to Leadership (2 cr) and in annual Leadership Roundtable Conferences.
2. Complete LEAD635 Leadership and Learning Plan (LLP, 4) designed by the participant and approved by the Leadership faculty team.
3. Complete the following web-based learning experiences:
LEAD535 Principles of Academic Writing—1-3
LEAD636 Issues in Leadership Foundations—2-3
LEAD637 Issues in Research—2-3
LEAD638 Issues in Leadership Theory—2-3
4. Participate regularly and actively in a Leadership and Learning Group *at least seven times* a year.
5. Maintain employment throughout the program.
6. Complete the development and a presentation of a portfolio based on the participant's LLP. The portfolio must document the satisfactory completion of the required competencies.
7. Complete the specific number of credits:
36 credits for the MA degree
64 credits for the EdS degree
90 credits for the EdD/PhD degrees
8. Research:
 - MA: Complete a research project.
EDRM505 Research Methods in Ed. & Psych. I—3
LEAD698 MA Research Project—3
 - EdS: Complete a research project.
Prerequisite: EDRM505 or equivalent
LEAD7xx 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 Leadership Program

Leadership requires theoretical knowledge and practical application in the following core competencies:

1. **Leadership and the Self:** This cluster of competencies focuses on the self awareness and the personal and professional identity required when practicing leadership.
 - a. *Philosophical foundations*—Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.
 - b. *Ethics, values, and spirituality*—Leadership functions from a set of principles and standards that guides their work and all their relationships with others.
 - c. *Learning and human development*—Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning.
2. **Leadership with Others:** This cluster of competencies focuses on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership.
 - a. *Effective communication*—Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.
 - b. *Mentor/coach*—Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.
 - c. *Social responsibilities*—Leadership 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 MA degree.

Completion of the MA in Education is achieved only after the development of a portfolio demonstrating mastery in each of the 15 competencies.

The participants prepare a Leadership and Learning Plan (LLP), which becomes his/her course of study. The course of study translates into at least 36 semester credits. Completion of the program is by submission of an approved research project and by the oral presentation of a portfolio, which includes a written synthesis paper.

Specialist and Doctoral Program Residency Requirements

By the end of the sixth semester: (1) Complete degree requirements 1, 2, and 3 above under Basic Degree Requirements for the MA, EdS, EdD and PhD, (2) complete 13 of the minimum 28 required credits for the EdS, or complete 16 of the minimum 32 required credits for the EdD/PhD, and (3) receive regular admission status.

To qualify as enrolled, participants must register for a minimum half-time load of study or be involved in work directly related to fulfilling the LLP requirements (not including dissertation).

Basic Competency Requirements for the EdS degree.

Completion of the EdS in Leadership is achieved only after the development of a portfolio demonstrating mastery in at least 15 competencies.

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.

Courses

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.

EDAL635 D (2-3)

Human Resources Administration

Reviews personnel services; policy for certified and noncertified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAL 640 D (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.

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.

EDAL650 \$ D (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.

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.

EDAL660 **D (2-3)**

Planning and Operating Educational Facilities

A survey of the planning, modernizing and managing of educational facilities including buildings, equipment and sites. A comprehensive study of educational facilities planning as related to preliminary development plans, long range master planning of educational facilities/campuses, considering educational philosophy and resources.

EDAL664 **D (2-3)**

Elementary School Leadership

Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, supervision of staff, and operation of school facilities.

EDAL665 **D (2-3)**

Secondary School Leadership

Explores the role of the principal; leadership in curriculum implementation and reform; organization of schedules, calendar, and catalogue; staff organization and utilization; attendance program; responsibilities such as assemblies, opening and closing of school, and supervision of staff. Also includes office management and auxiliary services.

EDAL667 **D (3)**

Leadership in Higher Education

Focuses on the study of governance of higher education institutions, stressing administrative roles and leadership in visioning distinctive organizational and environmental features of colleges, universities and community colleges, and how these features affect the management of these organizations.

EDAL670 **D (3)**

Technology for Leaders

Philosophical basis for technology usage in various leadership settings to enhance organizational effectiveness, survey of contemporary technologies appropriate to most organizational settings and cost benefit analysis of various systems, development of a technology plan for leadership development, ethics of technology usage.

EDAL674 **D (3)**

Administration of Student Services

Overview of student services in higher education and its historical and philosophical foundations, guiding theories, and professional practices. Focuses on administrative structures and processes, and the organization of student services programs in the context of contemporary issues and trends.

EDAL675 **D (3)**

College Student Development Theory

Explores the characteristics of college students and the theories of growth and development for traditional and non-traditional students. Emphasis is placed on understanding the immediate and long-term impact of a college experience.

EDAL676 **D (3)**

Administration of Academic Services

Focuses on the principles academic officers use in dealing

with selected administrative functions related to academic departments, degree programs, faculty development, curriculum administration, instructional resources, student development, budget planning, enrollment, and academic personnel.

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.

EDAL685 **\$ (0)**

Master's Comprehensive Exam Prep

EDAL750 **\$ D (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.

EDAL785 **\$ D (0)**

Comprehensive Examination Preparation (EdS/Doctoral)

EDAL888 **\$ D (0)**

Dissertation Continuation

Registration for this title constitutes full-time status.

EDUC560 **\$ (0)**

Degree Reactivation

When participants request reactivation, they will register for Degree Reactivation and pay the associated fee.

EDUC670 **(0)**

Master's Comprehensive Exam

EDUC870 **\$ (0)**

Doctoral Comprehensive Exam

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.

340 SCHOOL OF EDUCATION

<p>LEAD600 \$ (0) Annual Conference Registration for this title constitutes full-time status.</p>	<p>LEAD650 \$ D (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.</p>
<p>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.</p>	<p>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).</p>
<p>LEAD620 D (1-2) Development and Fund Raising Prepares leaders in educational development through a practical exploration of fund raising research and proposal writing.</p>	<p>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.</p>
<p>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.</p>	<p>LEAD680 D (1-12) Internship: (Topic) _____ Planned field experience in leadership at cooperating institutions, school systems, or agencies. Permission of instructor required.</p>
<p>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.</p>	<p>LEAD689 D (1-12) Seminar: (Topic) _____ Selected topics offered. Repeatable. Permission of instructor required.</p>
<p>LEAD635 D (4) Leadership and Learning Plan Preparation and submission of LLP to faculty for approval. Prerequisite: LEAD630.</p>	<p>LEAD690 D (1-12) Independent Study: (Topic) _____ Selected topics. Repeatable with different topics. Permission of advisor and instructor required.</p>
<p>LEAD636 D (2-3) 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.</p>	<p>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.</p>
<p>LEAD637 D (2-3) Issues in Research This course serves to develop skills in reading and evaluating qualitative and quantitative research writings.</p>	<p>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 <i>Andrews University Standards for Written Work</i>. Graded S/U.</p>
<p>LEAD638 D (2-3) 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.</p>	<p>LEAD699 D (1-3) Thesis</p>
<p>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.</p>	<p>LEAD756 D (1-12) Advanced Studies: (Topic) _____ Advanced studies in leadership. Repeatable with different topics. Permission of instructor required.</p>
<p>LEAD648 D (1-12) Workshop: (Topic) _____ Selected learning experiences. Repeatable. Permission of instructor required.</p>	<p>LEAD775 D (1-3) Advanced Portfolio Development: (Topic) _____ Building upon the knowledge base developed in LEAD675, the</p>

participant continues to develop expertise and documentation in a selected competency area. (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.

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.

LEAD888 **\$ D (0)**

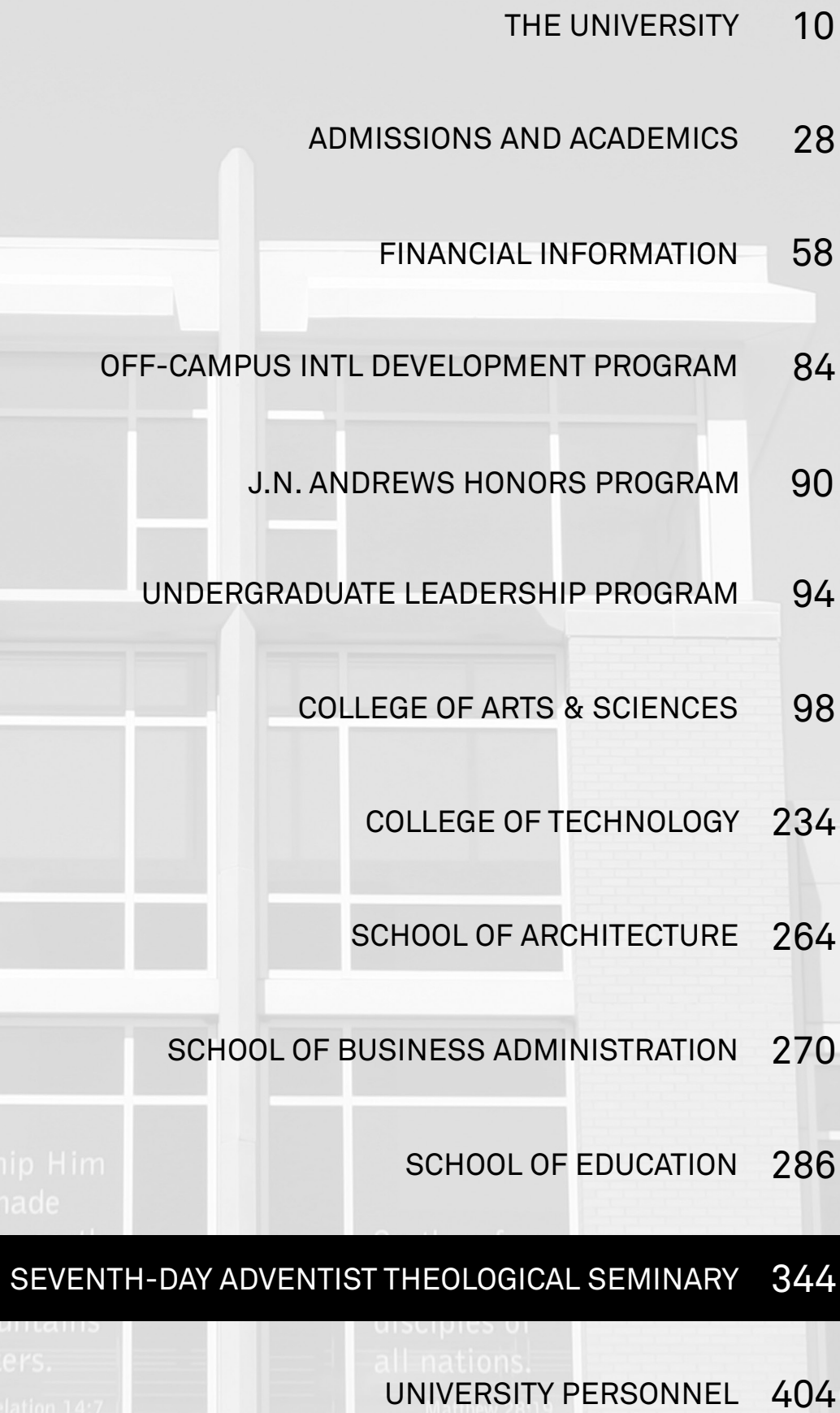
Dissertation Continuation

Registering for this title constitutes full-time status.

LEAD899 **D (1-14+)**

Doctoral Dissertation

A minimum of 14 credits required. Repeatable. *Fall, Spring, Summer*



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

Worship Him
who made

the fountains
of waters.

Revelation 14:7

disciples of
all nations.

Matthew 28:19

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Denis Fortin, *Dean*
R. Clifford Jones, *Associate Dean*

Seminary Hall, Room N230
269-471-3537
Fax: 269-471-6202
seminary@andrews.edu
www.andrews.edu/sem/

SUMMER SESSIONS—2011**Summer Term 1 (May 9–June 3, 2011)****May**

5–June 17		Archaeological Excavations at Tall Jalul, Jordan
6	Fri	Hebrew Placement examination, 10 a.m.
8	Sun	New student orientation, 8:30 a.m.–12 p.m.
8–13	Sun–Fri	Pre-classes for New Testament Study Tours
9	Mon	Registration, 8 a.m.–5 p.m. Summer Term 1 classes begin
10	Tues	Late course registration fee for summer Term 1 classes in effect
11	Wed	Last day to apply for August graduation
15–June 1		Bible Lands Study Tour

June

3	Fri	Last day of summer Term 1 classes
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Summer Term 2 (June 6–July 1, 2011)**June**

6	Mon	Registration, 9 a.m.–5 p.m. Summer Term 2 classes begin
7	Tue	Late course registration fee for summer Term 2 classes in effect
15–18	Wed–Sat	SEEDS at Blue Mountain Academy, Pa.
20–26	Mon–Sun	Institute of World Mission: Welcome Home Seminar

July

1	Fri	Last day of summer Term 2 classes
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Summer Term 3 (July 5–29, 2011)**July**

5	Tue	Registration, 9 a.m.–5 p.m. Summer Term 3 classes begin
6	Wed	Late course registration fee for summer Term 3 classes in effect
10–29		InMinistry intensives on campus (6)
11–30		Institute of World Mission: Mission Institute
29	Fri	Last day of summer Term 3 classes Consecration service, 8 p.m.
30	Sat	Baccalaureate service, 11:20 a.m. Seminary dedication service, 4–5:30 p.m.
31	Sun	Summer commencement, 9 a.m.
31–Aug 5	Sun–Fri	Natural Remedies & Hydrotherapy Workshop

FALL SEMESTER—2011 (August 22–December 8, 2011)**August**

7–14	Sun–Sun	New England Adventist Heritage Study Tour
8–11	Mon–Thu	Greek Review session, 5–8 p.m.
8–12	Mon–Fri	Hebrew Review session, 9 a.m.–12 p.m.
17	Wed	Greek Placement test, 1 p.m. Orientation, 3 p.m.

17–20	Wed–Sat	Fall new student orientation
18	Thu	Hebrew placement test, 8:30 a.m.
19	Fri	Biblical Literacy entrance exam, 8:30 a.m.
22	Mon	Fall semester classes begin
23	Tue	Late course registration fee in effect

September

2	Fri	Church Policy exam review session
9	Fri	Church Policy exam
10	Sat	Adventist Heritage Sabbath
19–23	Mon–Fri	University Fall Week of Spiritual Emphasis
30	Fri	Last day to apply for December degree conferral

October

10, 11	Mon, Tue	Regular seminary classes in session
13–16	Thu–Sun	Third Adventist Mission in Africa Conference
17–20	Mon–Thu	180° Symposium
23, 24	Sun, Mon	H.M.S. Richards Lectureship on Biblical Preaching (attendance required for MDiv students)

November

4	Fri	Challenge exam—CHIS504, 8:30–10:30 a.m.
14	Mon	Classical Seminary fall concert, 7 p.m.
20–27	Sun–Sun	Thanksgiving break

December

1	Thu	Last day of fall semester classes
3	Sat	Dedication service, 4–5:30 p.m.

SPRING SEMESTER—2012 (January 9–May 3, 2012)**January**

9	Mon	Spring semester classes begin
10	Tue	Late course registration fee in effect
15	Sun	Hebrew Placement examination, 1 p.m.
19	Thu	Last day to apply for May graduation
23–28	Mon–Sat	University Spring Week of Spiritual Emphasis

February

1–3	Wed–Fri	Seminary Scholarship Symposium
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March

16–25		Spring semester break
17	Sat	Michigan Adventist History Tour
26	Mon	E.G. White and Current Issues Symposium, 9:30 a.m.–4:30 p.m.

April

9	Mon	Classical Seminary spring concert, 7 p.m.
26	Thu	Last day of spring semester classes

May

3	Thu	Spring semester ends
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4	Fri	Consecration service, 8 p.m.
5	Sat	Baccalaureate services Dedication service, 4–5:30 p.m.
6	Sun	Commencement services
6–11	Sun–Fri	Pre-classes for Old Testament Tour
11	Fri	Hebrew placement examination, 10 a.m.
13	Sun	New student orientation, 8:30 a.m.–12 p.m.
13–June 1		Old Testament Tour

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	64
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. 284.	33
International Development Joint program offered by the International Development Program. See p. 84–87.	34

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. 356.	92–107
DMin: Doctor of Ministry Concentrations	32
Chaplaincy	
Discipleship and Spiritual Formation	
Evangelism and Church Growth	
Family Ministry	
Global Mission Leadership	
Health Care Chaplaincy	
Leadership	
Pastoral Ministry (Spanish)	
Preaching	
Urban Ministry	
Youth and Young Adult Ministry	

Mission

We are a learning and worshiping community of culturally diverse people, called to serve our Creator God, the Seventh-day Adventist Church, our congregations and our world by preparing faithful and effective leaders to make disciples of all nations and proclaim the everlasting gospel of Jesus Christ in the setting of the three angels' message of Revelation 14.

Core Values

Faithfulness with expectation

- Being faithful in our relationship to Christ as Savior and Lord
- Being faithful to God and his revelation as expressed in his Word
- Being faithful in our quest for truth and beauty through a teachable and steadfast spirit
- Being faithful to the Seventh-day Adventist Church and God's prophetic leading in our story.

Christ-likeness with humility

- Cultivating a Christ-like integrity which reflects the character of God
- Submitting our whole selves, mind, body and spirit to God
- Living a passionate and authentic life of obedience and service.

Respect with justice

- Being Christians who are global in vision, sensitive to diversity, and competent in inter-cultural relationships
- Respecting all persons by exhibiting love, compassion and caring, and recognizing everyone's unique giftedness and creative potential

- Working for fairness, and advocating for justice for those without power or voice.

Community with joy

- Worshiping with joy and keeping the Sabbath holy
- Nurturing a community of healing, grace, restoration and renewal
- Developing a sense of collegiality and friendship in our work as brothers and sisters in Christ.

Discipleship with wholeness

- Embracing the ongoing transformation by the Spirit in our own life of faith and learning
- Seeking to see in one another the Spirit's work of restoring the image of our Maker
- Mentoring others in knowing and following their call and vocation.

Service with passion

- Leading with a servant's heart to equip others for service
- Striving with passion to reach the lost, serve the poor, and grow the church
- Valuing creation and our call to be stewards in all areas of life.

Accreditation and Authorization

The Association of Theological Schools in the United States and Canada has granted accreditation to the Master of Arts, Master of Arts in Pastoral Ministry, Master of Arts in Youth Ministry, Master of Divinity, 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. 356 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.

Urban Ministry Term. For an experience in urban studies and ministry, students may participate in the Urban Mission and Ministry program offered every other year in conjunction with the Greater New York Van Ministry Center or another inner city ministry. A full load of courses, including field work, is offered by a seminary faculty member and other urban ministry specialists. The program emphasizes contextualized mission, church planting, ethnic diversity, urban demographic analysis, and strategic planning. Students learn ways to impact the cities where almost 50 percent of the world's population now live. For further information, contact the Department of World Mission or the Department of Christian Ministry.

ASOR Study Center Opportunities. Andrews University is a corporation member of the American Schools of Oriental Research. Seminary and post-graduate students may attend the organization's affiliated institutes—the W. F. Albright Institute of Archaeological Research in Jerusalem and the American Center for Oriental Research in Amman, Jordan. Students also may compete for financial aid and fellowships offered annually by these institutes.

The Ministerial-Training Scholarship Plan

This scholarship plan is established to stimulate interest in the gospel ministry and to coordinate selection, training, and placement of prospective ministers. The plan is included in the North American Division Working Policy. Details of the plan may be secured from local and union conference offices as well as from the North American Division of Seventh-day Adventists. Local and union conferences, in conjunction with the North American Division, establish a scholarship fund at each local conference office. Individuals may seek these scholarship grants for assistance during participation in the MDiv program. The local conference organization decides when and to whom the scholarship grants are made.

Admission and Evaluation Policies

All applicants must hold a minimum of a baccalaureate degree or its equivalent from an approved college or university and are subject to the general admission requirements in the Graduate Programs Admission section of this bulletin (see p. 44). Students in MA, PhD, and ThD programs are also subject to the Academic Standards requirements on p. 50. International students should note the Special Admission Requirements on p. 46.

Admission Policy. Admission to the Seventh-day Adventist Theological Seminary is granted irrespective of race, color, national or ethnic origin, gender, or disability. The Seminary is owned and financed by the Seventh-day Adventist Church. It is a community of committed Christians who collectively confess the Christian faith and seek to experience its meaning in worship and practical life. Most of its students are members of the Seventh-day Adventist Church; however, no declaration of confessional allegiance is required for admission. Students who meet academic requirements, whose lifestyle and character are in harmony with the purposes of the Seminary, and who

express willingness to cooperate with general university policies may be admitted. Criteria for approving or declining admission to applicants are described in application materials. Admission to the university is a privilege rather than a right and may be withheld or withdrawn by the university at its discretion.

Students are expected to maintain the religious, social, and cultural atmosphere of the Seminary and to order their lives in harmony with its mission and purposes. The seminary community endeavors to maintain an atmosphere of mutual support and acceptance which is congenial to personal adjustment and social development. In the course of their preparation for the ministry, students are called upon to participate in the lives and worship of the surrounding churches. Because of this role, students are expected to be sensitive to the values of others and exemplary in appearance and actions.

Character Statement and Student Pledge. As part of the admissions 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.

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. 45).

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. 344, 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. 58.

Dual Enrollment. Undergraduate religion/theology students at Andrews University, who at the beginning of a given semester are within 15 credits of graduation and who otherwise meet admission requirements of the Theological Seminary, may apply for permission to take seminary work while completing requirements for the baccalaureate degree. Dual registration is limited to one semester. An undergraduate student may accumulate not more than 12 credits in the Seminary on the basis of dual registration.

Students should request a Dual Enrollment Application at the Academic Records Office and have their credits verified there. The form is then taken to the dean of the Theological Seminary for approval. The signed form is returned to the Academic Records Office and exchanged for a Registration Card on which the actual courses desired are listed. The Registration Card must be signed by the dean of the College of Arts and Sciences, the student's adviser, and the dean of the Theological Seminary. Students dually enrolled may not carry more than 15 credits per term, and seminary credit thus earned may not be used to meet undergraduate requirements.

See Dual Enrollment on p. 33 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 equip pastor-teachers for the discipling and teaching ministry of the church, whether the discipling and teaching occur in the church, the home, or in the Christian school. 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, teachers and researchers in specialized teaching and discipling ministries of the church, the home, 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.

MDIV: MASTER OF DIVINITY

J. Michael Harris, *Director*

The Master of Divinity program is recommended as the basic training for Adventist ministry by the General Conference of Seventh-day Adventists and the North American Division. It is a three-year professional program beginning in the summer or autumn semester of each year. Students can complete the 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 form constitutive 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 forms in the application packet 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.

Academic Policies

Residency Requirements. On-campus residency is broken if a student fails to enroll for at least one semester within a period of three consecutive semesters. When residency is broken, the student must follow the bulletin in force at the time residency is reestablished. Where 12 semester credits or fewer are lacking, the student may petition to graduate under the bulletin in force at the time of his/her initial entrance.

Re-applying 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. Up to 9 semester credits (earned on a level which corresponds to 500-course numbers of the Seventh-day Adventist Theological Seminary) may be transferred from the School of Graduate Studies & Research of Andrews University or from an accredited university provided the courses to be transferred are relevant to the MDiv program and have not been used for a previous degree (in which case only 6 credits may be transferred).

Fifteen credits may be transferred to the MDiv program from an MA in Religion conferred by an accredited Adventist institution granting such or similar degrees.

Students who have attended other approved theological seminaries and plan to take an MDiv degree from Andrews University must complete a minimum of 50 semester credits in the Seminary. At least 30 of these credits must be taken in residency programs.

Transfer credit is granted only for courses in which the grade is B or higher.

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 during

Seminary orientation before the beginning of fall semester. As an alternative, the student can take the course GSEM525. If students fail the test, they must take the course. Passing the course with a grade of at least C+ fulfills the test requirement. If students do not pass the course with a grade of at least C+ they must suspend participation in the MDiv program until they pass the test at its next scheduled administration. Full information on the test including a list of items that must be mastered in order to pass it is available through the associate dean's office or online at www.andrews.edu/sem/articles/NT/2007-Study-Guide-Bible-knowledge.pdf.

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.
- Fulfill the portfolio requirement.
- 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
 GSEM660 Portfolio 0

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
 GSEM660 Portfolio 0

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
 CHMN503 Marriage, Family & Interpersonal Relationships 3
 CHMN555 Pastoral Counseling 2
 CHMN560 Theological Field Education 2
 or CHMN557 Practicum in Clinical Pastoral Education

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

CHMN503 Marriage, Family & Interpersonal Relationships 3
 CHMN555 Pastoral Counseling 2
 CHMN552 Foundations of Pastoral Ministry 2
 CHMN505 Biblical Preaching 2
 CHMN536 Personal Evangelistic Ministry 2

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, the class load is limited to 12 credits. International (non North American) students are exempt from CHMN562, 563 and 631 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 either CHMN621 or 614.

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		OTST635	History of Israel	
CHIS688	Contemporary Trends		OTST638	Archaeology in Evangelism	
Track 2			Choose one of the following exegesis courses: 3		
CHIS501	Church History I	2	OTST628	Principles and Methods of OT Exegesis	
CHIS502	Church History II	2	OTST633	Social Issues in Old Testament	
CHIS503	Church History III	2	OTST639	Studies in Old Testament Exegesis	
CHIS504	Adventist Heritage	3	OTST664	Pentateuch	
CHIS674	Development of Seventh-day Adventist Theology	3	OTST666	Historical Books	
New Testament 8–15			OTST668	Psalms/Wisdom Literature	
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.			OTST674	Daniel	
Track 1			OTST675	Minor Prophets	
Choose one of the following exegesis courses: 3			OTST680	Seminar in Old Testament Exegesis	
NTST645	Hebrews		OTST685	Principles of Hermeneutics	
NTST646	Studies in New Testament Exegesis		OTST686	Major Prophets	
NTST653	Advanced Studies in the General Epistles		Choose one of the following theology courses: 3		
NTST655	Advanced Studies in the Gospels		OTST619	Theology of the Old Testament	
NTST658	Advanced Studies in the Pauline Writings		OTST620	Seminar in Old Testament Theology	
NTST678	Seminar in Greek Exegesis		OTST627	Jewish Life and Thought	
Choose one of the following theology courses: 3			Track 2		
NTST616	Theology of Luke-Acts		OTST551	Biblical Hebrew I	3
NTST630	Theology of the Synoptic Gospels		OTST552	Biblical Hebrew II	2
NTST634	Theology of the Pauline Epistles		OTST555	Prophets	3
NTST641	Theology of the Johannine Writings		OTST558	Writings	2
NTST657	Theology of Hebrews		OTST565	Pentateuch	3
NTST667	Studies in New Testament Theology		Choose one of the following: 2		
NTST668	New Testament Ethics		NTST615	New Testament Archaeology	
NTST676	Jesus in Recent Scholarship		OTST510	Archaeology and the Bible	
NTST679	Seminar in New Testament Theology and Ethics		OTST514	Bible Lands and Their Exploration	
Choose one of the following backgrounds courses: 2			Theology and Christian Philosophy 8–10		
NTST606	Formation and History of the New Testament		Track 1		
NTST626	Seminar in Classical Jewish Literature		THST540	Doctrine of Salvation	2
NTST635	Intertestamental Period		Choose one of the following systematic theology courses: 2		
NTST654	Second Century Christianity		THST555	Ecclesiology and the Practice of Ministry	
NTST680	Greco-Roman World		THST608	Doctrine of the Sabbath	
NTST684	Judaism and the New Testament		THST615	Doctrine of the Church	
NTST689	Seminar in New Testament Backgrounds		THST616	Doctrine of God	
Track 2			THST617	Works of God	
NTST509	Pauline Writings	3	THST618	The Works of Christ	
NTST510	Gospels	3	THST619	Principles and Methods of Theology	
NTST515	New Testament Backgrounds	2	THST630	Doctrine of Christ	
NTST543	Acts and General Epistles	2	THST637	Biblical Eschatology	
NTST551	Beginning Greek	2	THST639	Doctrine of the Holy Spirit	
NTST552	Intermediate Greek	3	THST647	Human Nature and Destiny	
Old Testament 8–15			THST678	Science and Religion	
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.			Choose one of the following historical theology courses: 2		
Track 1			THST624	Protestant Theological Heritage	
Choose one of the following archaeology courses: 2			THST625	Early Christian Theology	
OTST510	Archaeology and the Bible		THST626	Modern Christian Theology	
OTST514	Bible Lands and Their Exploration		THST627	Roman Catholic Life & Thought	
OTST604	History of the Ancient Near East		THST628	Contemporary Theology	
OTST614	Archaeology of Palestine		THST629	Interchurch Dialogue	
NTST615	New Testament Archaeology		Choose one of the following ethics courses: 2		
			THST600	Christian Personal Ethics	
			THST634	Christian Social Ethics	
			THST643	Christian Professional Ethics	

THST644	Theological Ethics	
THST660	Church and Society	

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 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 course load is delivered through two-week intensives at Andrews University, plus two Seminary Distance Learning Center courses per year. Students electing the InMinistry MDiv delivery can complete up to 32 semester credits prior to their arrival on campus.

An Orientation/Cohort fee and a Seminary Distance Learning Center 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 prior to Orientation. E-mail 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. 60).

The challenge examination for each course is prepared, administered, and graded by the faculty member(s) teaching the course(s) in the Seminary. Students who have received permission to sit for (a) challenge examination(s) shall take the individual course examination(s) at prescribed times. The passing grade for a challenge examination is B-. Challenge examinations do not earn credit. Challenge exams may not be repeated. 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

Campus Spiritual Leadership, Children's Ministry, 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**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. Completion of the dual degree requires strict adherence to course sequence and curriculum design. 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 113 semester credits with an overall grade point average of C (2.5) or better. Sixty-eight credits are MDiv credits, 31.5 credits are social work credits, and 13.5 credits are shared between the two curricula in lieu of MDiv electives.

Track 2: Graduation requirements consist of satisfactory completion of 140 semester hours with an overall grade point average of C (2.5) or better. Ninety-five credits are MDiv credits, 31.5 credits are Social Work credits, and 13.5 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)
	DSRE534	Ministry to Youth and Young Adults (2)
	THST540	Doctrine of Salvation (2)
	CHMN539	Church Growth and the Equipping Pastor (3)
	CHMN562	Field Evangelism (3)
	GSEM626	Contemporary Adventist Theological Issues (2)
	OTST	(Archaeology) (2)
	CHMN656	Holistic Small Groups (2)
	GSEM534	Issues in Ellen G. White Studies (2)
	CHMN	(Advanced Preaching) (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 (.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)
	CHMN566	Mobilizing Laity for the Ministry of Evang (2)
	CHMN562	Field Evangelism (3)
Year 3:	CHIS	(Period Course) (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 (.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:	68
Social Work credits:	30.5
*Credits shared	14.5
TOTAL CREDITS:	113

*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 1 (4 credits) is shared with CHMN503 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)
	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)
	CHMN562	Field Evangelism (3)
	CHMN523	Worship: Word & Music (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 Teaching for Discipleship (2)
	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)
 - CHMN (Advanced Preaching Course) (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: 95
 Social Work credits: 30.5
 *Credits Shared 14.5
TOTAL CREDITS: 140

*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 CHMN503 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: PASTORAL MINISTRY

Walt Williams, *English Track Director*
 Ricardo Norton, *Hispanic Track Director*
 Trevor O'Reggio, *Non-NAD Track Director*

The Master of Arts in Pastoral Ministry is for experienced pastors and recommended lay leaders whose ministerial functions make it impossible to engage in an extended study program at the Seminary. While admission to the program is similar for all groups of applicants, the curriculum reflects emphases for English or Hispanic ministry tracks (for details, see below).

In areas outside North America, the Master of Arts in Pastoral Ministry curriculum reflects indigenous needs. A minimum of 6 credits is offered in courses specifically adapted to meet local conditions and culture. Adjustments may be made in admissions policy pertaining to the length of ministerial experience.

Admission Requirements

Admission to the MA in Pastoral Ministry is based on the following requirements in addition to the general admission requirements

for all graduate students (pp. 44–49) and the general Seminary admission requirements. Applicants must also complete and return the Sixteen Personality Factor Questionnaire as directed.

Ministerial Applicants: English/Hispanic

- Provide evidence of successful ministerial experience during the past five years.

Lay Leader Applicants

- Be at least 35 years of age.
- Demonstrate excellent academic skills,
- Provide evidence of extensive, active, and successful ministry in service areas such as Sabbath school teacher, youth leader, elder, deacon, etc. during the past five years,
- Recommended by their local church pastor and local conference leadership.

Program Requirements

The MA in Pastoral Ministry degree is awarded upon completion of a minimum of 48 credits of formal course work.

1. Course work in North America is offered off campus twice annually in one- and two-week intensives, normally at Adventist educational institutions. Students should expect pre- and post-class assignments as part of the total academic requirements of each course. The intensives generate the equivalent of 6–12 credits.
2. Course work should be completed within 10 years of beginning the program.
3. Attendance of at least one session on campus at Andrews University is required.

Students failing to maintain a minimum GPA of 2.50 are placed on probation. Any student remaining on probation for the equivalent of two years (maximum of 18 credits) must withdraw from the program.

Transfer Credits. Upon approval by the dean, a maximum of 24 graduate credits may be transferred from approved seminaries or universities, including Andrews University. Approved credits under the Credit Through Learning in Professional Experience provision (see below) are considered part of the maximum.

A maximum of 8 credits may be transferred from another conferred degree upon approval by the dean.

English Track Curriculum

Biblical Studies	12
Old Testament (6)	
OTST520	
OTST570	
New Testament (6)	
NTST567	
NTST550	
Theology and Christian Philosophy	9
Two courses 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>6</u>
TOTAL CREDITS for the MA Degree	48

Hispanic Ministry Curriculum

Biblical Studies	12
Old Testament (6)	
One course in Theology	
One course in Exegesis	
New Testament (6)	
One course in Theology	
One course in Exegesis	
Theology	9
Two courses in Theology	
One course in Ethics	
Christian Ministry and/or Discipleship and Religious Education	12
Three electives	
Choose one: CHMN525; CHMN514; CHMN538	
Church History	6
CHIS674	
One elective	
Mission	3
Electives	6
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	10
TOTAL CREDITS for the MA Degree	48

Credit Through Learning in Professional Experience*

Students may be eligible to receive up to 6 credits for professional experience when approved by the dean, using the following criteria:

- Applicants must have completed at least 18 credits toward the MA degree with a minimum GPA of 2.50
- The applicant must submit a Professional Experience Portfolio, including (1) an up to date curriculum vita, (2) a description of ministerial experiences, (3) a reflection-learning paper in which the applicant analyzes his/her professional skills and ministries and demonstrates how learning based on the reflection-reaction process occurred, and (4) supporting letters from administrative and pastoral supervisors which identify and document a variety of professional experiences.

- The applicant must submit the completed Professional Experience Portfolio to the Dean of the Theological Seminary not later than the semester prior to graduation. For details, contact the Director of the MA in Pastoral Ministry program.
- *Students earning the Master of Arts in Youth and Young Adult Ministry degree also may receive credit by meeting the above criteria and submitting a description of their youth-ministry experiences. These students should contact the Director of the MA in Youth and Young Adult Ministry program for details.

MA: 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.

MA in Youth and Young Adult Ministry Curriculum

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)

CHMN503 Marriage, Family and Interpersonal Relationships

CHMN540 Church and Urban Community

CHMN546 Marriage and Family

CHMN548 Religion and the Black Experience

CHMN550 Pastoral Psychology

CHMN574 Perspectives in Church Marketing

CHMN616 Spirituality in Ministry

CHMN623 Innovative Evangelism

CHMN656 Holistic Small Groups

DSRE619 Religious Experience in Adolescence

DSRE626 Ministry to At-Risk Youth

DSRE636 Seminar in Youth Ministry

(choose no more than two topics from Children's Ministry, Adolescent Ministry, Young Adult Ministry, Youth Evangelism, Visionary Leadership, African-American Youth Ministry, Hispanic Youth Ministry)

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.

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. Students may select courses approved for academic graduate degrees from any of the Andrews University schools, provided there is a correlation with the chosen field of youth and young adult ministry. They can take up to 6 credits in DSRE690 Independent Study.

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.

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 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 (3)
 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 (2)
 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 MARYAM with MSW equal 11: CHMN503 Marriage, Family & Interpersonal Relationships is shared with SOWK501 Foundations of Practice I. DSRE660 Field Practicum is shared with SOWK510, 535, 610 and 635.

MSA: MASTER OF SCIENCE IN ADMINISTRATION

The Seminary offers many of the credits required to complete the following multi-school programs.

MSA: Church Administration

This program is designed for individuals who wish to specialize in church administration at a level of expertise not available in the MDiv program. The MSA program prepares students to serve as presidents, treasurers, and/or institutional administrators. See the School of Business Administration section of this bulletin, p. 284, for program details.

MSA: International Development

This program is administered by the International Development Council at Andrews University. It equips graduates with both a spiritual vision and the technical expertise to work with the poor and oppressed. Community development projects and community relief and disaster activities are emphasized.

The multi-disciplinary program uses the resources of the Theological Seminary, the School of Business Administration, the School of Education, the College of Arts & Sciences, and the College of Technology. See the International Development section of this bulletin for further details, p. 84.

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 (Affiliation and Extension 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 in Religion degree with the research orientation is designed to fulfill the needs of students planning further graduate study in biblical studies, religion, or theology. The general academic orientation should fulfill the needs of students who plan to engage in religious or secular endeavors which require a strong background in an emphasis. The MA in Religion is offered both on campus and at affiliation and extension centers outside the United States. When offered at affiliation sites, the program may reflect context-sensitive needs in its curriculum as approved by the seminary faculty.

Admission Requirements

Admission to the MA in Religion program is based on the following requirements in addition to the general admission requirements for all graduate students on p. 44, and the general seminary admission requirements on 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. 307–309 for more information about recommended methods courses in Bible teaching designed to meet the certification requirements.

Areas of Emphasis

In the event that a required course is not offered during any given term, another course in the same area can be substituted for the required course in consultation with the chair of the department.

Archaeology and History of Antiquity. OTST510, 604, 614. Remaining courses to complete the 16 credits must be chosen from GSEM670, NTST615, 635, 680, 684, 689, 690, OTST514, 605, 615, 630, 635, 690.

Biblical and Cognate Languages. OTST625 and one of the following: NTST608, 678, or 696. Remaining courses to complete the 16 credits must be chosen from NTST606, 618, 626, 646, 665, 678, 690, 696, OTST545, 550, 565, 612, 626, 639, 654, 658, 659, 660, 680, 685, 690.

Church History. CHIS674 and additional CHIS courses to complete the 16 credits. 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 MSSN 610, 650, 615, 635 for 6 credits, 660, 652 for 16 credits, 653 for 6 credits, GSEM 620, and GSEM 697 for 5 credits.

Intertestamental (Jewish) Studies. NTST525, 635, 684 or 689. Remaining courses to complete the 16 credits must be chosen from NTST615, 618, 626, 680, 690, 696, OTST614, 625, 626, 627, 654, 659, 690.

Jewish and Muslim Faiths. OTST627. A course is to be chosen from each of the following groups: Apologetics/comparative religion—MSSN530, 650, 660, or CHMN587; History—ANTH478, CHIS630, or HIST450; Language/literature—OTST626, 654, 658, or NTST626; Theology/Ethics—HIST450, OTST620, or THST644.

Mission Studies. MSSN610 or 676. Remaining courses to complete the 16 credits must be chosen from MSSN.

New Testament Studies. An advanced course in language chosen from among NTST608, 678, or 696; a course in New Testament theology; a course in New Testament exegesis (in addition to NTST678 if that course is taken to satisfy the language requirement); a course in New Testament backgrounds to be selected from among NTST615, 635, 654, 680, 684, 689. Remaining courses to complete the 16 credits must be chosen from NTST courses or GSEM530, 670.

Old Testament Studies. OTST625; two courses in Exegesis; a course in Archaeology and History of Antiquity. Remaining courses to complete the 16 credits must be chosen from OTST courses or GSEM670 or 530.

Theological Studies. Regardless of which sub-section of theological studies is selected for emphasis—Systematic Theology, Historical Theology, or Philosophy and Ethics—the following courses are required: THST550, 619, and 624 or 628. Remaining courses to complete the 16 credits must be chosen from THST courses or GSEM534 or 530.

Electives. A student may select courses approved for academic graduate degrees provided there is a correlation with the student's chosen area of study.

Programs Offered at Affiliation and Extension Sites

Depending on the availability of adequate research library facilities and qualified teaching staff, an affiliated school may be authorized by the seminary faculty to offer some or all of the areas of emphasis listed above with the research orientation or the general academic orientation. Contact the director of the MA program for details on the Affiliation and Extension Programs.

Biblical-Theological Studies. This area of emphasis is available only with the general academic orientation at Affiliation and Extension Centers. In addition to the degree requirements outlined above, 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 to complete the 16–24 credits must be chosen from any of the above disciplines.

An MA Thesis in lieu of Comprehensive Exams is possible with authorization of the Director of the MA in Religion Program.

Adventist Ministry Minor. A minor in Adventist Ministry is available at Affiliation and Extension centers only. Eight credits may be selected from appropriate CHMN courses.

DMIN: DOCTOR OF MINISTRY

Skip Bell, *Director*

Purpose

The purpose of the Doctor of Ministry program is to provide structured, rigorous, advanced training in ministry by equipping participants with needed competencies and leadership skills. The program engages qualified people in an active learning environment so that they may reach advanced levels of ministry effectiveness.

Program Description

The Doctor of Ministry program offers a professional degree for people who seek advanced competencies in evangelism, ministry and mission. The program enables people to grow within the framework of a Biblical model of leadership and to develop an Adventist perspective of evangelism, ministry, and mission. The program is normally offered to professionals who are in active ministry.

Course modules include teaching intensives at various North American and international sites. Concentrations are offered in Chaplaincy, 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.

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	16
GSEM730 (2 cr), GSEM790 (2 cr) and 796 (6 cr); GSEM706 (6 cr)	
Other modules	16
TOTAL CREDITS for the DMin Degree	32

Students must also complete a graduate-level research course in the first year of the program. This requirement is waived if the student can give evidence of having taken such a course prior to beginning the DMin program. A research course is available by distance education for DMin students to meet this prerequisite. Participants in the Family Ministry concentration satisfy this requirement with DSRE776-01 Topics: Program Evaluation.

Financial Plans

Financial plans are available to assist NAD employees, international students, cohort groups, and others. Contact the DMin office for further information.

Modes of Delivery

In order to make the program accessible to church professionals, the professor contact portions of course modules are offered as intensives on-campus and at off-campus locations.

Residency Requirements

In order to fulfill residency requirements, extension students must take GSEM706 (6 cr) and GSEM790 at the Andrews University campus or at any other Andrews ATS—Association of Theological Schools-approved site.

Project Requirements

- Students should take GSEM790 (2 cr) in preparation for their project. A statement explaining the philosophy of a Doctor of Ministry project, including guidelines for its development and preparation, is provided when GSEM790 is taken. A project proposal must be submitted and accepted.

- The project, which should address a problem or issue directly relevant to the ministry of the contemporary church, is developed and implemented in an in-ministry situation. The approach of the project is normally developmental with formative evaluation. The project should be developed in 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 defense of the project designed to test the candidate's ability to integrate learning and the practice of ministry. The defense must be successfully completed no later than four weeks prior to graduation.
- In exceptional cases, a dissertation may be substituted for a project 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

GSEM730 (2)
Field Research for Ministry
Develops capacity to utilize information in the practice of ministry—congregational studies, systems analysis, program evaluation, structured experiments, surveys, focus groups, participant observer, action-research and community assessments. Introduces research process, ethics and design applied to practical issues of leading a congregation or faith-based organization.

GSEM788 (0)
DMin Project Continuation

GSEM790 (2)
DMin Project Seminar
 Participants receive assistance in forming their DMin project proposal, and orientation to issues in successful completion of the project dissertation. Areas of focus include a literature review, research techniques, writing standards, developing an effective work plan for completion of their 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.

GSEM789 (0)
DMin Program Continuation

CHMN/DSRE/MSSN797 (1-8)
Independent Study
 Available to students by permission of the program committee. Repeatable. A minimum of one meeting per month with the supervising professor is generally required. May be graded S/U.

Required Module

GSEM706 (6)
Spiritual and Theological Foundations for Ministry
 This is a foundational 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 Concentration

CHMN747 (5-6)
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 (6)
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 (6)
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 (6)
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 (6)
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: EDPC520 Psychological Development Life Span or equivalent.

DSRE720 (1)**Professional Development**

Represents student initiatives for developing sustainable habits of scholarship including such things as attendance at special-event lectures, and professional conferences, reading professional or scholarly journals; and maintaining a vibrant spiritual life. DG will be given until experiences are documented in the portfolio. Graded S/U.

DSRE755 (3)**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 (3)**Internal Dynamics of Families**

A study of family systems theory with applications to issues in internal family dynamics and in congregational dynamics as a family system.

DSRE759 (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 (5–6)****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 (6)
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 (5-6)
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 (6)
Church Growth and Discipleship in the Urban Church

An examination of principles for expanding the Kingdom of God in the Urban context. The course aspires to help students develop and assess church growth and disciple-making strategies for the urban church from a biblical perspective. A study of effective historical and contemporary models is included.

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 (3-5)
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

CHMN716 (6)
The Preacher, the Audience, and the Message

Participants will develop a personal, biblically-based theology of preaching in the worship context. Use of scripture, communication theory, and cognitive psychology to connect with contemporary audiences, and diverse preaching expressions, including the African-American context, will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design.

CHMN743 (6)
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 (6)
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.

CHMN777 (6)***Urban Church Growth and Discipleship***

This module provides reflection and practice in wholistic church growth in the urban context. The module will emphasize appreciation for diversity, the centrality of discipleship, the local church in civic life, creating a culture of year round evangelism, strategies for urban mission, and contemporary trends in urban church ministry.

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.

Youth and Young Adult Ministry Concentration**DSRE710 (6)*****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

_____, Director

Mission

The Religious Education programs prepare men and women to fulfill the teaching and discipling mandates of the gospel commission.

Programs

The Religious Education programs offer studies leading to the Master of Arts: Religious Education and the Doctor of Philosophy: Religious Education. Each graduate will have a biblical knowledge base, an understanding of Christian spiritual formation and nurture, and pedagogical skills to serve in a specialized area of teaching ministry for either the formal (school) or non-formal (church and family) setting.

Religious Education prepares pastor-teachers for leadership roles in settings where religious, moral, and spiritual nurture and growth are primary concerns. Areas of emphasis in Religious Education include 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 degrees are interdisciplinary and offer students considerable flexibility.

In addition to the area of emphasis, the core requirements focus on facilitating the development of the graduate as a

- Christian Apologist
- Pastor-Teacher
- Servant Leader
- Researcher-Evaluator
- Maturing Christian
- Lifelong Scholar

Each of these roles includes a number of competencies that serve as guides to students in designing their programs of study and choosing their courses. Students generally meet the competencies by satisfactorily completing the core courses and emphasis area electives in the curriculum. A course plan is prepared by each student in consultation with his or her Religious Education advisor. Well-planned choices help to ensure that competencies are met at levels appropriate for the degree pursued.

All course work is campus-based and supported by online resources. Where warranted, students may fulfill program competencies by portfolio presentation.

Graduate Certificates in Religious Education

A graduate certificate program is a focused group of courses with a coherent knowledge base in one field of specialization. Courses in the program are regular graduate courses that are fully transferable into Religious Education graduate degree programs and other graduate programs where these courses are applicable to the curriculum.

Religious Education currently offers two 12-credit graduate certificate programs: Family Life Education and 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) is not required. The time for completion of a certificate program should not exceed five years from first enrollment.

Delivery System

Courses in the graduate certificate programs are offered as summer intensives on a two-year rotation. Each intensive requires pre-campus and post-campus work. Pre-campus syllabi are posted on our Web site: www.andrews.edu/sem/reled/, in

February of each year. At least two courses are offered back-to-back each summer, allowing a student to complete the sequence over a two-summer period.

Graduate Certificate: Family Life Education

The Graduate Certificate in the Family Life Education program is designed for pastors, family ministries directors, and lay leaders who want to help foster or support strong families in the church and in the community through teaching in seminars, classes, small groups, and retreats.

Courses are based on the content areas endorsed by the National Council on Family Relations (NCFR) and recognized by the Adventist Association of Family Life Professionals (AAFLP). Specific courses are approved and applicable to the certification processes of these professional organizations.

Prerequisites

- Bachelor's degree
- EDP520 Psychological Development: Life Span or equivalent
- Positive character references

Graduate Certificate in Family Life Education Requirements

DSRE610	Teaching for Discipleship
DSRE620	Scholarly and Professional Development
DSRE655	Families in Society
DSRE658	Internal Dynamics of Families

Plus one elective from:

DSRE635	Professional Ethics in Family Life Education
DSRE657	Family Law and Public Policy
DSRE659	Human Sexuality
DSRE679	Parenting Education and Guidance
DSRE680	Field Practicum
CHMN503	Marriage, Family and Interpersonal Relationships
CHMN575	Principles of Stewardship

TOTAL CREDITS for Graduate Certificate—12

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. In some classes there are breakout sessions focusing on either the public or Christian setting, and participants are free to join the sessions of their choice.

The curriculum for this graduate certificate was developed with the assistance of the Adventist Chaplaincy Ministries and Education Department of the General Conference of Seventh-day Adventists and the Education and Youth Ministry Departments of the North American Division of Seventh-day Adventists. Courses will be taught by faculty in the Religious Education and Youth 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

Graduate Certificate in Campus Spiritual Leadership Requirements

DSRE620	Scholarly and Professional Development
DSRE636	Seminar in Youth Ministry: Young Adults
DSRE656	Counseling Youth and Young Adults
DSRE664	Campus Ministry
DSRE669	Reaching the Secular Mind

TOTAL CREDITS for Graduate Certificate—12

MA: Religious Education

The Master of Arts: Religious Education is an interdisciplinary academic program that prepares individuals for leadership roles as scholars and pastor-teachers 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. Emphases include campus spiritual leadership, children's ministry, Christian formation and discipleship, family life education, youth and young adult ministry, and other options customized by the student in consultation with an advisor. Students electing to obtain a graduate certificate in family life education or campus spiritual leadership 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 Records. 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 the School of Education. Candidates with advanced theological or educational study or with prior extensive undergraduate studies in religion, religious education, or education may petition to complete the degree with a minimum of 32 credits of program course work. Evaluation of the reduction in credits is based on the following:

- 15 or more credits of undergraduate or graduate religion or theology may qualify for a reduction of up to 11 credits from appropriate areas in the course plan. Waivers based on less than 15 credits of prior undergraduate or advanced studies are prorated at a ratio of 0.7:1.
- 7 or more credits of undergraduate or graduate education or religious education may qualify for a reduction of up to 5 credits from appropriate areas in the course plan. Waivers

based on less than 7 credits of prior undergraduate or advanced studies are prorated at a ratio of 0.7:1.

- Transfer credits for advanced 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 waivers and transfers do not reduce the number of credits required in regular program courses below 32 credits.

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. 52 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 Foundation of Ed and Psych;
Theological foundations according to emphasis area (2–3)

Pastor-Teacher—5–6

EDCI565 Improving Instruction or DSRE610 Teaching for
Discipleship (3); psychology 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 and Stats in Ed and Psych I

Maturing Christian—3

DSRE541 Foundations of Biblical Spirituality

Lifelong Scholar—0

DSRE620 Scholarly and Professional Development

Scholarship in Religion and Education—10–16

Courses relevant to scholarship in religion (11 credits) and to scholarship in education (5 credits) under advisement based on evaluation of prior learning. The courses will be distributed appropriately in the course plan under the various roles of a religious educator. Waivers or partial waivers 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 Research Methods and Stats in Ed and Psych II (3). Depending on how the distributed courses are configured, taking EDRM611 may increase the total credits required for the MA degree.

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

The PhD in Religious Education prepares men and women to be scholars, teachers and researchers in specialized teaching and discipling ministries of the Church. All candidates further develop the core competencies of a religious educator and select an area of specialization for intense study and research using research methodologies of the social sciences.

Areas of Specialization

- Christian formation and discipleship
- Theological curriculum and instruction
- Customized: See Curricula for Concentrations, p. 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 MDiv degree; or an MA in Religion; or an MA degree in education or related area plus have 28 credits in religion (16 of which may be on the undergraduate level).
- Have 16 undergraduate or graduate credits in education.
- Show promise of future usefulness to church and society.
- Demonstrate the ability to handle doctoral-level work in English. See proficiency standards in the Graduate Programs Admission section, p. 45.
- Complete and return the Sixteen Personality Factor Questionnaire as directed.

Time to Apply. While early applications are recommended, the deadlines for application to the PhD in Religious Education program are as follows:

- For North American students: three months prior to the anticipated starting date.
- For non-North American students: six months prior to the anticipated starting date.

Items to Submit. In addition to submitting the items required of all graduate students (see pp. 347–350), 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 Stats I and EDRM611 Research Methods and Stats II or their equivalents. As part of the conceptual framework for the religious education program, EDFN500 Philosophical Foundations of Ed and Psych and DSRE605 Issues in Religious Education 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

DSRE887 Applied Research; two research methodologies;

Dissertation:

GSEM854 PhD-ThD Dissertation Proposal Seminar or
EDRM880 Dissertation Proposal Development, and DSRE995
Doctoral Dissertation

Maturing Christian—3

DSRE830 Fostering Spiritual Growth or approved alternative

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
EDCI636 Program Evaluation
EDRM704 Design and Analysis of Ed and Psych Surveys
EDRM712 Research Methods and Stats III
EDRM713 Research Methods and Stats IV
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
 - EDPC616 Psychology of Religious Experience
 - MSSN830 Seminar in Strategies and Development in Mission
 - NTST930 Seminar in New Testament Spirituality
 - OTST62 Seminar in Old Testament Theology
 - THST814 Seminar in Philosophy, Theology and Ethics

- Theological curriculum and instruction

Language prerequisite: If your area of study requires a language, complete the course Intermediate Greek or Biblical Hebrew II or pass a qualifying examination at the intermediate level in Greek or Hebrew.

18 credits from one of the following areas or 9 credits from two of the following areas: Biblical archaeology & history of antiquity, Christian ministry, church history, mission, New Testament, Old Testament, theology and Christian philosophy; elective (3 credits).

- Customized: Students may design an individualized course of study if three conditions are met.

- Academic area must be appropriate to Religious Education
- Graduate courses on the topic must be available at Andrews University
- Andrews University faculty with expertise in the topic must be available for advising.

Options for the customized course of study may include such areas as family life education, campus spiritual leadership, education history, church music, worship.

General Requirements

- All course work taken at the Seminary should be at the 600-, 800-, or 900-levels; course work taken at the School of Education should be appropriate for doctoral level study.
- At least 51% of the student's course work should be designed specifically for doctoral students.
- A minimum of 32 credits in approved on-campus doctoral course work (not including the dissertation) must be completed after acceptance into the doctoral program at Andrews University.
- Students must earn a 3.00 cumulative GPA for all course work in the degree program.
- Students must establish residency by taking a full-time load (8 credits) for two of three consecutive terms (semester or summer).
- Students must pass the comprehensive examination.
- Students must write and defend a dissertation.

Time Limits. All degree requirements must be completed within ten years of first registration for Andrews University doctoral course work. All course work and the comprehensive examination must be completed within six years of first registration. The dissertation must be completed within five years after passing the comprehensive examination. (The student who takes six years to complete course work and pass the comprehensive exam will be allowed four years to complete the dissertation.)

Full-time Status. For students who have not completed all courses for the degree, full-time status requires one of the following options:

- Registering for 8 or more credits of course work and/or dissertation and/or internship.
 - Registering for 4 or more credits of dissertation.
- For students who have completed all requirements for the degree except the dissertation, full-time status requires all of the following:
- Registering for one or more credits of dissertation or dissertation continuation;
 - Doing “full-time” work on the dissertation or internship as defined by at least 24 hours a week or 720 hours per year and confirmation of same by the dissertation chair.

Bulletin Requirements. A student may choose to meet the requirements of any bulletin in force after acceptance into the doctoral program, as long as he/she maintains active status. If a break of enrollment occurs and the student is placed on inactive status, he/she must meet the requirements of a bulletin in effect after enrollment resumes.

Progression Through the Program

Course Plan. Upon acceptance into the program, the student is assigned an advisor by the director of the program. Normally within the first 16 credits of study the student and advisor prepare a course plan for completing the degree requirements. This course plan must be approved by the Religious Education Office.

Comprehensive Examination. Early in their program, students should obtain a copy of the *Comprehensive Examination Guidelines* from the Religious Education office.

All prerequisites and regular course requirements of 48 credits or more must be completed before the student sits for the comprehensive examination. The comprehensive examination consists of eight sections, one of which may be given in a take-home format, one of which may be a portfolio presentation, and six of which must be written in a supervised environment. The examination occurs on the dates published in the academic calendar for School of Education doctoral comprehensive examinations. See also the Seminary calendar on p. 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 ED880 Dissertation Proposal Development, the student—in consultation with his/her advisor—selects a tentative dissertation topic. The program director, in consultation with the student and advisor then appoints a faculty member knowledgeable about the tentative topic to chair the student's dissertation committee.

The student and the chair of the student's committee select two additional faculty members to complete the student's committee so that all three members may contribute to the development of the proposal. All three members of this dissertation committee must approve the proposal before it is presented to the Religious Education Doctoral Committee.

Any proposed changes to the dissertation committee are subject to the approval of the Religious Education Doctoral Committee.

At least six weeks before the dissertation defense, the director, in consultation with the dean of the Seminary, appoints an external examiner. This person is normally a scholar from another graduate institution.

Dissertation Proposal. No later than the last semester of course work, students must submit to the Religious Education Doctoral Committee a final proposal that is approved by their dissertation committee. Students defend their proposal before the Religious Education Doctoral Committee.

Two types of proposals are acceptable:

1. A 10–15 page overview of the major elements of the dissertation.
2. The first three chapters in tentative form.

Either format must include a clear statement of the problem, the research question/s, a preliminary survey of relevant literature, and the research methodology.

Dissertation Preparation. The dissertation prepared by the PhD candidate must

- Make an original contribution to scholarship
- Demonstrate the candidate's competence for independent research
- Reveal the candidate's familiarity with and proficiency in handling the relevant literature
- Present a logically organized, methodologically sound, and readable account of the investigation, findings, conclusions, and implications of the study.

See the *Religious Education Doctoral Handbook* for more information on dissertation preparation.

Oral Defense of the Dissertation. The candidate must orally defend his/her dissertation. The defense date is set and announced by the director of the Religious Education Program at least two weeks before the defense. No defenses are scheduled during the final two weeks of a term or during the interim between semesters.

See the *Religious Education Doctoral Handbook* for more information on the oral defense of the dissertation.

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. 347–350), 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.)	
<ul style="list-style-type: none"> • 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, worships and assemblies. • Achieve grades of B (3.00) or better and/or S. Only such grades are counted toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If students fall below this minimum GPA, they are placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of students with grades below B may be terminated after review by the program committee. Students who accumulate more than three grades of C or below (2.00 or below) are not allowed to continue in the doctoral program. 	

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. 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 primary purpose of advanced academic studies leading to the Doctor of Philosophy (PhD): Religion is to provide teacher-scholars for church-operated colleges, seminaries, and universities around the world. For more detailed guidelines and scheduling see the PhD in Religion Handbook. A copy may be accessed online at: www.andrews.edu/sem/Articles/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
- Leadership development for effective church growth, ministry, and evangelistic strategies
- Study of world religions and secularism as a missionary challenge

New Testament Studies

- Development of the Christian community in the first and second centuries
- History and praxis of New Testament exegesis and theology
- Intertestamental and New Testament backgrounds, both Jewish and Graeco-Roman
- Language and literature: text, canon, critical introduction, and cognate literature

Old Testament Studies

- Archaeology (periods, sites, methodology, and field work) and history of antiquity (Israel and the Ancient Near Eastern languages)
- Exegesis and theology (Pentateuch, Former Prophets, Latter Prophets, and Writings)
- Language and literature (Biblical Hebrew and Aramaic, other Ancient Near Eastern languages); LXX and other ancient versions; and Old Testament textual criticism

Theological Studies

- Christian ethics, comprising ethical theory and professional, personal, and social ethics
- Historical theology, examining the origin and development of theological concepts and trends
- Philosophical theology
- Systematic theology, embracing the biblical and doctrinal aspects of theological thought

Each area of study is to be supplemented with one of the cognate areas listed below. The cognate should be taken in a department other than the one which offers the major area of study.

- Biblical Archaeology and History of Antiquity
- Christian Ministry
- Church History
- Mission
- New Testament
- Old Testament
- Religious Education
- Theology
- Area selected from approved graduate-level studies

The PhD: Religion program builds on expertise and training developed in approved master's programs. It provides individuals equipped with skills and methods appropriate to genuine scholarship to do original and responsible research, and it promotes the proficient application of sound and valid principles of biblical interpretation and historic research. It seeks to acquaint students with the Judeo-Christian heritage and the findings of various branches of biblical scholarship and communicates the religious and ethical values of that heritage as found in Scripture and as understood by conservative Christians, in general, and the Seventh-day Adventist Church, in particular.

This degree is not earned by the mere accumulation of credits. It is conferred on those who demonstrate clearly and capably, in written and oral form, mature and independent research marked by discriminating analysis, careful evaluation of evidence and theories, and sound interpretation of available data. The PhD 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 as directed.
- Have 16 prerequisite credits in the chosen area of concentration.
- Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.
- GSEM620 Research Methods

Time to Apply. Students who desire to enter the program in the autumn semester (the normal entry point) must submit all application materials to the 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. 347–350), 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. The foreign language requirements in the different areas of study are listed below.

Adventist Studies and Mission and Ministry Studies

Intermediate OT Hebrew, Intermediate NT Greek, and a relevant modern language other than English (approved by the student's adviser and by the director of the PhD-ThD Programs)

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

Advanced Greek (NTST608) or a passing score on the NT PhD Greek Entrance Exam, Intermediate Hebrew, French and German.

Old Testament Studies

OTST625 Biblical Hebrew III 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 (Additional language requirements for OT Concentration are listed under **Residence and Course Requirements.**)

Theological Studies

Intermediate OT Hebrew, Intermediate NT Greek, German, and French

In addition to these prerequisite language requirements, students in any of the five areas may be asked to study other languages. When warranted by the student's program, a language substitution may be made with the approval of the student's adviser and the director of the PhD and ThD Programs.

Schedule of Meeting Language Proficiency Requirements. All language prerequisites should be completed before entrance. If that is not possible, a student may be required to take a reduced load in order to meet these prerequisites.

Language prerequisites should be met by the end of the third consecutive semester (including summer). Students who fail to meet this schedule take no further regular course work until all the language prerequisites are met.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

Residence and Course Requirements

In order to fulfill the requirements for the PhD degree, students must

- Register for 64 credits by completing 48 or more credits of formal course work in lecture, seminars, directed-study, and reading courses, and 16 credits for the dissertation:

Area of Concentration	33
New Testament concentration includes NTST608 or NTST696	
Old Testament concentration also includes OTST625	
Biblical Hebrew III, OTST654 Biblical Aramaic and OTST660	
Readings in Septuagint, for all specialties other than	
Archaeology	
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 PhD-ThD Programs.
- Take a minimum of 24 credits on the 800- and 900-levels.
- Take at least two semesters of formal full-time study consecutively and in residence, registering each semester for no fewer than 8 credits. At least 33 credits (of the minimum 48) must be taken in residence.
- Attend doctoral colloquia and chapels.
- Achieve grades of B (3.00) or better and/or S. Only such grades are credited toward the degree requirements. No more than 15 credits in courses with an S grade may be applied to the program requirements. If the student falls below this minimum GPA, he/she is placed on probation and can regain regular standing only after having again reached the B (3.00) level. The matriculation of a student with grades below B may be terminated after review by the PhD-ThD Committee. A student who accumulates more than three grades of C or below (2.00 or below) is not allowed to continue in the doctoral program.

Full Course Load. The full-time load for regular course work is 8 to 12 credits per semester. Sponsored students are expected to take a full load of 12 credits per semester. On-campus students who are registered for GSEM880, GSEM888 (non-credit courses) are counted as full-time students. Students who register for GSEM995 are also counted as full-time students if the work is

done on campus and they register for 16 credits in a maximum of six semesters.

Advanced Standing. Advanced standing may be considered for students having done post-MA or post-MDiv work in an approved institution if the work is appropriate to the program, carries grades of B or above, and was taken within six years of the students' first enrollment in the PhD Program. Credits earned towards the MA and MDiv degrees are not considered for advanced standing. The director of the PhD and ThD Programs determines the appropriateness, relevance, and currency of the work considered for advanced standing and authorizes such standing. In no case is the minimum residence requirement reduced.

Time Limits. The student is required to finish all regular course work and take the comprehensive examinations within 5 years of his/her registration in the program, and to complete all degree requirements within ten years of initial registration. Also, students must complete the dissertation including a formal defense and subsequent revisions in five years or less from the time the comprehensive examinations are passed. The two 5-year time limits apply independently, so that shortening one does not lengthen the other.

Comprehensive Examinations and Doctoral Dissertation Student Advisory Committees

- Not later than the student's registration for GSEM854 Dissertation Proposal Seminar, the student, in consultation with the chair of the department offering the student's area of emphasis, selects a tentative dissertation topic. Then the program director, in consultation with the student and the chair of the department, appoints as the chair of the student's dissertation committee, a faculty member in agreement with the tentative topic.
- The student and chair collaborate in the selection of two other members to complete the student's Doctoral Committee so that when possible the student's advisory committee continues as the student's dissertation committee. Any proposed changes to the advisory or dissertation committee are subject to the approval of the PhD-ThD Committee.
- At least six weeks before the time of the dissertation defense, the director, in consultation with the dean of the Seminary, appoints two additional members to the dissertation committee. One of these persons, the "external examiner," is normally a scholar from another graduate institution.

Comprehensive Examinations

- Students are required to pass five comprehensive examinations within a four-week period designated by the PhD-ThD Committee. Four of these examinations are set in the principal area of study and one in the cognate area.
- 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

Students are expected to receive approval from their advisers for a dissertation topic by the end of their second semester (or by the time they have earned 24 credits). At this point, they are required to register for GSEM854 (3 credits) for fall semester only, and continue attending scheduled sessions through spring semester. Under the guidance of the instructor and the chair of their advisory committee, students will write a tentative proposal (or pre-proposal). During the following semesters, but normally not later than the last semester of course work, students must submit a final proposal that is approved by their advisory committee and prepared for submission to the proposal review committee and the PhD-ThD Committee.

The proposal must contain the preliminary bibliography, a clear statement of the problem, a description of the methodology to be employed, a basic survey of pertinent literature, and a list of tentative chapter and subsection titles.

After the dissertation proposal is approved and the student has passed the comprehensive examinations, he/she registers in GSEM995 for 1–16 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.

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/Articles/PhD/PhD-Handbook.pdf.

THD: DOCTOR OF THEOLOGY

Thomas Shepherd, *Director*

The primary purpose of advanced academic studies leading to the Doctor of Theology (ThD) degree is to provide teacher-scholars in the fields of biblical and theological studies for the Seventh-day Adventist Church—primarily its institutions of higher learning (colleges, seminaries, universities) around the world. This academic degree meets the need of individuals in areas of the world where a ThD is the preferred academic degree. The normal doctorate in religion is the PhD.

The ThD program is offered in two fields of study with areas of emphasis as listed below.

Biblical Studies

Archaeology and History
Exegesis and Theology
Languages and Literature

Theological Studies

Historical Theology
Systematic Theology

One who holds a Doctor of Theology degree should possess the following competencies:

- Faithfulness as a living witness to Christ 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

A minimum of two academic years of formal course work or not fewer than four semesters of full-time study at 12 credits per semester is required. This ordinarily amounts to a minimum of 48 credits of formal course work, 24 credits of which must consist of seminars, directed study and reading courses. The student chooses a field of study and within that field an area of emphasis to which at least one-half (24 credits) of the course work is devoted. The student also chooses a supporting area, normally in another field, to which at least one-fourth (12 credits) of the course work is devoted. Of the remaining 12 credits of course work, three are used in GSEM854 and three in GSEM860.

Admission Requirements

All applicants must meet the general admission requirements listed in the Graduate Programs Admission section of the bulletin, p. 44, and in the Seminary Admission Requirements, p. 347. Admission to the ThD in religion program is granted by the PhD-ThD Committee to applicants who also have the following qualifications:

- Applicants must hold an MDiv degree or its equivalent from an approved seminary or university.
- Applicants must show high promise of future usefulness to church and society.
- Applicants must have a reading proficiency in ancient and modern languages as noted in the Language Requirements section below.

Depending upon the applicant's academic background, the PhD-ThD Committee may also require proficiency examination(s) before granting admission to the doctoral program.

Admission Procedure. The admission procedure for the ThD degree program is the same as for the PhD degree program. See p. 380. Complete and return the Sixteen Personality Factor Questionnaire as directed.

Language Requirements. Applicants must demonstrate proficiency in specified foreign languages in one of these ways:

- By passing language proficiency examinations.
- By taking specified language courses (e.g., advanced courses in Hebrew and Greek and FREN502 and GRMN502) at Andrews University and earning a grade of B or above.

If French or German (or a substitute modern language) is the student's native language and he/she has been using it regularly, no special demonstration of competency is required for that language.

Foreign language requirements for the ThD program are listed below:

Biblical Languages: Advanced Level Hebrew and Greek

Modern Languages: Reading knowledge of French and German

Language Substitution. Another foreign language may be substituted for either French or German (but not for both) if the substitution is warranted by the student's program. The student must submit a petition requesting the substitution and indicating a rationale for the request. The student's adviser and the program director must approve the petition before the substitution is allowed.

Because of the amount of study and the length of time usually required in developing prerequisite-level skill in languages, the PhD-ThD Committee may require applicants to clear all the language prerequisites prior to admission.

Advanced Standing. A limited amount of post-MDiv work may be accepted by transfer from an accredited institution (including Andrews University), giving the student an advanced standing in the ThD program. The credits must be applicable to the ThD requirements and have been earned within a six-year period before the student's enrollment in the program. All transfer courses must carry a grade of B or better. The work must be applicable and not have been taken as an entrance requirement because of deficiency in GPA and/or course work. Transfer credit is granted at the discretion of the director of PhD-ThD Programs, and a transcript must be on file at the Academic Records Office.

Information on Residence and Course Requirements, Comprehensive Examinations, and the Doctoral Dissertation Information is the same as for the PhD program (see above).

General Seminary Courses**(Credits)**

See inside front cover for symbol code.

Course numbers used in this bulletin are the following:

- 500–599 Master's level courses for professional programs
- 600–699 Master's and doctoral level courses
- 700–799 Professional doctoral courses
- 800–999 Academic doctoral courses

Whenever an alternative number of credits is designated for a given course, a hyphen (e.g., “2–3 credits”) indicates that the student may choose the number of credits within the designated amount (corresponding work is assigned by the teacher); the word “or” (e.g., “2 or 3 credits”) indicates that in any given term the course is available for one of the amounts of credit (but not both). Courses may be increased or decreased by 1 credit in extension schools at the discretion of the dean.

GSEM510	(3)	<i>Revelation, Inspiration and Hermeneutics</i> An interdisciplinary study of the process by which God communicates with human beings and of sound methods for interpreting and understanding the Scripture and applying its message.	GSEM588	(0)	<i>InMinistry MDiv Continuation</i>
GSEM511	(3)	<i>Daniel and Revelation</i> 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.	GSEM620	(2–3)	<i>Research Methods</i> An introduction to research techniques and tools. A research paper is required. Prerequisite: Must pass Essential Computer Skills Test. Computer lab required.
GSEM525	(1)	<i>The Bible and Biblical History</i> Surveys the Bible's content and history as reflected in the requirements for the Bible Knowledge Entrance Test and equips the student to improve the biblical literacy of the local parish.	GSEM625	(3–4)	<i>Religious Liberty Issues and Advocacy</i> A survey of religious liberty principles and cases from an Adventist perspective with an emphasis on the contemporary U.S. setting, including a review of major historical developments and a look at trends shaping the future.
GSEM528	(2–3)	<i>Nutrition and Health Promotion</i> Health promotion and Adventist lifestyle, with primary focus on the influence of diet on the development of chronic diseases such as heart disease, hypertension, diabetes, and cancer.	GSEM626	(2–3)	<i>Contemporary Adventist Theological Issues</i> 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.
GSEM530	(2–3)	<i>Doctrine of the Sanctuary</i> A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation. Team taught by members of various departments.	GSEM627	(3)	<i>Issues in Daniel and Revelation</i> 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.
GSEM534	(2–3)	<i>Issues in Ellen G. White Studies</i> 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.	GSEM648	(variable)	<i>Workshop</i>
GSEM539	(2–3)	<i>Issues in Origins</i> A study of current creation and evolutionary models regarding the origin, age, and change of the earth and its life. Specific topics include the historical development of these models; their biblical, philosophical, and scientific foundations; and theological implications.	GSEM660	(0)	<i>Portfolio</i> An MDiv graduation requirement. 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)	<i>Guided Study Tour of the Bible Lands</i> The principal sites of historical and archaeological interest in the countries of the Bible surrounding the eastern Mediterranean, including Egypt, Sinai, Lebanon, Syria, Iraq, and Jordan. Weekly: 2 or 3 lectures.
			GSEM678	(1–8)	<i>Church History Study Tour</i> Provides a variety of guided study tours to places of interest in general Christian and denominational history. Repeatable with different sites or eras.
			GSEM688	(0)	<i>Master's Degree Continuation</i>
			GSEM680	(0)	<i>Master's Comprehensive Exam</i>
			GSEM695	(2–3)	<i>Research Project</i>

GSEM697 <i>Thesis for MA Degree</i>	(3-9)
GSEM698 <i>Thesis for Master of Divinity Degree</i>	(2-8)
GSEM699 <i>Thesis for Master of Theology Degree</i>	(2-8)
GSEM850 <i>Research Seminar</i> An introduction to research methods and tools.	(2)
GSEM854 <i>PhD-ThD Dissertation Proposal Seminar</i> Advanced research techniques and tools, with preparation of a tentative proposal, or pre-proposal, for a dissertation in the field of religion.	(3)
GSEM880 <i>Preparation for PhD-ThD Comprehensive Examinations</i> Qualifies for full-time status.	(0)
GSEM888 <i>PhD-ThD Dissertation Continuation</i> Qualifies for full-time status.	(0)
GSEM995 <i>PhD-ThD Dissertation</i> May take 1-12 credits to qualify for full-time status.	(1-12)

CHRISTIAN MINISTRY

Seminary S220
269-471-6371

Faculty

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

(Credits)

See inside front cover for symbol code.

CHMN508

(2-3)

Tools for the Pastor's Spouse

This course is designed to equip the pastor's spouse for life in the pastorate. Some of the areas explored are: components needed for success, devotional life, enhancing marriage, hospitality, preacher's kids, discovering mission, team ministry, challenges in the parsonage, women's/men's ministry, and available resources.

CHMN517

(2)

Topics in Ministry

This course introduces students to selected church ministry areas of great importance. Topics include finances, church planting, teaching, Christian education and chaplaincy, urban ministry, and health evangelism.

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
The preparation and delivery of gospel-based doctrinal and revival sermons for outreach and renewal. Includes a survey of various evangelistic preaching methods of the past and present.
- 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. Taken in conjunction with CHMN560.
- 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 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 (0-6)
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 (0-3)
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 MSSN612.

CHMN622 (2-3)
Seminar in Personal Evangelism

Research and presentations on various aspects of soul-winning in one-to-one or small-group encounters, including the development of new methods. This may involve formats, materials, audio-visuals, spiritual and psychological principles, decision seeking, problem solving, etc. Admission of non-doctoral students by permission of instructor.

CHMN623 (2-3)
Innovative Evangelism

Seeks to stimulate new ideas for evangelizing population groups that may be difficult to reach with more traditional methods, as well as broadening the means by which people might be attracted to the gospel. This may involve a review of unique approaches that have been tried by others as well as the development of original plans by students.

CHMN625 (2-3)
Demographics and Urban Studies

Methods of determining the characteristics of a particular community or target population, with a unique focus on large urban centers, for the purpose of selecting the most effective evangelistic approaches. Includes the use of needs assessments and marketing surveys.

CHMN635 (2-3)
Broadcast Evangelism
Studies church-evangelism strategy involving a locally produced

radio program. Planning, preparation, production, and follow-up of short daily programs and spots are emphasized, applying biblical principles of persuasion; includes actual production experience in the studios of WAUS-FM, the university station.

CHMN639 (2-3)
Seminar in Evangelism

Emphases from topics such as theology and history of evangelism and church growth, theory and research in church growth and member retention, evangelism and social alternative strategies for evangelism. Repeatable.

CHMN656 (2-3)
Holistic Small Groups

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.

CHIS570 (2)
History of the Seventh-day Adventist Church
 A topical approach with emphasis on source documents. Intended for students who did not take a college course in denominational history. Prerequisite: does not apply to MDiv requirement.

CHIS600 (2-3)
The Early Church to A.D. 604
 The message and mission of the church; experiences, attitudes, and practices of early Christians, selected for their usefulness to a modern pastor.

- CHIS609** (2-3)
The Church in the Middle Ages
Rise of the papacy; the evangelization of Europe; the great schism, investiture controversy, crusades, and conciliarism; religious authority, predestination, justification, church and state, church and sacrament, faith and reason.
- CHIS620** (2-3)
Seminar in Christian Biography*
A study of the lives and contributions of selected preachers and other church leaders from ancient times to the present.
- CHIS625** (2-3)
Seminar in Church-State Thought
A seminar that examines religious toleration and freedom and the relationship of church and state through the reading of primary sources. Includes classic writers such as Augustine, Aquinas, Calvin, Williams, Bayler, Locke, Jefferson, and Mill, and contemporary authors such as Neuhaus and Carter.
- CHIS628** (3)
Historical Research 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 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: CHIS570 or equivalent.
- CHIS686** (2–3)
Development of Prophetic Interpretation
The historical development of the understanding of apocalyptic prophecies in Daniel, Revelation, the Gospels, and the Epistles, since the first century. The origin, development and impact of historicism, preterism, futurism, dispensationalism, and millennialism.
- CHIS687** (2–3)
Seminar in Development of Prophetic Interpretation*
A study of topics in the history of prophetic interpretation, with attention to aspects which have influenced Seventh-day Adventists. Repeatable.
- 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

FacultyAllan R. Walshe, *Chair*

Kathleen A. Beagles

Cheryl Doss

Emilio Garcia Marenko

John V.G Matthews

Trevor O'Reggio

Ronald H. Whitehead

Courses**(Credits)**

See inside front cover for symbol code.

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 spiritual formation 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.

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 theoretical approaches to religious education and discipleship—and an introduction to practical 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***

Practical teaching strategies based on current research in learning and human development, enhancing skills in

planning seminars/learning events for church, community, and school. Instruction and assessment focused on transformation of behavior and values, taking into account the Gospel Commission's teaching mandate. 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.

DSRE635 (3)

Professional Ethics in Family Life Education

Explores theological foundations and ethical responsibilities in marriage and family life, and reviews ethical guidelines for the family life education profession.

DSRE636 (2-3)

Seminar in Youth Ministry

Formulation of a comprehensive ministry for a specific age group, culture, situation or approach (e.g. childhood, adolescence, young adult, African American, Hispanic, youth evangelism, visionary leadership). Repeatable. Prerequisite: 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 maintenance of interpersonal relationships, and a study of the character and quality of human social conduct. Also examines human sexuality, and studies the physiological, psychological, emotional, and social aspects of sexual development and the Christian's response to this God-given gift.

DSRE660 (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.

DSRE664 (3)

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 (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: _____
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** (2-3)
Fostering Spiritual Growth
Examines the contributions of theology and the social sciences to a theoretical understanding of spiritual formation and considers strategies to foster spiritual growth.
- DSRE840** (2-3)
Nonformal Learning
A philosophical and practical approach toward teaching strategies in diverse cultural, non-formal settings, with consideration given to literacy issues in the developing world.
- DSRE850** (2-3)
Theological Foundations of Christian Teaching
Theistic assumptions and biblical models that identify the goals of Christian education and undergird a theology of Christian teaching applicable to discipling and teaching ministries.
- 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 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

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.

NTST509 (3)

Pauline Writings

Interpretation and theology of the writings of the Apostle Paul, with detailed exegesis of selected passages. Prerequisite: Must have met the intermediate Greek requirement.

NTST510 (3)

Gospels

Interpretation and theology of the four Gospels, with detailed exegesis of selected passages. Prerequisite: Must have met the beginning Greek requirement or be enrolled in NTST551.

NTST525 (2)

Revelation

An exegetical approach to the book of Revelation, with special emphasis on selected passages. Prerequisite: Must have met the beginning Greek requirement or be enrolled in NTST551.

NTST543 (2)

Acts and General Epistles

Interpretation of the book of Acts and the General Epistles of the New Testament, with detailed exegesis of selected passages. Prerequisite: Must have met the intermediate Greek requirement or be enrolled in NTST552.

NTST550 (2-3)

Exegesis of the English New Testament:

Topics identical to NTST500-level exegesis courses. The same subject cannot be repeated with the other 500-level course 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 area.

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.

NTST636 (2-3)

Jerusalem in the Time of Jesus

A study of the geography, history, culture, and archeology of the city of Jerusalem, focused particularly on the time of Jesus and the events surrounding His crucifixion.

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
Topics identical to NTST600-level theology courses. Does not presuppose Greek proficiency nor count toward MDiv core requirements or emphases, nor the MA major or minor in New Testament. Repeatable with a different subject area.

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.

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

See inside front cover for symbol code.

(Credits)

OTST500 (2-3)

Survey of the Old Testament

An introductory survey of the history, literature, and backgrounds of the Old Testament for students who have not had such a course on the college level.

OTST515 (2-3)

Introduction to Middle Eastern Languages, Culture and History

An introduction to the languages and/or culture and history of the Middle East, this course is designed to provide a practical general background for students who plan to conduct work or research on or in selected Middle Eastern countries. Repeatable.

OTST570 (2-3)

Readings in the Old Testament (English)

Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min. students and others who have not taken Hebrew. Not applicable for MDiv credit. Repeatable.

OTST607 (2-3)

Preaching from the Old Testament

An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN607.

OTST640 (2-3)

The Old Testament and Its Translations

A non-technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest.

OTST659 (2-3)

Studies in Old Testament Issues

A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis 1-11, Messianism, and Old Testament eschatology. Repeatable.

OTST820 (3)

Textual Criticism

Detailed comparative textual examination of challenging

Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts. Repeatable. Prerequisites: OTST654, OTST660, additional languages as needed. Admission by permission of instructor.

Theology

OTST520 (2-3)

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.

- 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.
- 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.

398 SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

- 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.

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.

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,

400 SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

as well as other challenges to the task of theology in general, and to the Seventh-day Adventist faith in particular. For students without a prior degree in Theology.

THST624 (2-3)
Protestant Theological Heritage

The most important positions of the great shapers of the Protestant tradition from the earliest times to the present.

THST625 (2-3)
Early Christian Theology

Study of the doctrinal development of the Church from the close of the apostolic age to Augustine in such themes as heresy, ethics, salvation, authority, and ecclesiology.

THST626 (2-3)
Modern Christian Theology

Study of the major doctrinal trends of the Church from Anselm to Wesley. Particular attention given to such themes as atonement, salvation, ecclesiology, and eschatology.

THST627 (2-3)
Roman Catholic Life & Thought

An introduction to Roman Catholic theology. Attention given to major doctrinal formulations, dogmas, and practices from the patristic period to the present in dialogue with Scripture.

THST628 (2-3)
Contemporary Theology

Study of major trends in 19th- and 20th-century theology, including liberalism and neo-orthodoxy, and such shapers of religious thought as Schleiermacher, Barth, and Bultmann viewed over the rise and development of Adventist theology.

THST629 (2-3)
Interchurch Dialogue

Analytical and critical study of the development, structures, problems, and theological implications of ecumenical and post-denominational movements. Evaluation and response from a Seventh-day Adventist perspective.

THST656 (2-3)
Seminar in Historical Theology

Development of theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Repeatable. Available for PhD/ThD, MA, and select MDiv students.

THST809 (3)
The Theology of Ellen G. White

Analytical study of major theological themes in the writings of E. G. White and their influence on Adventist theology. Repeatable.

THST830 (3)
Methods in Historical Theology

An orientation of a theological tradition, movement, doctrine, or theme throughout the history of Judeo-Christian thought. Repeatable.

THST964 (3)
Seminar in Historical Theology

Study of selected doctrinal and historical issues and systems. Repeatable.

Philosophy and Ethics

THST550 (2-3)
Principles of Christian Ethics

Study of the basic moral guidelines and ethical principles contained in the Bible. Application of these guidelines and principles to contemporary moral issues of special interest for Seventh-day Adventists.

THST600 (2-3)
Christian Personal Ethics

An application of Christian moral teachings to various personal issues and dilemmas with special emphasis on the moral habits and Christian character.

THST634 (2-3)
Christian Social Ethics

An exploration of selected issues currently confronting the church, such as ethnic relations, the role of women, nationalism and liberation theology, poverty and hunger, and relations with civil governments.

THST643 (2-3)
Christian Professional Ethics

An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to CHMN643.

THST644 (2-3)
Theological Ethics

Discussion and application of biblical teachings and normative models to decision making and standards of Christian behavior in the context of praxis of ministry. THST550 strongly recommended (expected for MDiv students) prior to this course.

THST659 (2-3)
Seminar in Philosophy, Theology, and Ethics

The interrelation between philosophical, theological, and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.

THST660 (2-3)
Church and Society

Interdisciplinary analysis of the interrelatedness of church, its theology and task with the society as potential recipient of the Gospel; examination of structures and dynamics in church and society from biblical, theological, ethical, and sociological perspectives; formulation of a biblical word view vis-a-vis modern philosophies and ideologies.

THST667 (2-3)
Postmodernism and the Church

A critical study of the nature and ideological origins of the postmodern mind as it relates to both the theology and the mission of the Seventh-day Adventist Church.

THST676 (2-3)
History of Philosophy

An overview of classical, medieval, modern, and contemporary philosophy: an introduction to key figures such as Plato, Aristotle, Augustine, Thomas Aquinas, Descartes, Hume, and Kant; and a

survey of recent developments such as process, existentialist, and analytical philosophy.

THST678 (2-3)
Science and Religion

The relation of scientific information and theory to Christian doctrines; theories of origin, geologic time, uniformity, and organic evolution as developed in the fields of historical geology and biology.

THST814 (3)
Seminar in Philosophy, Theology and Ethics

The interrelation between philosophical, theological and ethical thought-forms and issues considered in the light of the biblical perspective. Available for PhD/ThD, MA, and select MDiv students.

THST935 (3)
Seminar in Philosophical Theology

THST966 (3)
Seminar in Ethics

Selected issues in ethics from a Christian perspective. Repeatable.

Individual Studies

THST690 (1-3)
Independent Study

Restricted to advanced students. Selected problems in the field of theology. See general guidelines under Academic Information.

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.

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
Richard McEdward
Lester P. Merklin, Jr.

Courses (Credits)

See inside front cover for symbol code.

MSSN 505 (2-3)

Christian Responses to Human Needs

Explores biblical models, historical examples, and development paradigms for Christian involvement in incarnational ministries.

MSSN525 (2-3)

Mission to the World

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.

MSSN 546 (3)

Ministry in Cultural and Religious Context

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.

MSSN 561 (3)

Christian Witness and World Religions

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.

MSSN584 (2-4)

Preparation for Mission Service

A general orientation for missionary candidates that aims to (1) create an awareness of the actual missionary situation today; (2) prepare mission appointees to meet this situation; and (3) shape attitudes that are indispensable to a fruitful mission service.

MSSN610 (2-3)

Theology of Mission

The biblical foundation of mission—its essence, goals, motives, and the role of the church in mission. Prerequisite: MSSN546 or MSSN561.

MSSN615 (2-3)

Anthropology for Mission and Ministry

The fundamentals of culture, social structure, group organization, and social change studied as a basis for intercultural

402 SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

understanding and communication. Attention given to issues which constitute challenges and opportunities to cross-cultural workers.

MSSN618 (2-4)

International Urban Mission

Explores the nature of cities worldwide, noting their history, development, and relationship to the mission of God and the church. Students are exposed to various ministries. Prerequisite: MSSN546 or MSSN561.

MSSN630 (2-3)

Cross-Cultural Leadership Development

A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to CHMN630. Prerequisite: MSSN546 or MSSN561

MSSN635 (2-3)

Contemporary Issues in Mission

Current issues in mission and the way they affect the church's outreach in the world. Repeatable. Prerequisite: MSSN546 or MSSN561.

MSSN640 (3)

Advanced Mission Studies

Study of advanced missiological principles and their application. Repeatable. Prerequisites: MSSN546 and MSSN561.

MSSN650 (2-3)

Introduction to a World Religion

An introduction to the history, beliefs, writings, personalities and current developments in religions such as Islam, Judaism, Hinduism and Buddhism. Repeatable. Prerequisite: MSSN546 or MSSN561.

MSSN652 (2-5)

Biblical and Qur'anic Studies

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.

MSSN653 (3)

Islamic Culture and Society

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

MSSN660 (2-3)

Witnessing to People of Another Religion

Development and evaluation of various forms of Christian witness among the peoples of other religions such as Muslims, Jews, Hindus, and Buddhists. Repeatable. Prerequisite: MSSN546 or MSSN561.

MSSN676 (2-3)

History of Christian Mission

History of the expansion of the Christian church, from the first century until the present. At the discretion of the Department of Church History, this course may fulfill a Church History elective requirement. Prerequisite: MSSN546 or MSSN561.

MSSN685 (2-3)

Strategies for World Mission

A concentrated study of mission theory and strategy, cultural perspectives of mission service, and basic principles of church growth.

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

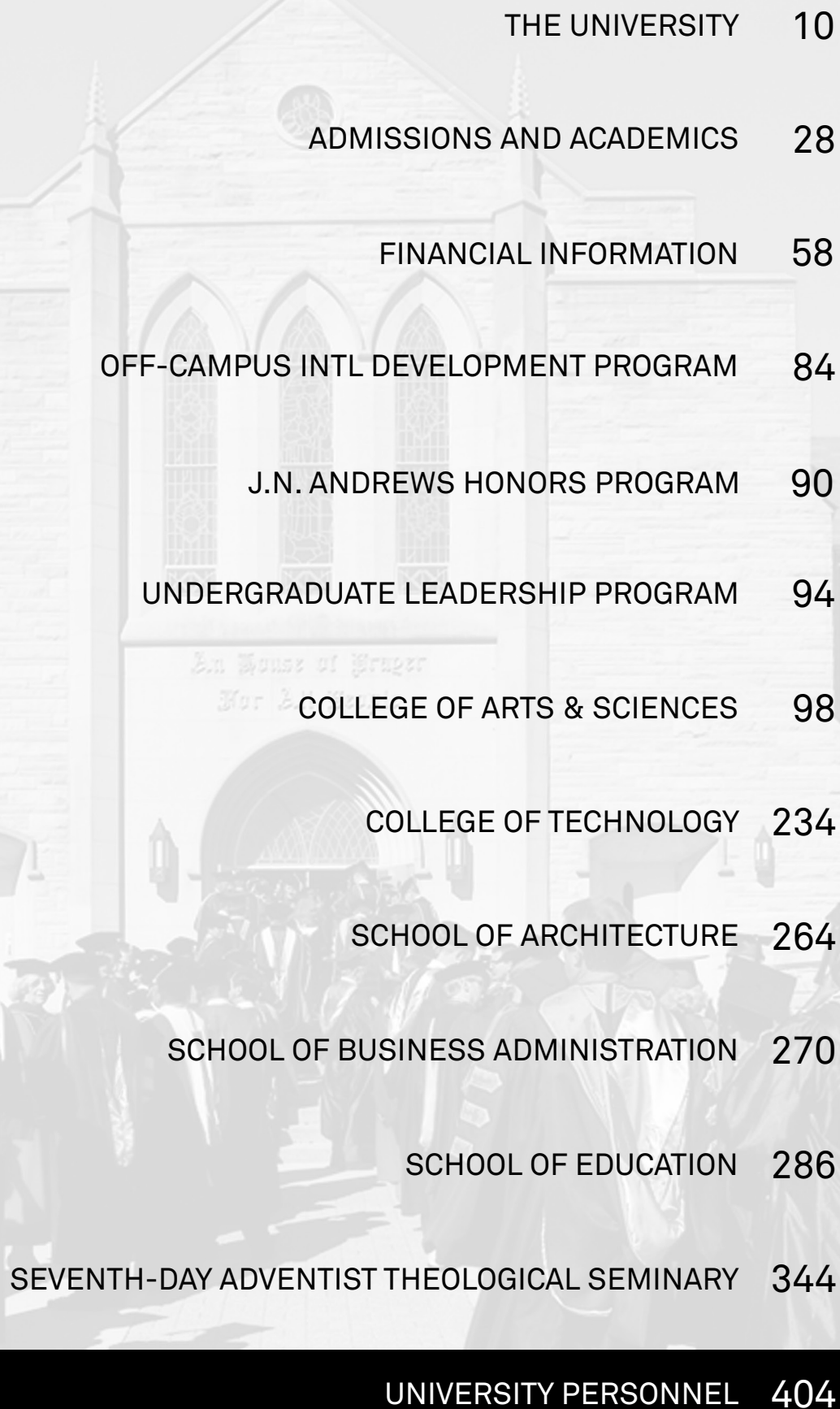
MSSN830 (3)

Seminar in Strategies and Development in Mission

MSSN890 (2-12)

Directed Reading in Mission Studies

Repeatable. May be graded S/U.



THE UNIVERSITY	10
ADMISSIONS AND ACADEMICS	28
FINANCIAL INFORMATION	58
OFF-CAMPUS INTL DEVELOPMENT PROGRAM	84
J.N. ANDREWS HONORS PROGRAM	90
UNDERGRADUATE LEADERSHIP PROGRAM	94
COLLEGE OF ARTS & SCIENCES	98
COLLEGE OF TECHNOLOGY	234
SCHOOL OF ARCHITECTURE	264
SCHOOL OF BUSINESS ADMINISTRATION	270
SCHOOL OF EDUCATION	286
SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY	344
UNIVERSITY PERSONNEL	404

UNIVERSITY PERSONNEL

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William W. Prescott	1885–1894
George W. Caviness	1894–1897
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Emmanuel Missionary College, 1901–1959

Edward A. Sutherland	1901–1904
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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
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 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
 Dean Snow, Manager, Custodial Services
 Debbie Weithers, BBA, Manager, Howard Performing Arts Center

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 of the Center for Intercultural
 Relations, Emeritus
 Werner K. Vyhmeister, PhD, Dean, Seventh-day Adventist
 Theological Seminary and Professor of Mission, Emeritus

Alumni Association Officers

Members

Dan Bacchicocchi, Class of '90, President, Berrien Springs, Mich.
 Tami Condon, Class of '91, Executive Director, Berrien Springs,
 Mich.
 Wanda Cantrell, Class of '75, '85 & '93, Berrien Springs, Mich.
 Chris Davisson, Class of '89, Berrien Springs, Mich.
 Andriy Kharkovyy, Class of '06, Berrien Center, Mich.
 Vesna Markovic, Class of '83, Berrien Springs, Mich.
 Scott Schalk, Class of '92 & '93, Berrien Springs, Mich.
 Holly Shaffer, Att., Berrien Center, Mich.
 Bob Wilkins Jr., Class of '61, 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
 Andrew Moll, 2011–12 AUSA Representative
 2011–12 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

406 UNIVERSITY PERSONNEL

1990–91—Øystein S. LaBianca, Georgina P. Hill
1991–92—Stanley M. Bell, Leonard K. Gashugi, A. Josef Greig,
F. Estella Greig, William E. Richardson,
Russell L. Staples, John B. Youngberg
1992–93—Paul S. Brantley, Arthur N. Brown
1993–94—Dennis W. Woodland, Edwin I. Hernandez
1994–95—James L. Hayward, Annetta M. Gibson
1995–96—Kenneth E. Thomas, Carole L. Kilcher
1996–97—Jon L. Dybdahl, James A. Tucker
1997–98—Richard M. Davidson, Beverly J. Matiko
1998–99—Curtis J. VanderWaal, Katherine A. Koudele
1999–00—David A. Steen, April R. Summitt
2000–01—Bill Chobotar, Stephen P. Zork
2001–02—Shelley Bradfield, James L. Hayward

Recipients of the Daniel A. Augsburg Excellence in Teaching Award

(Teaching award name changed in 2002–03 school year)

2002–03—Ranko Stefanovic (CAS), Sharon Prest (COT), Phillip
H. Bess (ARCH), David A. Vlosak (SBA), Candice C.
Hollingsead (SED), George R. Knight (SEM)
2003–04—Kathleen A. Berglund (CAS), Delyse E. Steyn (CAS),
Laun L. Reinholtz (COT), Thomas B. Lowing (ARCH),
Mary Ann Hofmann (SBA), Hinsdale Bernard (SED),
Jon K. Paulien (SEM)
2004–05—Mickey D. Kutzner (CAS), Delmer I. Davis (CAS), Gary
A. Marsh (COT), Kristin S. von Maur (ARCH), Robert
C. Schwab (SBA), Frederick A. Kosinski (SED), Roy E.
Gane (SEM)
2005–06—L. Monique Pittman (CAS), Shandelle M. Henson
(CAS), Ronald L. Johnson (COT), Andrew C. von Maur
(ARCH), Betty Lou S. Gibson (SBA), Jimmy Kijai (SED),
Denis Fortin (SEM)
2006–07—Arlene M. Saliba (CAS), Janice F. Wrenn (CAS), Stanley
H. Beikmann (COT), Rhonda G. Root (ARCH), Leonard
K. Gashugi (SBA), Shirley A. Freed (SED), Jacques B.
Doukhan (SEM)
2007–08—Margarita C. K. Mattingly (CAS), Carlos A. Flores (CAS),
Stephen C. Thorman (COT), Armand G. H. Poblete
(SBA), Gary D. Gifford (SED), Richard M. Davidson
(SEM). School of Architecture—No nomination for
2008.
2008–09—Susan P. Zork (CAS), H. Thomas Goodwin (CAS),
Duane E. Habenicht (COT), Annetta M. Gibson (SBA),
Elvin S. Gabriel (SED), John T. Baldwin (SEM),
Kristin S. von Maur (SOA)
2009–10—Karl Bailey (CAS), John Banks (CAS), Lilianne
Doukhan (CAS), Robert Moore (CAS), David Sherwin
(COT), Robin Johnson (SOA), Jacquelyn Warwick
(SBA), Duane Covrig (SED), Randall Younker (SEM)
2010–11—Ann-Marie Jones (CAS), Darah J. Regal (CAS),
Dianne L. Staples (CAS), Robert E. Zdor (CAS),
James H. Doran (COT), Mark A. Moreno (SOA),
Samuel Kim-Liang Chuah (SBA), Barbara A. Reid
(SED), H. Peter Swanson (SEM)

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)

2011–2012 FACULTY

(as of March 1, 2011)

COLLEGE OF ARTS & SCIENCES

Emeriti

Luanne J. Bauer, PhD	Professor of Communication, Emerita
Fonda L. Chaffee, PhD	Professor of Food Service Administration, Emerita
Gregory J. Constantine, MFA	Research Professor of Art and Artist-in-Residence, Emeritus
Wilma S. Darby, MSW	Associate Professor of Social Work, Emerita
Delmer I. Davis, PhD	Professor of English, Emeritus
Edith C. Davis, MA	Assistant Professor of Education, Emerita
Elly H. Economou, DresScRel	Professor of Religion, Emerita
Robert C. Fadeley, MEd	Associate Professor of Psychology, Emeritus
Dwain L. Ford, PhD	Professor of Chemistry, Emeritus
Kenneth L. Franz, MA	Associate Professor of Developmental and General Mathematics, Emeritus
F. Estella Greig, PhD	Professor of English, Emerita
A. Josef Greig, PhD	Professor of Philosophy, Emeritus
C. William Habenicht, MPH	Professor of Physical Therapy, Emeritus
Zerita J. Hagerman, DNSc	Professor of Nursing, Emerita
Paul E. Hamel, DMusEd	Professor of Music, Emeritus
Bonnie Jean Hannah, MA	Professor of Business Education, Emerita
Theodore R. Hatcher, PhD	Professor of Mathematics, Emeritus
Harold E. Heidtke, MA	Professor of Biology, Emeritus
Ingrid C. Johnson, MA	Professor of Physical Education, Emerita
Robert E. Kingman, PhD	Professor of Physics, Emeritus
Robert C. Kistler, PhD	Professor of Sociology, Emeritus
Wolfgang F.P. Kunze, PhD	Professor of German, Emeritus
Gary G. Land, PhD	Professor of History, Emeritus
Martha K. Lorenz, PhD	Professor of Home Economics, Emerita
Susan E. Murray	Professor of Psychology, Emerita
Patricia Mutch, PhD	Professor of Nutrition, Emerita
William Mutch, PhD	Professor of Chemistry, Emeritus
Merlene A. Ogden, PhD	Dean & Professor of English, Emerita
Donald H. Rhoads, PhD	Associate Professor of Mathematics, Emeritus
William E. Richardson	Professor of Religion and Dean, College of Arts & 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
Edward J. Specht, PhD	Professor of Mathematics, Emeritus
John F. Stout, PhD	Research Professor of Biology, Emeritus
Morris L. Taylor, DMusA	Professor of Music, Emeritus
Rilla D. Taylor, MSN	Professor of Nursing, Emerita
Constance H. Tiffany, PhD	Professor of Nursing, Emerita
S. Douglas Waterhouse, PhD	Professor of Religion, Emeritus
Robert A. Wilkins, PhD	Professor of Chemistry, Emeritus
Peter Wong, PhD	Professor of Chemistry, Emeritus
Dennis W. Woodland, PhD	Professor of Botany, Emeritus

Regular Faculty

Ruth D. Abbott, Associate Professor of Nursing	1991
BS, Wayne State University; MS, University of Alabama, Birmingham; PhD, Andrews University	
Sallie J. Alger, Associate Professor of Library Science	2003
BS, MS, Andrews University; MLS, Indiana University	
Karen A. Allen, Professor of Nursing	1998
BSN, MSN, Andrews University; PhD, University of Illinois	
Greg Almeter, Associate Professor of Physical Therapy	2008
BS, MSPT, Andrews University	
Gordon J. Atkins, Research Professor of Biology	1989
BSc, MS, Andrews University; PhD, McGill University	
Sonia R. Badenas, Assistant Professor of French	2008
BA, MA, University of Geneva	
MA, University of Grenoble	
Karl G.D. Bailey, Associate Professor of Psychology	2004
BSc, Andrews University;	
MA, PhD, Michigan State University	
John C. Banks, Professor of Physical Therapy	1983
BA, MA, Andrews University;	
PhD, Loma Linda University	
Kathleen A. Berglund, Director of Post-Professional Physical Therapy Program and Associate Professor of Physical Therapy	1994
BS, MA, University of North Carolina	
Jeanette W. Bryson, Assistant Professor of English	2001
BS, Pacific Union College; MA, San Diego State University; PhD, Andrews University	
Gary W. Burdick, Research Professor of Physics	1999
BS, Southern Adventist University;	
PhD, The University of Texas at Austin	
Harvey Burnett, Assistant Professor of Psychology	2010
BA, University of Michigan; MDiv, PhD, Andrews University	
Lael O. Caesar, Research Professor of Old Testament and Hebrew	1996
BTh, Caribbean Union College; MA, Andrews University;	
MA, PhD University of Wisconsin, Madison	
John Carlos, Jr., Professor of Physical Therapy	1995
BS, Loma Linda University; MS Boston University;	
PhD, Florida State University	
Nancy A. Carter, Assistant Professor of Nursing	1983–91, 1993
BS, Andrews University; MSc, University of Michigan	
Bill Chobotar, Professor of Biology	1968
BA, MA, Walla Walla University;	
PhD, Utah State University	
Bruce A. Closser, Associate Professor of English	1978
BA, Southern Adventist University;	
MA, Andrews University; PhD, University of Pennsylvania	
Kimberly W. Coleman, Associate Professor of Physical Therapy	2006
BS, MS, Andrews University	
Winston J. Craig, Professor of Nutrition	1987
BSc, Honors, University of Newcastle;	
MPH, Loma Linda University;	
PhD, University of Queensland; RD	
G. Brendan Cross, Instructor of Physics	2010
BS, Andrews University; MS, University of Notre Dame	
Brynja K. Davis, Assistant Professor of Speech Pathology	2006
BS, Andrews University; MS, Loma Linda University	

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the College of Arts & Sciences.

408 UNIVERSITY PERSONNEL

D. Ivan Davis, Assistant Professor of English BA, BS, Atlantic Union College; MA, Andrews University; PhD, Ball State University	1997	Cynthia Mae Helms, Associate Professor of Library Science BS, Philippine Union College; MLS, University of the Philippines	1987
Kathleen M. Demsky, Associate Professor of Library Science BA, MLS, Indiana University at Bloomington (Holds joint appointment in School of Architecture)	1995	Shandelle M. Henson, Professor of Mathematics BS, Southern Adventist University; MA, Duke University; PhD, University of Tennessee	2001
Mioara Diaconu, Assistant Professor of Physical Therapy BA, Theological Adventist Institute, Romania MSA, MSW, Andrews University; PhD, University of Texas, Arlington	2007	Magaly R. Hernandez, Assistant Professor of Nutrition BS, Andrews University; MPH, Loma Linda University; RD	1992–96, 2002
Lilianne U. Doukhan, Associate Professor of Music and French MA, University of Strasbourg; MA, Andrews University; PhD, Michigan State University	1992	Dwight E. Huslin, Assistant Professor of Nursing AS, Olive-Harvey College; BS, Chicago State University; MS, Governors State University	2006
Daniel J. Drazen, Assistant Professor of Library Science BA, MA, Andrews University; MLS, Rosary College	1992	Ante Jeroncic, Assistant Professor of Theology BA, Andrews University; MA, Stellenbosch University, South Africa PhD, University of Chicago	2006
Dawn I. Dulhunty, Instructor of International Development BN, Monash University, Melbourne; MSA, Andrews University	2001	Douglas A. Jones, Professor of English BA, Walla Walla University; MA, Andrews University; PhD, Michigan State University	1980–1995, 2002
Stefanie P. Elkins, Associate Professor of Art History BA, Andrews University; MA, Georgia State University	2005	Patrice Jones, Assistant Professor of Communication BA, MA, Andrews University	2010
Carlos A. Flores, Professor of Music BM, MM, Andrews University; PhD, University of North Texas	1998	Meredith Jones Gray, Professor of English BA, MA, Andrews University; PhD, University of Michigan	1982
James B. Ford, Associate Professor of Library Science BA, Andrews University; MLS, MA, University of Maryland	1991	Joon Hyuk Kang, Professor of Mathematics BA, Sung Kyun Kwan University; PhD, Michigan State University	2000
Erhard Gallos, Assistant Professor of Religion BA, Schulzentrum Marienhoehe, Darmstadt, Germany; MA, Newbold College	2008	Marcia A. Kilsby, Associate Professor of Medical Laboratory Sciences BS, MS, PhD, Andrews University; MT(ASCP)SBB, CLS(NCA)	1984
John T. Gavin, Assistant Professor of Social Work Associate Director of Social Work Program for Columbia Union College Off-campus Site BSW, Walla Walla University; MSW, Catholic University of America	2004	Eun-Young Kim, Assistant Professor of English BA, Union College; MA, Andrews University; PhD, Northern Illinois University	2010
Brent G. T. Geraty, Assistant Professor of Legal Studies BA, Atlantic Union College; MA, Andrews University; JD, Yale University	2001	Gretchen Krivak, Assistant Professor of Nutrition BA, Bethel College; MS, Andrews University	2010
Claudio M. Gonzalez, Associate Professor of Music DMA, MMP, Michigan State University; ARCM, The Royal College of Music, London	2004	Gisele Kuhn, Assistant Professor of Pediatric Nursing BSN, Loma Linda University	2009
H. Thomas Goodwin, Professor of Paleobiology BA, Southern Adventist University; MA, Loma Linda University; PhD, University of Kansas	1994	Mickey D. Kutzner, Research Professor of Physics BS, Loma Linda University; MS, University of California at Los Angeles; PhD, University of Virginia	1989
Gary R. Gray, Assistant Professor of English BA, Atlantic Union College; MDiv, Andrews University; MA, University of Massachusetts, Boston	1990	Asta LaBianca, Instructor of English BA, Walla Walla University; MA, Andrews University	2010
Henrietta H. Hanna, Assistant Professor of Nursing BA, Northern Caribbean University; MS, Andrews University; PhD, Barry University	2004	Øystein S. LaBianca, Professor of Anthropology BA, Andrews University; MA, Loma Linda University; PhD, Brandeis University	1980
Steven L. Hansen, Professor of Art BFA, Andrews University; MFA, University of Notre Dame	1987	Julia S. Lindsay, Assistant Professor of Music BS, Columbia Union College; MMus, Andrews University	1988
Ryan Hayes, Associate Professor of Chemistry BS, Andrews University; MS, PhD, Northwestern University	2009	Kenneth D. Logan, Professor of Music BMus, MMus, Andrews University; AMusD, University of Michigan	1996
James L. Hayward, Research Professor of Biology BS, Walla Walla University; MA, Andrews University; PhD, Washington State University	1986	Linda J. Mack, Associate Professor of Library Science BMus, MMus, Andrews University; MLS, Brigham Young University	1987
Herbert W. Helm Jr., Professor of Psychology BS, BA, MA, MAT, Andrews University; PhD, University of Southern Mississippi	1987	Brian Manley, Assistant Professor of Art BFA, Andrews University; MFA, Western Michigan University	2006
Bernard Helms, Assistant Professor of Library Science BS, Walla Walla University; MIS, Andrews University; MLS, Indiana University	2006	John J. Markovic, Professor of History BA, Andrews University; MA, PhD, Bowling Green State University	1990

Lauren R. Matacio, Associate Professor of Instructional Library Science BA, MA, Andrews University; MLS, Western Michigan University	1991	Elizabeth T. Oakley, Associate Professor of Physical Therapy BS, MSPT, Andrews University; DHSc, University of St. Augustine	1994
Beverly J. Matiko, Associate Professor of Communication and English BA, MA, Andrews University; PhD, University of Alberta	1992	Yun Myung Oh, Associate Professor of Mathematics BS, MS, Ewha Women's University; PhD, Michigan State University	2006
Lionel N. A. Matthews, Professor of Sociology BSocSc, University of Guyana; MSc, Indiana State University; PhD, Wayne State University	1996	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
Keith E.K. Mattingly, Professor of Old Testament BA, MDiv, PhD, Andrews University	1984	Lee E. Olson, Associate Professor of Physical Therapy DC, Western States Chiropractic College MPT, Andrews University	2002
Margarita C. K. Mattingly, Professor of Physics BA, Andrews University; MA, University of Arkansas; PhD, University of Notre Dame	1979	Lawrence W. Onsager, Associate Professor of Library Science BS, University of Wisconsin; ML, University of Washington; MA, Loma Linda University	2001
David N. Mbungu, Associate Professor of Biology BS, Andrews University (UEAB campus); MS, Andrews University; PhD, University of California, Riverside	2001	Cindi Papendick, Associate Professor of Nursing BSN, MS, Andrews University	2009
Duane C. McBride, Research Professor of Sociology BA, Andrews University; MA, University of Maryland; PhD, University of Kentucky	1986	Ruben A. Perez-Schulz, Assistant Professor of Spanish BA, Universidad de La Frontera, Chile MEd, University of Lethbridge, Canada	2006
Getahun P. Merga, Professor of Chemistry BSc, Addis Ababa University MSc, PhD, University of Pune, India	2002	Shelly J. Perry, Associate Professor of Social Work BSW, Loma Linda University; MSW, State University of New York	1996
Debbie Michel, Associate Professor of Communication BS, Brooklyn College at the City University of New York; MS, Columbia University	2008	Wayne L. Perry, Associate Professor of Physical Therapy BS, Loma Linda University; MBA, California State University; PhD, Andrews University	1994
Alan F. Mitchell, Assistant Professor of Music BA, MA, California State University;	1987	Paul Petersen, Professor of Hebrew Bible BA, University of Copenhagen; PhD, Andrews University	2009
Scott E. Moncrieff, Professor of English BA, Pacific Union College; MA, Andrews University; PhD, University of California (Riverside)	1988	L. Monique Pittman, Associate Professor of English BA, Andrews University; MA, College of William and Mary; PhD, Purdue University	1999
Robert C. Moore, Professor of Mathematics BA, Southern Adventist University; MS, University of North Carolina; EdD, University of Georgia	2006	Melissa Ponce-Rodas, Assistant Professor of Psychology BA, Yale University; MA, PhD, University of Illinois—Chicago	2010
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	Melchizedek M. Ponniah, Associate Professor of Communication BLA, Spicer Memorial College; MA, PhD, Andrews University	2003
Desmond H. Murray, Assistant Professor of Chemistry BS, Andrews University; PhD, Wayne State University	1994	Peter Pribis, Assistant Professor of Nutrition & Wellness MD, Charles University, School of Medicine, Prague; DPH, Loma Linda University	2004
Marlene N. Murray, Assistant Professor of Biology BS, Oakwood University; MS, PhD, Wayne State University	2001	Laura Racovita-Szilagyi, Assistant Professor of Social Work BA/BSW, MSW, Andrews University	2010
Marcella Myers, Assistant Professor of Political Science BA, MA, PhD, Western Michigan University	2009	David W. Randall, Associate Professor of Chemistry BS, Andrews University; PhD, University of California, Davis	2009
Elaine Navia, Instructor of Portuguese/Spanish BA, Andrews University; MA, Western Michigan University	2009	Darah J. Regal, Assistant Professor of Audiology BS, Andrews University; MA, Ball State University AuD, Arizona School of Health Sciences	2000
Pedro A. Navia, Professor of Spanish BA, Antillian College; MA, Andrews University; MA, University of Notre Dame; PhD, University of Puerto Rico	1996	Karen A. Reiner, Associate Professor of Medical Laboratory Science BS, Columbia Union College; MSCLS, Andrews University; MT(ASCP), MSCLS	2004
Timothy A. Newkirk, Assistant Professor of Medical Laboratory Sciences BS, BSMT, Andrews University	2010	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
D. David Nowack, Professor of Biochemistry BA, Union College; MS, PhD, Purdue University	1979–84, 1998	Glenn E. Russell, Assistant Professor of Religion BA, Columbia Union College; MDiv, Andrews University	1985, 2000

410 UNIVERSITY PERSONNEL

Arlene M. Saliba, Assistant Professor of Nursing BS, MS, Andrews University	1993	Dominique Wakefield, Assistant Professor of Physical Education	2008
Gisela E. Schmidt, Assistant Professor of Nursing RN, River Plate Adventist University; BSN, University of Rosario; MS, River Plate Adventist University	2004	BA, MA, California State University Joseph W. Warren, Associate Professor of English	1976
David Sedlacek, Professor of Social Work BS, Cleveland State University MSSA, PhD, Case Western Reserve University	2010	Lynelle M. Weldon, Assistant Professor of Mathematics BS, Pacific Union College; MA, PhD, University of California, Davis	1997
Richard D. Show, Associate Professor of Medical Laboratory Sciences BS, MS, Andrews University; MT(ASCP)SC, DLM	1988	Alice Williams, Associate Professor of Nutrition BA, Andrews University; MS, Loma Linda University; PhD, University of Tennessee, Knoxville	1983–88, 1993
Kathryn M. Silva, Assistant Professor of History BA, University of Massachusetts MA, University of South Carolina	2010	Gary V. Wood, Assistant Professor of Political Science BA, Newbold College; MA, California State University, San Bernardino; PhD, Claremont Graduate University	2006
Cynthia C. Small, Assistant Professor of Nursing BSN, Andrews University; MSN, Michigan State University	1997	Janice F. Wrenn, Associate Professor of Social Work BS Andrews University; MSW, University of Michigan	1996
Erling B. Snorrason, Assistant Professor of Religious Education BA, Newbold College; MA, PhD, Andrews University	1996	Xiaoming Xu, Instructor of Library Science BA, Shanghai Foreign Language Institute; MBA, Andrews University; MLS, Indiana University	2008
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	Chi Yong Yun, Assistant Professor of Piano BM, MM, Indiana University, Bloomington	2008
Dianne L. Staples, Associate Professor of English BA, MAT, Andrews University; MA, University of Arizona	1976–81, 1997	Robert E. Zdor, Professor of Biology BS, Pacific Union College; MS, Walla Walla University; PhD, University of Missouri	1991
David A. Steen, Professor of Biology BA, Southern Adventist University; MA, PhD, Loma Linda University	1986	Stephen P. Zork, Associate Professor of Music BMus, Atlantic Union College; MMus, Pacific Lutheran University	1991
Delyse E. Steyn, Professor of Communication BA, DTE, MEd, DEd, University of South Africa	2001	Susan P. Zork, Assistant Professor of Religion BA, Atlantic Union College; MA, Andrews University	2001
Brian E. Strayer, Professor of History BA, Southern Adventist University; MA, Andrews University; PhD, University of Iowa	1983		
Tiffany Z.K. Summerscales, Assistant Professor of Physics BS, Andrews University; PhD, Pennsylvania State University	2006		
Felipe E. Tan, Assistant Professor of Library Science AB, Adventist University of the Philippines MDiv, MA, SDA Theological Seminary, Far East MLS, University of the Philippines	2006		
Trina Thompson, Associate Professor of Music Theory BA, Walla Walla University; MMus, Northern Illinois University	2009		
Carla L. Trynchuk, Professor of Music BMus, MMus, The Julliard School of Music	1991		
Larry S. Ulery, Assistant Professor of Community Services Programming BS, Western Michigan University; MA, Andrews University; MSA, University of Notre Dame	1991		
Curtis J. VanderWaal, Research Professor of Social Work BS, Andrews University; MSW, University of Michigan; PhD, Case Western Reserve University	1990		
Desrene L. Vernon, Assistant Professor of Communication BA, Brooklyn College; MA, Andrews University; PhD, Howard University	2011		
David P. Village, Associate Professor of Physical Therapy BS, MSPT, Andrews University; DHS, University of St. Augustine	1995		
		Joint Appointments	
		Rhonda G. Root, Professor of Art BA, MAT, Andrews University; MFA, University of Notre Dame (Holds joint appointment in the School of Architecture)	1995
		Stephen Thorman, Professor of Computer Science and Professor of Physics BS, Pacific Union College; MS, California State University Northridge; PhD, University of Massachusetts Amherst (Holds joint appointment in the College of Technology)	1999–2002, 2003
		Adjunct Professors	
		Lisa Bubar, BM	Music
		Lilianne U. Doukhan, PhD	International Languages
		Joe Francisco, MSW	Social Work
		Christina Gibson, MA	Music
		F. Estella Greig, PhD	English
		Jason Gresl, MMus	Music
		Lloyd Hamilton, MSW	Social Work
		James Hanson, DMA	Music
		Edwin I. Hernandez, PhD	Behavioral Sciences
		Gary L. Hopkins, MD, MPH, DrPH, CHES	Behavioral Sciences
		Ronald Hull, BS, Mus Ed	Music
		Jennet Ingle, BMus	Music
		Debra Inglefield, MMus	Music
		Harold James, PhD	Behavioral Sciences
		Christopher Keech, BS	Music
		Shelma Middleton Little, PhD	Social Work
		Daniel McCarthy, MA	Music
		Akosoia McFadgion, MSW	Social Work
		Alexej Muran, MMus	Music
		Emely Poloche, MA	International Languages

Ed Randles, MA Music
 John A. Rorabeck, MS Chemistry
 Kimberly Rosales, MSW Social Work
 David Sciarabba, MA International Languages
 Aaron Sinnett, MMus Music
 Sean Sinnett, BMus Music
 Timothy Standish, PhD Biology
 Cheryl L. Trine, PhD Biology
 Marsha Wiinamaki, PhD Social Work

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

Home Study Institute

Robert Albright Maurice Bascom
 Richard Blondo Geri Ann Fuller
 Gladtone P. Gurubatham James Hammond
 Grant Leitma Bertram Melbourne
 Timothy Poirier Alayne Thorpe
 Robert Young

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
 Sandra Morris, RD, CD IU Health-Goshen
 Peggy Nickola, MS, RD, LDN Adventist Hinsdale Hospital
 Diane Eady, MS, RD, LD Huguley Memorial Medical Center
 Laura Walters, RD, LD Kettering Medical Center
 Lisa Dalglish, RD Lakeland Medical Center
 Maureen Jamieson, MS, RD Memorial Hospital
 Jocie Antonelli, RD Notre Dame University
 Cecilia Pius, BS, RD Spectrum Health

Adjunct Clinical Instructors in Dietetics

Adventist Hinsdale Hospital

Linda S. Bandy, RD, LDN, CDE Laura A. Beckley, MS, RD, LDN
 Lea Lin, MS, RD, LDN, CDE Lisa D. Murray, MS, RD, LDN
 Irene M. Simatic, MBA, RD, LDN, CDE

Atrium Medical Center, Kettering

Kathy Bere, RD, LD Louise Easerly, LD, SNS
 Carolyn Fogarty, RD, CDE, LD Mary Kathleen Fox, RD, CDE, LD
 Cary Muller, MS, RD, CSG, LD Carol Narker, RD, CDE, LD

Bronson Hospital, Kalamazoo

Elizabeth Berkey, CDE, RD Sally Bonnema MA, RD
 Jan Cox, CSP, MS, RD Diane Delhey MS, RD
 Chelsey Hickok, RD Arden Rickert, RD
 Julia Ridenour, RD Mara Melbardis CSP, RD
 Shawn Urbain, RD Alice Yankoviak, BSW, RD

Florida Hospital, Orlando

Isabelle Breedlove, RD, CDE Nicole Dutcher, BS, RD
 June Flowers, RD/N, CDE Sherri Flynt, MPH, RD
 Michele Jachim, RD/N, CDE Ruth Melendez, BS, RD, LD
 Joan Phelps, MBA, RD, LD Laurie Sirak, RD
 Frances Smith, BS, RD, CNSD, LD Tristan Soyka, RD
 Tennille Yates, RD

Florida Hospital-Waterman, Tavares

Sunny Bond, RD, LD/N Julia Garossino, RD, LD/N
 Barbara Nemeck, RD, LD/N, CNSD
 Valerie Schulz, MMSc, RD, LD/N, CDE
 Lindsey Thompson, RD, LD/N Kasturi Yalamanchili, RD, LD/N

Floyd Medical Center, Rome

Desiree Cox, RD, LD Helen Judd, RD, LD
 Janet Childre, RD, LD K. Lynne Reeves, MBA, RD, LD

IU Health-Goshen, Goshen

Cynthia Adam, RD, CD Sami Kauffman, MS, RD, CD
 Sherri Kramp, RD, CD Becky Overholt, RD, CD, CSO
 Audrey Reyes, MA, RD, CD Tiffany Swartzentruber, RD, CD

Huguley Medical Center, Fort Worth

Caitlin Brinker RD, LD Beverly Millison RD, LD, CDE
 Mary Schoen MS, RD, LD Christina Strudwick RD, LD

Kettering Medical Center, Kettering

Stephani Beecroft RD, LD Amanda Griffen RD, LD
 Dyanne Johnson, RD, LD Elizabeth Krumlauf MS, RD, LD
 Nancy Kunkel, RD, LD, CDE Kaysie Morrison, MS, RD, LE, CNSC
 Christy Priebe, RD, LD Jessica Rylant, RD, LD
 Kelly Savino, RD, LD Cheryl Shimmin MS, RD, LD
 Nicole Wimsatt, RD, LD Susan Wilson MS, RD, LD

Lakeland HealthCare, St. Joseph

Jeanette Bixby, RD Abby Black, RD, CDE
 Tom Grove, RD Chelsea Hickok, RD
 Cassie Jaros, RD Sara Kline, RD
 Karen Knauss, RD Pamela Kurtz, RD, CDE
 Laura Landrey, RD Julie Lischer, RD, CNSC
 Monique Miller, RD Birgit Sherwin, RD
 Erin VerHage, RD, CNSC

Memorial Hospital, South Bend

June Brandner, RD, CSD, CD Vickie Craker, RD, CSP, CD
 Carol Curtis, RD, CD Martha Magliola, RD, CD
 Susan Szczechowski, RD, CD, CDE

Notre Dame, South Bend

Jocie Antonelli, RD

Spectrum Health, Grand Rapids

Peri Bianchi, PhD, RD, CNSD Molly Bigford, BS, RD
 Sandra Blackwell, BS, RD Cathy Cimbalik, BS, RD, CNSD
 Crystal Creighton, BS, RD Kristen Cuevas, RD
 Karen Ferguson, BS, RD, CNSD Jennifer Ford, BS, RD

412 UNIVERSITY PERSONNEL

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

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
Elizabeth Savor, RD
Kristen Stache, MS, RD
Beth Robinson-Wolfe, BS, RD, CDE
Terri Thelen, RD
Leigh Tweddle, BS, RD
Julie Welsh, BS, RD

Bhavna Mehta, BSMT(AMT)
Lourdes Ortiz, BS, MT(ASCP)
Patrick O'Sullivan, BS, MS, MT(ASCP)SBB
Theresa Palmer, BS, MT(ASCP)
Debra Pless, BS, MT(ASCP)BB
Barbara Rhiner, BS, BA, MT(ASCP), AMT
Debra Shelt, DVM, 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)

Adjunct Clinical Professors of Medical Laboratory Sciences

Adventist Hinsdale Hospital

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

John Barranco, BS, MT(ASCP)
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

Huguley Memorial Medical Center

Rick Bailey, BS, MS, 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

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)

LaPorte Hospital

Pamela K Arvesen, BS, MT(ASCP)
Patricia Cardin, BS, MT(ASCP)
Bryan G Cunningham, MD
Jennifer Dennington, MBA, MT(ASCP)
J Andrea Jennings, PBT(ASCP)
Jean Knickerbocker, MT(ASCP)
Robert Nelson, MHA, MT(ASCP)
Kim Shaw, MLT(ASCP)
Cynthia A Whitacre, BS, MT(ASCP)

Memorial Health Care Systems

Vickie Burger, BS, MBA, MT(ASCP)
Beth Davis, BS, MT(ASCP)
Beverly Griffith, BS, MT(ASCP)
Ross Moore, BS, MT(ASCP)
Kristi Parson, BS, MT(ASCP)
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 Elizabeth Regional Hospital

Margaret M Horak, BS, MT(ASCP)BB
 Scott Kaufmann, BS, MT(ASCP)
 Nancy A VanAckeren, 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)
 Tina Kelly, BS, MT(ASCP)SH
 Kelly Myers, BS, MT(ASCP)
 Ann Noland, BS, MT(ASCP)BB
 David Soper, MD
 Jillian Warner, BS, MT(ASCP)

South Bend Medical Foundation

Barb Arnold, BS, MT(ASCP)
 Nan Boston, BS, MT(ASCP)
 Carol Bowman, BS, MT(ASCP)
 Sally Cornwall, CLT(ASCP)(HEW)
 Teresa Kendall, BS, MT(ASCP)
 Alissa Lehto-Hoffman, BS, MT(ASCP)
 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
 Trudy Phleps, CLT, MLT(ASCP)
 Jones Prentiss Jr, MS, PhD, TC(NRCC)
 Felicia Rice, BS, MT(ASCP)
 Chris Saitz, AS, MLT(ASCP)
 Lori Schuck, BS, MT(ASCP)
 Julie Sommers, 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, PT
Patrick Casey, PhD	Sharon Dreese, OT
Tony Escotto, PT	Cyndi Forrester, PT
Bill Habenicht, PT	Jeff Jasinski
Leann Jewell, PT	Kristin Kabele, PT
George Kolettis, MD	Cynthia Krafft, PT
Brian Malas, MHPed	David Newbolds, MPT
Christine Pariegis, MD	Reginald Richards
Becky Rommel	Cynthia Schlipp
Christian Sikorski, MD	Angel Snyder, MSPT
Dave Snyder	Tracy Tacket, DO
Susan Talley, PT, PhD	Robert Taylor, ATC, CSCS
Wolfard Touchard	Kurt VanderWaal, PhD
Mark Veenstra, MD	Alison Yacobozzi, PT
Vicki Yarbro, PT	Kristin Zakutansky, MBA

Adjunct Professors of Physical Therapy

Bonny Dent, PT, MSPT	Pat Fonstad, DScPT
Paula Fortune, MSPT	Lisa Goolsby, MBA
Candice Hollingsead, 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	George Soper, PT, PhD
Tracy Tacket, MD	Susan Zork, MA

Adjunct Clinical Instructors of Physical Therapy

Heather Adaway, PT, CCCE	Crystal Addison, CCCE
Angela Alley, PT, CCCE	Lisa Allshouse, CCCE
Annamarie Asher, PT, CCCE	Rachel Atanosian, PT, DPT, CCCE
Rachel Atinosian, CCCE	David Barcenas, PT, CCCE
Merlyn Bartlett, PT	Angie Biggs, MS, PT, CCCE
Lisa Black, PT, CCCE	Vickie Blalock, PT, CCCE
Jocelyn Blaskey, PT, CCCE	Matt Booth, PT, CCCE
Sonja Bradburn, CCCE	Matt Braga
Eric Brattinga	Sarah Bristol, PT, CCCE
Randy Brooks, PT, CCCE	Heather Burk, PT, CCCE
Amanda Burns, PT	Lisa Cantu, PT, CCCE
Kayla Capan, CCCE	Andrea Carter, PT, CCCE
Karen Case, PT, CCCE	Veronica Casem, PT, CCCE
Luisa Castro, PT, CCCE	Anne Chan, PT, DPT, MS, NCS, CCCE

414 UNIVERSITY PERSONNEL

Amanda Chilton, CCCE	Angela Christman	Regina Johnson, CCCE	Martha Johnson, CCCE
Elizabeth Ciancio, PT, CCCE	Mary Classe, PT, CCCE	Martin Jones, PT, CCCE	Ed Jones
Todd Clem, PT	Karen Clemens, PT, CCCE	Emilie Jones, PT, CCCE	Mark Kargela, PT, CCCE
Derek Clewley, PT, CCCE	Mike Clune, PT, CCCE	Gary Kearns, PT, COMT	Julie Keifer Eaman, PT, CCCE
Leon Coleman	LaRae Coleman, PT, CCCE	Maggie Keltz, PT, CCCE	Alicia Kent, CCCE
Amanda Coleman, PT, CCCE	Brenda Coles, PT, CCCE	Julie Kiefer Eaman, CCCE	Jennifer King, PT
Bill Collie, PT, CCCE	Zach Couch, PT, CCCE	Erika Kissinger, PT, CCCE	Jennifer Knight, MPT
Cheryl Cowart, PT, CCCE	Beverly Crossley, PT, CCCE	Nicole Koenigshof, MSPT, CCCE	Cindy Krafft, CCCE
Mark Cudanin, PT, CCCE	Susan Curtis, PT, CCCE	Martha Kramer, PT, CCCE	Bonnie Kreiter, PT, CCCE
Kimberly Cwynar, PT, CCCE	Melissa Daezner, PT, CCCE	Monica Krogmann, PT, CCCE	Kevin Kucera, CCCE
Kathleen Daggett, PT, CCCE	David Dai, PT, CCCE	Johan Kuitse, PT Director	Carrie Kutchie, PT
Joan Darr, PT, CCCE	Paul Davis, PT, CCCE	Beth Kuzma, PT, CCCE	Karyn Kuzniar, PT
Matt DeDoes, PT, OCS, CCCE		Chris Kwan	John LaFree, PT, CCCE
David Deppeler, PT, OCS, FAAOMP	Libby DeRosa, PT, CCCE	Matthew LeClayse, PT, CCCE	Barb Lee, PT, CCCE
Trevyn Despain, PT	Chrindye Dietz, PT, CCCE	David Leffler, PT	Carol Lemieux, CCCE
LeAnn Distelberg	Alexa Dobbs, PT, CCCE	Stephen Leppard, PT, CCCE	Shelley Leverso, PT
Elain Donnoe, PT, CCCE	Heidi Dunfee, PT, CCCE	Robyn Lewis, PT, CCCE	Jamie Link, CCCE
Julie Dwyer, PT, CCCE	Dan Dziadura, PT	David Linklater, PT, CCCE	Liza Lisay, PT
Janeen Earwood, PT	Barbara Eby, DPT, MEd, CCCE	Doran Lounsbury, Director	Romen Lu, PT, CCCE
Paul Eckerman, PT, CCCE	Brenda Eckerman, PT, CCCE	Sally Lyons, PT, CCCE	Valerie Macpherson, PT, CCCE
Jim Eddow	Deborah Elder, PT, CCCE	Alex Markovich, PT, CCCE	Michele Marshall, MPT, CCCE
Cassy Englert, PT, CCCE	Anthony Escotto, CCCE	Maurine Martin, PT, CCCE	Laurie Martino, PT, CCCE
Diana Esper, PT, CCCE	Emil Euaparadorn, PT, CCCE	Scott Matash, PT, CCCE	Paul Mavrakos, PT, CCCE
Theresa Fitzgerald, OT, CCCE	Camille Flores	Kevin McClenahan, CCCE	Francis McDonald, PT, CCCE
Christopher Ford, CCCE	J Ford, CCCE	Robert McFarland, PT	Marcy McKinley, PT, CCCE
Sandy Foster, PT, CCCE	Meg Foster, PT, CCCE	Richard McLaughlin, PT, CCCE	James McNamara, OT
Karen Fournier, PT, CCCE	Jill Foy, PT, CCCE	Vivienne Meanger, MHS, OTR/L	Gina Medina, PT
Paul Frederick, PT, CCCE	Carl Fried, PT, DSC, CMPT, CCCE	Kathy Melton, PT, CCCE	Joti Melwani, PT, DPT
Denise Friedli, PT, CCCE	Lorne Friesen	Gina Metcalfe, PT, CCCE	Glen Meyer, PT, CCCE
Greg Fritz, PT, CCCE	Katherine Fuentes, CCCE	Jill Miller, PT, CCCE	Mary Mishamoto, PT, CCCE
Kathy Fuller, PT	Katharine Gaj, PT, CCCE	Dennis Mittleider, PT, CCCE	David Mooney, PT, CCCE
Himabindu Gali, PT, CCCE	Hima Gali, CCCE	Lora Moore, PT, CCCE	Sue Murphy, PT, CCCE
Kerry Galleher, PT, CCCE	Sean Gallivan, PT, CCCE	Michael Nardi, DScPT, MEd, RKT, CMPT, CCCE	
Darcey Garno, PTA, CCCE	Maureen Garvaglia, PTA, CCCE	Jerry Nelner, OT, CCCE	Jon Nettie, PT, CCCE
Jane Gates, PT, CCCE	Sharon George, CCCE	Emily Neumann, PT, CCCE	Emily Neumann, PT, CCCE
David George, PT, CCCE	Andi Giedman, PT, CCCE	Kia Nimtz, PT, CCCE	Mary Nishamoto, PT, CCCE
Ralph Gilmore, CCCE	Jan Glasnovich, PT	Tsahi Niv, DPT, CCCE	Cathy Nivling, PT, CCCE
Wayne Goffin, PT, CCCE	Judith Goik, PT, CCCE	Stephanie Noel, PT, CCCE	
Lou Ann Goldstein, PT, CCCE	Jody Goodson, MSPT	James Nussbaum, PhD, MSPT, CSCS, EMT, CI	
Robert Gorkiewicz, PT	Bob Gorkiewicz, PT	Paul Ochoa, PT, CCCE, DPT	Carrie Ohearn, PT
Jennifer Gosnell, PT, CCCE	Tracie Gothard, PTA, CCCE	Ryan Orrison, PT, CCCE	Margaret O'Shaughnessy, PT, CCCE
Jessica Gralak, PT	Chris Grant, CCCE	Greg Otto, PT, CCCE	Denae Pacheco, CCCE
Kristen Gregg, PT, CCCE	Leigh Gross, CCCE	Sandra Page, PT	Robin Palama, SLP
Tami Grunitzky, PT	Jeff Gulch, CCCE	Rachel Pallett, CCCE	Wendy Paul, PT
Jim Halfpenny, PT, CCCE	Linda Hall, PT, CCCE	Laurel Pawelek, PT, CCCE	Keri Pawielski, CCCE
Cliff Hall, PT, CCCE	Nancy Harrington, CCCE	Patty Peel, CCCE	Linda Pemberton, PT, CCCE
Hilary Harris, PT	Matt Hauck, PT, CCCE	Chris Peshek, PT, OCS, CCCE	Leah Petersen, PT, CCCE
Kim Havvre, PT, CCCE	Tammy Hayes, CCCE	Paula Peterson, PT, CCCE	David Peterson, DPT, CCCE
Jason Hazelett, PT, CCCE	Destiny Hebert, MPT, CCCE	Denise Pitts, PT, CCCE	David Polson, PT, CCCE
Travis Hedman	Allison Hedstrom, PT, CCCE	Suzy Posluszny	Maria Potts
Wanda Heit, PT, CCCE	Ben Hendriks, PT, CCCE	Joseph Powell, PT, CCCE	Mark Prochazka, CCCE
Jennifer Hibler	Ann Hightower, CCCE	Ryan Purfeerst, PT, PT	Joan Quinonez, CCCE
Karen Hill, PT, CCCE	Marc Hinze	Kirk Randall, PT, CCCE	Brett Ransom, PT, CCCE
Jason Hoepfner, CCCE		Angie Rapelje, PTA, CCCE	Linden Reeves, PT, CCCE
Chris Hoeskstra, PT, DPT, OCS, FAAOMP		Suzanne Rentner, PT, CCCE	Karen Reyhl, PT, CCCE
Trisha Hoffman, PT	Sandy Hollowell	Belinda Ricks, PT, Rehab Manager	Stacey Rigby, PT
Eric Holsopple, PT, CCCE	Maggie Hopson, PT, DPT, OCS, CCCE	Iricel Rivera, Director	Lida Rivera Perez, PT, CCCE
Steve Horney, PT, CCCE	Nicole Hoskins, PT, CCCE	Aaron Robbins, PT, CCCE	Tony Rocklin, PT, CCCE
Rusty Hottal	Ryan Hough, PT, CCCE	Debra Rodgers-Olson, PT, CCCE	Percy Rodriguez
Teresa Huffman, PT, CCCE	LaTrice Hutton	Steve Rogers, MSPT, CCCE	Timothy Rohrs, PT, DPT, CCCE
Deborah Hysjulien, CCCE	Sonya Irons, MPT, CCCE	Pedro Romero, PT, CCCE	Lisa Rose, PT
Linda Isbell, PT, CCCE	Brian Jacobs, PT, CCCE	Marilyn Ross, PT, CCCE	John Rubino, Director of Recruiting
Renuka Jain, PT, CCCE	Jamie Janes, PT, CCCE	Jay Ruettggers, CCCE	Kim Rutherford, PT, CCCE
Phil Jasheway, CCCE	Paolo Jimenez, PT, CCCE	Dawn Ryan, PT	Justin Sampley, MPT, OCS, Clinic Director

Jennifer Saunders, PT, CCCE	Sarah Schmautz, PT, CCCE
Carlos Schmidt, PT, CCCE	Rhodes Scott
Setu Sharma, OTR	Lynn Sharp, PT, CCCE
Lindsey Sharpe, PT, DPT, PCS	Dawn Shuda, PT, CCCE
Allison Simms, PT, CCCE	David Smith
Kristi Smith, PT, CCCE	Paul Smith, PT, CCCE
Lauren Sok, MPT, CCCE	Rene Spanburg, PT, CCCE
Jan Stasinski, OTRL	Kerrie Steffan, PT, CCCE
Krissy Stein, PT, CCCE	Ellen Steudle, MPT, CCCE
Miles Stevenson, PT, CCCE	Phil Stoddard, PT, CCCE
Lisa Stogner, PT, CCCE	Heather Stokes, PT, CCCE
Mary Strimbu, PT, CCCE	Cheryl Strong, PT, CCCE
Lynda Sullivan, Division VP	Lori Summerfelt
Sheri Swaim, CCCE	Colette Switzer, PT, CCCE
Renel Tabingo, PT, CCCE	Fernando Tan
Heidi Teage, PT, CCCE	
Brian Thacker, DPT, OCS, SCS, COMT, CPed	
Bindu Thamman, PT, CCCE	Michelle Thibodeau, PT, CCCE
Diann Thorne, PT, CCCE	Kim Traub, PT
Tim Turner, PT, CCCE	Lori Vande Guchte
Susan VanDeWalker, PT, CCCE	Kathleen Vasquez, PT, CCCE
Teresa Vinson, CCCE	David Walker, PT, CCCE
Melanie Walls	Karen Walz, PT, CCCE
Althea Watson, PT, CCCE	Dennika Weller, PT, CCCE
Wendy Whiteburch, CCCE	Chris Wicker, DPT, OTR/L, CCCE
Alyson Wilkey, PT	Denise Williams, CCCE
Joel Williams, PT, CCCE	Patti Willmarth, CCCE
Debra Wilson, PT, CCCE	Kimberly Winters, PT, CCCE
Christine Wright, PT, CCCE	Alicia Yokom, PT, CCCE
Laythen Young, CCCE	Heidi Zander, PT, CCCE
Jen Zdobylak, PT, MBA, LAT, ATC, CCCE	
Ryan Zika, PT	Alan Zirkle

Curricula Coordinators

Pre-Professional Curricula

Chiropractic	Lee E. Olson, PT, DC
Cytotechnology	Marcia A. Kilsby
Dental Assistant	James L. Hayward
Dental Hygiene	James L. Hayward
Dentistry	James L. Hayward
Dietetics	Winston J. Craig
Health Information Management	Marcia A. Kilsby
Law	Brent Geraty
Medicine & Osteopathy	Bill Chobotar, H. Thomas Goodwin, Marcia A. Kilsby, D. David Nowack
Occupational Therapy	Bill Chobotar
Optometry	James L. Hayward
Pharmacy	D. David Nowack
Physical Therapy	Dixie Scott
Physician Assistant	Bill Chobotar, H. Thomas Goodwin D. David Nowack
Public History	Gary G. Land
Respiratory Care	Bill Chobotar
Veterinary Medicine	Katherine Koudele

COLLEGE OF TECHNOLOGY

Emeriti

Glenn E. Johnson, MEngSc	Associate Professor of Engineering Technology, Emeritus
Ronald L. Johnson, MSEE	Associate Professor of Engineering & Computer Science, Emeritus
Harold H. Lang, PhD	Professor of Engineering, Emeritus
Harry C. Lloyd, MA	Professor of Aeronautical Technology, Emeritus
Robert R. Ludeman, PhD	Professor of Engineering Technology, Emeritus
Laun L. Reinholtz, PhD	Professor of Technology Education, Emeritus

Figures at the right margin indicate date of appointment to the College of Technology.

Regular Faculty

George S. Agoki, Professor of Engineering BscEng, MA, PhD, University of Nairobi	2001
Stanley H. Beikmann, Assistant Professor of Agriculture BS, Kansas State University	1996
Verlyn R. Benson, Professor of Digital Media and Photography BS, Pacific Union College; MA, California Polytechnic University; DIT, University of Northern Iowa	2004
Brani Byers, Assistant Professor of Aeronautical Technology Airframe and Powerplant BT, Andrews University; FAA Ratings: Private Pilot, ASEL, Instrument; Mechanic: Airframe and Powerplant, Authorized Inspector	2010
Thomas N. Chittick, Professor of Agriculture BS, MAT, MA, Andrews University; MS, Michigan State University; EDD, Andrews University	1987
Donald C. DeGroot, Associate Professor of Engineering and Computer Science AS, BS, Andrews University; MS, PhD, Northwestern University	2006
James H. Doran, Assistant Professor of Aeronautical Technology BA, University of Maryland; MBA, Andrews University FAA Ratings: Commercial Pilot, ASEL, AMEL; Instrument; Flight Instructor, ASEL, AMEL, Instrument	2005
Duane E. Habenicht, Associate Professor of Aeronautical Technology 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	2001
Katherine Koudele, Professor of Animal Science BA, MS, Andrews University; PhD, Michigan State University	1995
Hyun J. Kwon, Associate Professor of Engineering BS, MS, Korea Advanced Institute of Science and Technology; PhD, University of Louisville	2005
Gunnar Lovhoiden, Associate Professor of Engineering BS, Walla Walla University; MS, PhD, University of Tennessee	2007
Thomas J. Michaud, Instructor of Digital Media BGS, University of Kansas	2006

416 UNIVERSITY PERSONNEL

Diane Myers, Assistant Professor of Graphic Design BT, Andrews University	2009
Boon-Chai Ng, Professor of Engineering and Computer Sciences BS, Western Michigan University; MS, PhD, Michigan State University	2002
Roberto Ordonez, Assistant Professor of Computer Science BS, Southern Adventist University MS, Andrews University	1997–2002, 2011
Sharon J. Prest, Associate Professor of Technology Education BS, MA, Andrews University	1999
David B. Sherwin, Assistant Professor of Photography BFA, Andrews University	1987–1991; 2000
Dina Simmons, Assistant Professor of Aeronautical Technology BT, Andrews University; FAA Ratings: Commercial Pilot, ASEL, AMEL; Instrument; Flight Instructor, ASEL, AMEL, Instrument	2005
Douglas Taylor, Assistant Professor of Graphic Design BFA, Andrews University	2010
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
Marc G. Ullom, Assistant Professor of Photography BS, Andrews University	1997
Roy Villafane, Associate Professor of Computer Science BS, MS, PhD, University of Central Florida	2004
William D. Wolfer, Assistant Professor of Computer Science BBA, MS, Andrews University	1990, 1995, 1999
Ralph C. Wood, Assistant Professor of Agriculture BS, MPH, Loma Linda University	1999

Associate Degree Curricula

Agriculture/Horticulture	Thomas N. Chittick
Aeronautics Technology (Flight, Maintenance)	
Graphic Imaging Technology	

Adjunct Professors

Larry H. Adams, MS	Agriculture
Dayle Birney, BS	Agriculture
Lewis R. Carrington, MA	Digital Media and Photography
M. Lee LaVanway, AS	Agriculture
Holly D. Shaffer, DVM	Agriculture
Jeff Trubey	Agriculture
Michael Villwock, BT	Agriculture

SCHOOL OF ARCHITECTURE

Emeritus

William W. Davidson, PhD	Professor of Engineering, Emeritus
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Figures at the right margin indicate beginning date of employment and date of appointment to the School of Architecture.

Regular Faculty

Carey C. Carscallen, Associate Professor of Architecture BA, Walla Walla University; MS, BArch, MArch, University of Idaho	1997
Paula L. Dronen, Associate Professor of Architecture BS, BSI, Andrews University; JD, Michigan State University	1994, 2008
Troy M. Homenchuk, Assistant Professor of Architecture BArch, Andrews University; MArch, University of Notre Dame	2007
Robin A. Johnson, Assistant Professor of Architecture BS, MArch, University of Michigan	2005
Thomas B. Lowing, Associate Professor of Architecture BS, MArch, University of Michigan; Member: American Institute of Architects; Licensed Architect, State of Michigan	1996
Mark A. Moreno, Associate Professor of Architecture BS, University of Texas at Arlington; MArch, Harvard University	1996
Rhonda G. Root, Professor of Art BA, MAT, Andrews University; MFA, University of Notre Dame (Holds joint appointment in the College of Arts & Sciences)	1995
Llewellyn D. Seibold, Professor of Architecture BS, University of Nebraska; MArch, University of Oregon; Licensed Architect, State of Kansas	1989, 1994
Martin D. Smith, Assistant Professor of Architecture BArch, Andrews University; Licensed Architect, State of Michigan	2003
Ariel Solis, Assistant Professor of Architecture BSA, MArch, Andrews University	2010
Andrew C. von Maur, Associate Professor of Architecture BArch, Andrews University; MArch, University of Notre Dame	2003
Kristin S. von Maur, Assistant Professor of Architecture BArch, Andrews University; MArch, University of Notre Dame	2003

SCHOOL OF BUSINESS ADMINISTRATION

Emeritus

Robert E. Firth, PhD	Professor of Management, Emeritus
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Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the School of Business Administration.

Regular Faculty

Samuel Kim-Liang Chuah, Professor of Economics BS, MA, University of the Philippines; PhD, Washington State University	1998
Leonard K. Gashugi, Associate Professor of Economics and Finance BA, MA, Fordham University; MA, Andrews University; PhD, Boston University	1979

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
Betty L.S. Gibson, Assistant Professor of Computer Science and Information Systems BSc, The University of the West Indies; MS, Andrews University	1999
José R. Goris, Professor of Management BA, Antillean Adventist University; MA, Loma Linda University; MBA, Inter American University of Puerto Rico; PhD, University of North Texas	2000
William C. Greenley, Assistant Professor of Computer Information Systems BS, Columbia Union College; MSA, Central Michigan University; DBA, Nova Southeastern University	1994
Alan J. Kirkpatrick, Associate Professor of Finance BA, University of South Florida; MBA, Georgia State University; DBA, University of Tennessee	2005
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
Armand Poblete, Instructor of Information Systems BS, University of Eastern Africa; MS, Andrews University	2005
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
Robert C. Schwab, Professor of Management BA, Atlantic Union College; MBA, Andrews University; PhD, University of Oregon	1976, 1980, 1993
Allen F. Stembridge, Professor of Management Business Diploma, Helderberg College; B. Commerce, University of South Africa; MBA, EdD, Andrews University	1988–99, 2007
Carmelita Troy, Associate Professor of Accounting BS, Pacific Union College; MBA, Andrews University; PhD, University of Maryland–College Park	2007
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 Professors

Mark E. J. de Rond, PhD	Management
Robin Sarkar	Management
Delyne J. Shepard, PhD	Economics and Finance
Lauren K. Strach, PhD	Marketing
Susan M. Taylor, JD	Management
Charlotte Wenham	Management
Douglas M. Wood, MBA	Management

Visiting Professor

Slimen J. Saliba, PhD	Marketing
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SCHOOL OF EDUCATION

Emeriti

George H. Akers, EdD	Professor of Curriculum and Instruction, Emeritus
Edith C. Davis, MA	Assistant Professor of Education, Emerita
Mercedes H. Dyer, PhD	Professor of Educational Psychology and Counseling, Emerita
Lyndon G. Furst, EdD	Graduate Dean and Professor of Educational Administration and Supervision, Emeritus
Wilfred G. A. Futcher, PhD	Professor of Research & Statistical Methodology, 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
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
Richard Orrison, EdD	Professor of Teacher Education, Emeritus
Edward A. Streeter, EdD	Professor of Educational Administration & Supervision, Emeritus
Jerome D. Thayer, PhD	Professor of Research and Statistical Methodology, Emeritus
John B. Youngberg, EdD	Professor of Religious Education, Emeritus
Millie U. Youngberg, EdD	Professor of Teacher Education, Emerita

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the School of Education.

Regular Faculty

Nancy Agnetta, Assistant Professor of Teacher Education BA, Grand Valley State University; MS, University of Kansas	2001
Michelle K. Bacchiocchi, Assistant Professor of Teacher Education BS, MMT, MAT, Andrews University	2006
Rudolph N. Bailey, Professor of Educational Psychology, School Psychology and Special Education BA, Columbia Union College; MA, University of London; PhD, Andrews University	2001
Erich W. Baumgartner, Professor of Leadership and Intercultural Communication Diplôme d'Evangeliste Licencié, Adventist University of France; MDiv, Andrews University; MA, PhD, Fuller Theological Seminary	1994
Larry D. Burton, Professor of Teacher Education BS, Andrews University; MEd, Southwestern Adventist College; PhD, Andrews University	1995
Nancy J. Nixon Carbonell, Associate Professor of Counselor Education and Counseling Psychology BA, Pacific Union College; MA, PhD, Andrews University	1991

418 UNIVERSITY PERSONNEL

Ron D. Coffen, Associate Professor of Counseling and School Psychology BS, Andrews University; MA, PhD, University of Maryland	2003	Raymond J. Ostrander, Professor of Teacher Education BA, California State College, Bakersfield; MS, University of Tennessee, Knoxville; PhD, University of Nebraska, Lincoln	1992
Duane M. Covrig, Professor of Leadership and Educational Administration BA, Weimar College; MA, Loma Linda University; PhD, University of California, Riverside	2005	Barbara A. Reid, Associate Professor of Teacher Education BS, Andrews University; MA, PhD, University of Maryland	2006
R. Lee Davidson, Associate Professor of Teaching and Learning BS, Southern Missionary College MEd, University of Tennessee; EdD, Auburn University	2002	Dennis Waite, Assistant Professor of Counselor Education and Counseling Psychology BA, Andrews University; MA, EdD, Western Michigan University	1998
Becky De Oliveira, Instructor of Graduate Writing BA, Walla Walla College; MA, Andrews University (Newbold College); MA, Lancaster University	2008	Carole Woolford-Hunt, Associate Professor of Counseling Psychology BS, Andrews University; MEd, Northeastern University; PhD, Western Michigan University	2008
David K. Ferguson, Instructor of Leadership BA, MA, Andrews University	2009		
Shirley A. Freed, Professor of Leadership and Qualitative Research BA, Andrews University; MA, Loma Linda University; PhD, Andrews University	1991		
Elvin S. Gabriel, Professor of Educational Psychology and Counselor Education BS, Atlantic Union College; MA, Andrews University; EdS, Loma Linda University; EdD, The George Washington University	1997		
Sylvia Gonzalez, Associate Professor of Leadership and Educational Administration BSA, Indiana Wesleyan University; MBA, PhD, Andrews University	2003		
Tevni E. Grajales Guerra, Professor of Research and Statistical Methodology BA, Columbia Adventist University; MA, Loma Linda University; DSEd, Latina University	2006		
James R. Jeffery, Professor of Educational Administration BA, Columbia Union College; MA, Andrews University; PhD, University of Alberta	1999		
Jimmy Kijai, Professor of Research and Statistical Methodology BA, Spicer Memorial College; MEd, PhD, University of South Carolina	1990		
Frederick A. Kosinski, Jr., Professor of Counselor Education and Counseling Psychology BA, Union College; MA, San Diego State University; PhD, Purdue University	1983		
Elizabeth Lundy, Assistant Professor of School Psychology and Special Education BA, Hope College; MA, EdS, Andrews University	2008		
Robson Marinho, Associate Professor of Leadership and Higher Education Administration BA, MA, Latin-American Adventist Theological Seminary; MA, Andrews University; PhD, Indiana University	2006		
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		
Faith-Ann McGarrell, Assistant Professor of Curriculum and Instruction AS, BA, Caribbean Union College; MA, PhD, Andrews University	2007		
		Education	
		Ray J. Ostrander	Director of Teacher Education
		Barbara A. Reid	Director of Student Teaching and Field Experience
		Adjunct Professors	
		Hinsdale Bernard, PhD	Leadership
		Larry Blackmer, MA	Educational Administration
		Pamela Brown, MA	Teacher Education
		William Bruinsma, PsyD	Educational & Counseling Psychology
		Matthew K. Burns, PhD	Leadership
		Pamela Burton, MA	Teacher Education
		Beverly Cobb, PhD	Leadership
		Pam Cress, PhD	Leadership
		Michelle Crowder, MA	Teacher Education
		Ray Davis, EdD	Educational Administration
		Jennifer Dove, PhD	Leadership
		Marilyn R. Eggers, PhD	Leadership
		James Epperson, EdD	Educational Administration
		M. Lloyd Erickson, PhD	Educational & Counseling Psychology
		David A. Faehner, PhD	Educational Administration
		Troy Fitzgerald, PhD	Leadership
		Cheryl Fleming, PhD	Leadership
		Vinjar Fonnebo, MD, PhD	Leadership
		Linda Fuchs, MA	Teacher Education
		A. Barry Gane, PhD	Leadership
		Eduardo Gonzalez, EdD	Educational Administration
		Mickey Hay, PhD	Leadership
		David L. Heise, PhD	Leadership
		Ruth Horton, EdD	Teacher Education
		Elsie Jackson, PhD	Leadership
		Donna Jeffery, EdS	Educational & Counseling Psychology
		Loretta Johns, PhD	Leadership
		Stephen Joseph, PhD	Curriculum & Instruction
		Paul Kaak, PhD	Leadership
		Lolethia Kibble, PhD	Leadership
		Kenneth Kirkham, MA	Teacher Education
		Marianne E. Kirner, PhD	Leadership
		Raquel Korniejczuk, PhD	Curriculum & Instruction
		Sunimal Kulasekera, PhD	Teacher Education
		Dale J. Mancini, PhD	Leadership
		James Martz, MA	Teacher Education
		Jeannie Montagano, PhD	Educational & Counseling Psychology
		Isadore Newman, PhD	Leadership
		Constance C. Nwosu, PhD	Curriculum & Instruction
		Silas Oliveira, PhD	Leadership

Jean A. Papandrea, PhD	Leadership	Bruce L. Bauer, Professor of World Mission	1989–97, 2000
Jacqueline M. Quinn-Tan, PsyD	Educational & Counseling Psychology	BA, MA, Andrews University; MAMiss, DMiss, Fuller Theological Seminary	
Gary Randolph, EdS	Educational Administration	Kathleen A. Beagles, Assistant Professor of Religious Education	2008
Angela T. Razon, PsyD	Educational & Counseling Psychology	BA, Columbia Union College; MA, PhD, Andrews University	
Hyacinth Rose, PhD	Teacher Education	O. M. “Skip” Bell, Professor of Christian Ministry	2000
Bill Shepard, MA	Teacher Education	BA, Union College; MDiv, Andrews University; DMin, Fuller Theological Seminary	
Bradley Sheppard, MA	Teacher Education	Merlin D. Burt, Associate Professor of Church History	2004
Sue Smith, PhD	Leadership	BA, Southwestern Adventist College; MDiv, PhD, Andrews University	
Pretoria St. Juste, PhD	Curriculum & Instruction	Fernando L. Canale, Professor of Theology and Philosophy	1985
Karen Stockton-Chilson, PhD	Leadership	Licenciado en Teología, Profesor de Filosofía y Pedagogía, River Plate University;	
Garry Sudds, MA	Teacher Education	Licenciado en Filosofía, Catholic University of Santa Fe; MDiv (equivalency), PhD, Andrews University	
Louis Trenta, PhD	Leadership	P. Richard Choi, Associate Professor of New Testament	1991
James A. Tucker, PhD	Leadership	BA, Pacific Union College; MDiv, Andrews University; PhD, Fuller Theological Seminary	
Joan Ulloth, PhD	Leadership	Lisa L. Clouzet, Assistant Professor of Ministry and Chaplaincy	2007

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Emeriti

Russell C. Burrill, DMin	Professor of Evangelism and Church Growth, Emeritus	Ron E.M. Clouzet, Professor of Christian Ministry and Pastoral Theology	2007
Raoul Dederen, Dr.es-Sc. Mor.	Professor of Theology, Emeritus	BA, Loma Linda University; MDiv, Andrews University; DMin, Fuller Theological Seminary; ThD, University of South Africa	
Walter B.T. Douglas, PhD	Professor of Church History and History of Religion, Emeritus	P. Gerard Damsteegt, Associate Professor of Church History	1988
Roger L. Dudley, EdD	Professor of Church Ministry, Emeritus	Certificate of Aeronautical Engineering, School of Aeronautics, The Hague;	
Atilio R. Dupertuis, ThD	Professor of Theology, Emeritus	BA, Columbia Union College; MDiv, Andrews University; Certificate, Centre Universitaire d'Études Oecuméniques; MPH, Loma Linda University;	
C. Raymond Holmes, DMin	Professor of Preaching and Worship, Emeritus	Dr Theol, Free University of Amsterdam	
Robert M. Johnston, PhD	Professor of New Testament and Christian Origins, Emeritus	Jo Ann M. Davidson, Professor of Theology	1992
George R. Knight, EdD	Professor of Church History, Emeritus	BA, MA, Andrews University; PhD, Trinity Evangelical Divinity School	
W. Larry Richards, PhD	Professor of New Testament Exegesis, Emeritus	Richard M. Davidson, J.N. Andrews Professor of Old Testament Interpretation	1979
Leona G. Running, PhD	Professor of Biblical Languages, Emerita	BA, Loma Linda University; MDiv, PhD, Andrews University	
Russell L. Staples, PhD	Professor of World Mission, Emeritus	Cheryl D. Doss, Associate Professor of World Mission	2000
O. Jane Thayer, PhD	Associate Professor of Religious Education, Emerita	BS, MA, Andrews University; PhD, Trinity Evangelical Divinity School	
Steven P. Vitrano, PhD	Professor of Preaching, Worship, & Evangelism, Emeritus	Gorden R. Doss, Associate Professor of World Mission	1998
Peter van Bemmelen, ThD	Professor of Theology, Emeritus	BA, MDiv, DMin, Andrews University; PhD, Trinity Evangelical Divinity School	
Nancy J. Vyhmeister, PhD	Professor of Mission, Emerita	Jacques B. Doukhan, Professor of Hebrew and Old Testament Exegesis;	1984
Werner K. Vyhmeister, PhD	Dean and Professor of Mission, Emeritus	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	

Figures at the right margin indicate (1) beginning date of employment and (2) date of appointment to the Theological Seminary.

Regular Faculty

Niels-Erik Andreasen, Professor of Old Testament Studies	1994	Denis J.H. Fortin, Professor of Theology	1994
BA, Newbold College; MA, BD, Andrews University; PhD, Vanderbilt University		BA, Canadian University College; MDiv, Andrews University; PhD, Université Laval	
John T. Baldwin, Professor of Theology	1987	Constance E.C. Gane, Assistant Professor of Archaeology and Old Testament;	2003
BA, Walla Walla University; MA, MDiv, Andrews University; PhD, University of Chicago		BS, Pacific Union College; MA, University of California, Berkeley	

420 UNIVERSITY PERSONNEL

Roy E. Gane, Professor of Hebrew Bible and Ancient Near Eastern Languages; BA, BMus, Pacific Union College; MA, PhD, University of California, Berkeley	1994	Jiří Moskala, Professor of Old Testament Exegesis and Theology BA, MTh, ThD, Protestant Theological Faculty of Charles University, Czech Republic; PhD, Andrews University	1999
Emilio Garcia-Marenko, Professor of Family Ministry AA, BTh, Central American Adventist University MA, EdD, Andrews University	1997	James J. North, Jr., Professor of Pastoral Care and Chaplaincy; Seminary Chaplain BA, Atlantic Union College; MDiv, DMin, Andrews University	1988
Paul Z. Gregor, Associate Professor of Old Testament and Biblical Archaeology; BA, MA, Newbold College; PhD, Andrews University	2007	Ricardo Norton, Associate Professor of Church Growth BTh, Universidad de Montemorelos; MDiv, Andrews University; DMin, Fuller Theological Seminary	1996
Kenley Hall, Associate Professor of Christian Ministry BA, Loma Linda University; MDiv, DMin, Andrews University	2004	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
Martin Hanna, Associate Professor of Historical Theology BA, Northern Caribbean University; MA, PhD, Andrews University	2004	Stanley E. Patterson, Associate Professor of Christian Ministry BA, Southwestern Adventist University; PhD, Andrews University	2008
Donald C. James, Assistant Professor of Small Group Evangelism BA, Pacific Union College; MDiv, DMin, Andrews University	1995	John Reeve, Assistant Professor of Church History BA, Pacific Union College; MA, MDiv, Andrews University; PhD, University of Notre Dame	2004
Darius W. Jankiewicz, Associate Professor of Theology BA, Avondale College; MDiv (equivalency), PhD, Andrews University	2008	Teresa Reeve, Assistant Professor of New Testament Contexts BA, Pacific Union College; MA, MDiv, Andrews University; PhD, University of Notre Dame	2002
R. Clifford Jones, Professor of Christian Ministry; BA, Fitchburg State College; MA, Andrews University; DMin, New York Theological Seminary; PhD, Western Michigan University	1995	Eduard E. Schmidt, Assistant Professor of Personal Evangelism BA, River Plate University; MDiv, Andrews University; DMin, Fuller Theological Seminary	1995
S. Joseph Kidder, Professor of Christian Ministry BA, BS, Walla Walla University; MDiv, DMin, Andrews University	2000	Thomas Shepherd, Professor of New Testament BA, Pacific Union College; MPH, DrPH, Loma Linda University; MA, PhD, Andrews University	2008
Miroslav M. Kiš, Professor of Ethics Diplôme d'Évangéliste Licencié, Séminaire Adventiste du Salève; MDiv, Andrews University; PhD, McGill University	1983	Ranko Stefanovic, Professor of New Testament BTh, MA, Adventist International Institute of Advanced Studies; PhD, Andrews University	1999
Wagner Kuhn, Associate Professor of World Mission BTh, Seminario Adventista Latino-Americano de Teologia; MA, Andrews University; PhD, Fuller Theological Seminary	2005	H. Peter Swanson, Assistant Professor of Pastoral Care; Director, Seminary Assessment Theol Dipl, Helderberg College; MA, PhD, Andrews University	1988
Richard McEdward, Associate Director, Institute of World Mission BA, Walla Walla University; MDiv, Andrews University; DMiss, Fuller Theological Seminary	2010	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, Associate 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

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, PhD Islamic Studies
 Jesse Wilson, DMin Urban Ministry
 Steve Yeagley, MDiv Youth Evangelism

2011–12 FACULTY FROM AFFILIATED SCHOOLS

Undergraduate

Hong Kong Adventist College

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

Jon Arthur Cole, PhD Academic Dean & Professor of Environmental Sciences

Luis Alberto Veiga Calado Comparada, MA Instructor of Mathematics

Jonathan Ah Meng Foo, PhD Professor of Religion

Steve Kar-wai Hung, MSc Instructor of Math & Computer Tools

Twinky Chuen-Chuen Lau, MA Instructor of Religion

Joseph Ho-Wai Lee, MA Instructor of Psychology

Yee Ping Lee, MA Instructor of Psychology

Raymond Lui, MS Instructor of Chemistry

Kelvin Man-Him Ng, MA, MPhil Instructor of Psychology

Yu-Yan Pang, PhD Instructor of Psychology

Arlene B. Siagian, MMus Assistant Professor of Music

Cindy Pui-Yee Sing, MA Instructor of Accounting

Callie Sze-Tai Sze, PhD Instructor of Chemistry

Frank Wai-Ming Tam, PhD Academic Dean

Joseph Yoon-Chiang Tham, MA Assistant Professor of Chinese Language, History & Culture

Priscilla Chung-Chi Wong, MA Assistant Professor of Psychology & History

Jon Arthur Cole, PhD Academic Dean & Professor

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

Radisa Antic, PhD Senior Lecturer in Biblical Studies & Church History

Robin Anthony, MA Lecturer in English, History & Media Arts

John Baildam, PhD Director of Academic Affairs and Principal Lecturer

Jan Barna, PhD Lecturer in Systematic Theology

Valerie Bernard-Alan, MSc Senior Lecturer in Behavioral Sciences

Andreas Bochmaan, PhD Senior Lecturer in Pastoral Counseling

Manuela Caste, MA Lecturer in Pastoral Studies

John Crissey, MBA Lecturer in Business Management

Stephen Currow, DMin Principal Lecturer in Pastoral Studies

Karl Da Silva, MSc Lecturer in Media Arts

Henrik Jorgensen, MA Assistant Lecturer in Religion, Head of Student Services

Marinko Markek, MA Course Director Business Management, Lecturer in Business Management

422 AFFILIATED SCHOOLS FACULTY

Aulikki Nahkola, DPhil	Director of Research Degrees, Principal Lecturer in Old Testament
Michael Pearson, DPhil	Vice Principal, Principal Lecturer in Philosophy
Gifford Rhamie, MA	Lecturer in Pastoral Studies
Sandra Rigby-Barrett, PhD	Senior Lecturer in Music
Rodney Rosenquist, PhD	Head of Department of Management, Arts and Social Studies, Lecturer in English
Laurence Turner, PhD	Head of Department of Theological Studies, Principal Lecturer in Old Testament
Jean-Claude Verrecchia, Dr es sciences religieuses	Principal Lecturer in New Testament and Statistics
Cedric Vine, MA	Course Director Undergraduate Theology, Lecturer in New Testament

University of Southern Caribbean—Port-of-Spain, Trinidad

Lennox Allicock, MS	Instructor in Mathematics
Phyllis Andrews, MAT, MBA	Associate Professor of Business Education
Imo R. Bakari, MA	Behavioral Sciences
Franklyn Baldeo, MA	Associate Professor of Education
Clyde Best, MA	Associate Professor of Behavioral Sciences
Anthony Brumble, MSc	Associate Professor of Electronics/Drafting
Keith Chin Aleong, MA, PhD	Assistant Professor of Communication
Carla Copeland, MA	Behavioral Sciences
Cynthia Cudjoe, MSc	Instructor in Computer Science
Letroy Cummings, PhD	Behavioral Sciences
Nequesha Dalrymple, MS	Family and Consumer Sciences
Ronald Daniel, MDiv	Associate Professor of Theology
Damaris DeMatas, BA	Instructor of Music
Carlton Drepaul, MA	Associate Professor of English
Lincoln Dyer, MEd	Education
T. Leslie Ferdinand, EdD	Professor of Education and Sociology
Nichole Homeward, MEd	Education
Fazadudin Hosein, PhD	Associate Professor of Theology
Michael Isiwela, PhD	Business
Lancashia Joseph, MA	Education
Boxter Kharbteng, PhD	Religion
Olive Lewis, BA	Instructor in English and Family and Consumer Sciences
Shirley McGarrell, PhD	Professor of English
Errol Mitchell, MA	Associate Professor of Religion
Narsha Modeste, MA	Behavioral Sciences
Keren Monrose, MS	Information Systems
George Mubita, MS	Information Systems
Jennifer Paul, PhD	Assistant Professor of Chemistry
Clifton Pryce, MA	Assistant Professor of Education
Anupama Ramella, MA	Education
Satyanarayana Ramella, MA, MBA	Business
Diadrey-Anne Sealy, BS, MS	Family & Consumer Sciences
Carl Spencer, MA	Religion
Evelyn Tucker, MBA, JD	Business
Hillman St. Brice, PhD	Associate Professor of Behavioral Sciences
Cynthia Ward, MAT, MA	Associate Professor of Business Education
Roselyn Ward, MA	Professor of Music

Graduate—Education

Spicer Memorial College—Pune, India

Sheela Chacko, PhD	Associate Professor of Education
Sam Charles, MA	Professor of Education
Nanibala Immanuel Paul, PhD	Dean, School of Education; Associate Professor of Education
S. Rajendra Prasad, MSc, MEd	Academic Dean, Professor of Education
Vishranthi Uttam Sathe, PhD	Instructor of Education

Graduate—Religion

Spicer Memorial College—Pune, India

Esther Deepati, DPH	Instructor in Public Health
Vara Prasad Deepati, PhD	Instructor in Old Testament
Calvin Joshua, DMin, PhD	Instructor in Religion & Religious Education
Roy Jemison Injety, DMin	Dean, School of Religion; Professor of Theology
Mohanraj Wilson Israel, DMin	Associate Professor of Theology
Sharath Babu Nakka, DMin	Associate Professor of Theology
Chawngdinpuui Tlau, PhD	Assistant Professor of Theology

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

College of Arts & Sciences

Department of Medical Laboratory Sciences

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N River Rd
Rosemont IL 60018-5719

Department of Chemistry

American Chemical Society
1155 Sixteenth Street NW
Washington DC 20036

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 degrees: Department of Music

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston VA 20190

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
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Physical Therapy program: Department of Physical Therapy

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 N Fairfax Street
Alexandria VA 22314

Social Work program: Department of Social Work

Council on Social Work Education
1600 Duke Street, Suite 300
Alexandria VA 22314-3421

College of Technology

Department of Aeronautics

Federal Aviation Administration
800 Independence Ave SW
Washington DC 20591

Department of Engineering & Computer Science

Accreditation Board for Engineering & Technology (ABET)
111 Market Place, Suite 1050
Baltimore MD 21202

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 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

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
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

GENERAL INDEX

A

Academic Calendar, 2011–2012.....	4
Academic Information, Undergraduate.....	34
Academic Integrity.....	30
Academic Probation Procedures.....	35
Academic Scholarships Funded by Andrews University.....	68
Academic Suspension/Dismissal.....	35
Academic Training.....	26
Accepting Illegal Public Benefits, International Students.....	26
Accreditation.....	316
Accreditation Appendix.....	423
Accreditation, University.....	10
Action America.....	146
ADA Services for Students with Disabilities.....	17
Admission, Graduate Programs.....	44
Admission of International Students.....	34
Admission of Transfer Students.....	33
Limit on Number of Transfer Credits.....	33
Transfer of Credits.....	33
Transfer of Credits from an Unaccredited School.....	33
Admission to the Honors Program.....	91
Admission, Undergraduate Programs.....	31
Advanced Placement Opportunities.....	36
Advanced Placement Program.....	36
Credit by Examination.....	36
International Baccalaureate Exam.....	36
Validation or Proficiency Exams.....	36
Adventist Colleges Abroad.....	18
Adventist Colleges Abroad Program.....	162
Adventist Heritage Center.....	12
Advisors.....	34
A Faith-Based University.....	19
Campus Ministries.....	19
Seventh-day Adventist Faith and Values.....	19
Affiliation & Extension Programs.....	18
Graduate.....	18
Undergraduate.....	18
A Gathered Community.....	19
Absences.....	20
Attendance Monitoring.....	20
Attendance Requirement.....	20
Traditional Undergraduates.....	20
Non-Traditional Undergraduates.....	20
Exempted Undergraduates.....	20
Co-Curricular Probation and Registration Hold.....	20
Co-Curricular Programs.....	19
Chapels and Forums.....	19
Choices.....	19
Changes.....	20
Co-Curricular Fee.....	20
Pass/Fail System.....	20
Requirements at a Glance.....	20
A Healthy U.....	11
Alumni Association Officers.....	405
Andrews Academy.....	17
Andrews Community Counseling Center.....	11
Andrews Graduate Scholarship.....	77
Andrews Partnership Scholarship.....	68
Andrews University Airpark.....	11
Andrews University Bookstore.....	11
Andrews University Graduate Student Association.....	22
Andrews University/Griggs University Partnership.....	54
Andrews University I-20.....	25
Andrews University Press.....	11
Andrews University Student Association (AUSA).....	22
Andrews University Year in England.....	18
Apartments and Houses for Rent.....	21
Appendix.....	423
Accreditations.....	423
Approval.....	424
Memberships.....	424
Applications and Final Clearances.....	30
Architecture Resource Center.....	11
Areas of Study.....	35
A Residential Campus.....	20
Apartments and Houses for Rent.....	21
Community Residential Agreement.....	21
Other Accommodations.....	21
Non-Residence Hall Housing.....	21
Residence Halls.....	21
Residential Living Policy.....	20
ASOR Study Center Opportunities.....	347
Associate Degree Requirements.....	37
Course Requirements.....	37
Credit Requirement.....	37
Grade Requirements.....	38
Request for Graduation.....	38
Residence Requirements.....	37
Attendance at another School, International Students.....	25
Attendance at the University.....	28
AU—Audited Classes (Including HN, UA, and UH).....	28
Auto Insurance.....	23
Auto Licensing.....	23
Available Medical Care.....	23
A Wholesome Lifestyle.....	21
Accountability.....	22
Code of Student Conduct.....	21
<i>Community Values Agreement</i>	22
Core Christian Values.....	21
B	
Baccalaureate Degree Requirements.....	
Assessment (Evaluation) Requirements.....	37
Course Requirements.....	37
Credit Requirement.....	37
Grade Requirements.....	37
Multiple Majors.....	37
Request for Graduation.....	37
Residence Requirements.....	37
Board of Trustees.....	406
C	
Campus Map.....	439
Campus Ministries.....	19
Campus Resources.....	11
A Healthy U.....	11
Andrews Community Counseling Center.....	11
Andrews University Airpark.....	11
Andrews University Bookstore.....	11
Andrews University Press.....	11
Architecture Resource Center.....	11
Center for Adventist Research.....	12
Adventist Heritage Center.....	12
Ellen G. White Estate Branch Office.....	12
University Archives.....	12
Center for College Faith.....	12
Center for Distance Learning & Instructional Technology.....	12

Center for Statistical Services	12	Changes in Bulletin Requirements	28
Center for Teaching and Learning Excellence.....	12	Changes in Registration.....	28
Center for Women Clergy	13	Christian Leadership Center	13
Center for Youth Evangelism	13	Class Absences	30
Center of Continuing Education for Ministry	13	Class Attendance	29
Christian Leadership Center	13	Class Standing	35
Employment	13	Clinicals.....	26
Greek Manuscript Research Center	13	Co-Curricular Fee.....	20
Horn Archaeological Museum	13	Co-Curricular Programs	19
Howard Performing Arts Center.....	13	Chapels and Forums	19
Information Technology Services	14	Choices	19
InMinistry Center	14	Changes	20
Institute for Diversity and Multiculturalism	14	Code of Student Conduct	21
Institute for Prevention of Addictions.....	14	College of Arts & Sciences	98
Institute of Archaeology	14	College of Technology.....	234
Institute of Church Ministry.....	15	Commencement Services.....	31
Institute of Hispanic Ministry	15	Commitment to Abide by Rules and Standards	32
Institute of Jewish-Christian Studies	15	Community Residential Agreement	21
Institute of World Mission	15	<i>Community Values Agreement</i>	22
Intensive English Programs	15	Computing Your GPA	28
International Religious Liberty Institute	15	Cooperative Education.....	36
James White Library	15	Core Christian Values	21
LithoTech.....	16	Correspondence Courses	36
Marine Biological Field Station	16	Counseling & Testing Center.....	23
Mary Jane Mitchell Multimedia Center	16	Course Load.....	35
Mathematics Tutoring Center	16	Credit by Examination	36
Museum of Natural History	16	Curricular Practical Training (CPT).....	25
Music Materials Center	16	D	
North American Division Evangelism Institute.....	16	Dean's List	35
Office of the Ombudspersons	16	Declaration of Major	34
Radio Station WAUS 90.7 FM	17	Defense of Thesis/Dissertation	53
Screen Graphics.....	17	Degree Index.....	437
Seminary Library	17	Graduate Degrees	438
Student Insurance	17	Undergraduate Degrees	437
Student Success Center.....	17	Degrees by Distance Education	55
ADA Services for Students with Disabilities	17	DG—Deferred Grade (including DN)	28
The University Schools	17	Dining Services.....	23
Andrews Academy	17	Distance Education.....	54
Ruth Murdoch Elementary School.....	17	Diversity in the GE Curriculum	41
University Assessment.....	18	Documents That Establish Employment Eligibility	24
University Center for Reading, Learning and Assessment	18	Documents That Establish Identity.....	24
Writing Center.....	18	Dual Enrollment Status	33
<i>Cardinal</i>	22	Dual Enrollment Requirements	33
<i>Cast</i>	22	Limitation on Graduate Credits	33
Center for Adventist Research.....	12	E	
Center for College Faith	12	Eligibility Pre-Employment I-9 Form	24
Center for Distance Learning & Instructional Technology	12, 54	Ellen G. White Estate Branch Office.....	12
Academic Program	55	Employment Eligibility Certification	24
Available courses.....	55	Employment for J-1 and F-1 Students	26
Admission.....	54	Academic Training.....	26
Degrees by Distance Education	55	Clinicals, Practicums or Internships.....	26
Evaluation of Transcripts.....	54	Curricular Practical Training (CPT).....	26
AU/GU Financial Information.....	55	Optional Practical Training (OPT).....	26
Cancellations/Refunds	56	Employment (International Students)	24
Other Academic Information	55	Employment (Office of)	13, 24
Library Access	55	English Proficiency Requirement.....	32
Proctored Examinations	55	Examinations.....	29
Submission of Lessons	55	Exchange Visitor J Status.....	26
Registration	54	Excused Absences.....	30
Center for Statistical Services	12	F	
Center for Teaching and Learning Excellence.....	12	F-1 or J-1 Visas.....	25
Center for Women Clergy	13	FAA Certification	236
Center for Youth Evangelism	13		
Center of Continuing Education for Ministry	13		

Factors Influencing Grades.....	29	Gifts and Bequests.....	79
Faculty Listing.....	407	Graduate Financial Assistance.....	77
Affiliated Schools Faculty	421	Andrews Graduate Scholarship.....	77
Graduate—Education.....	422	Federal Aid.....	78
Spicer Memorial College—Pune, India.....	422	Federal and State Grants, Loans and Scholarships.....	78
Graduate—Religion.....	422	Grants and Scholarships.....	78
Spicer Memorial College—Pune, India.....	422	Institutional Aid.....	78
Undergraduate.....	421	Qualifying Criteria.....	77
Hong Kong Adventist College.....	421	Satisfactory Academic Progress (SAP) Policy.....	78
Newbold College—Bracknell, Berkshire, England.....	421	Student Employment Program.....	78
University of Southern Caribbean—Port-of-Spain, Trinidad.....	421	Travel Equalization Fund.....	78
College of Arts & Sciences	407	International Students.....	63
Adjunct Clinical Instructors in Dietetics.....	411	Master of Divinity Program.....	63
Adjunct Clinical Instructors of Physical Therapy.....	414	Miscellaneous Money Matters & General Fees.....	59
Adjunct Clinical Professors of Dietetics.....	411	Newbold College.....	73
Adjunct Professors.....	410	Payment Plans.....	61
Adjunct Professors of Physical Therapy.....	413	Special APS for FTIAC Students.....	68
Curricula Coordinators.....	415	Student Employment.....	74
Emeriti.....	407	Student Financial Services (SFS).....	59
Joint Appointments.....	410	Student Insurance Office.....	59
Professorial Lecturers.....	413	Student Missionary and Taskforce Worker Academic Credit/Loan Deferral Program.....	74
Regular Faculty.....	407	Tuition Adjustment Policies.....	64
College of Technology	415	Tuition and Fees.....	58
Adjunct Professors.....	416	Tuition Discounts.....	76
Associate Degree Curricula.....	416	Undergraduate Financial Assistance.....	69
Emeriti.....	415	Defining Financial Need.....	69
Regular Faculty.....	415	General Information.....	70
School of Architecture	416	Priority Dates for Financial Aid Applicants.....	71
Emeritus.....	416	Satisfactory Academic Progress (SAP) Policy.....	72
Regular Faculty.....	416	Work Study Programs.....	72
School of Business Administration	416	Financial Information Index.....	81
Adjunct Professors.....	417	First Days of School Experience.....	301
Emeritus.....	416	Full Course of Study.....	25
Regular Faculty.....	416		
Visiting Professors.....	417		
School of Education	417		
Adjunct Professors.....	418		
Education.....	418		
Emeriti.....	417		
Regular Faculty.....	417		
Seventh-day Adventist Theological Seminary	419		
Adjunct Professors.....	421		
Emeriti.....	419		
Joint Appointment.....	421		
Regular Faculty.....	422		
Family Educational Rights and Privacy Act (FERPA).....	22		
Financial Information	58		
Academic Scholarships Funded by Andrews University.....	68		
Academic Transcript Exception Policy for Student Loan Borrowers in Default.....	63		
Adventist Colleges Abroad (ACA).....	73		
Andrews Partnership Scholarship.....	68		
Charges.....	64		
College of Arts & Sciences Charges.....	66		
College of Technology Charges.....	67		
Meal Plan Charges.....	65		
Residence Hall Charges.....	64		
School of Architecture Charges.....	67		
School of Education Charges.....	68		
University Apartments Charges.....	65		
Credit Hours for Class Loads.....	71		
Employment Office.....	59		
Federal Perkins Loan Program.....	63		
Gift Assistance.....	75		
		G	
		General Academic Information.....	28
		General Admission Standards and Requirements.....	32
		Commitment to Abide by Rules and Standards.....	32
		English Proficiency Requirement.....	32
		Home-Schooled Students.....	32
		Required Medical Records.....	33
		Measles, Mumps, and Rubella (German Measles) (MMR) Immunization.....	33
		Tuberculosis Screening.....	33
		General Conference DS2019.....	25
		General Education.....	38
		Goals.....	38
		Mathematics.....	40
		Exceptions.....	40
		The Andrews Mathematics Placement Examination (MPE).....	40
		The reasoning course, MATH 145.....	40
		The skill course, MATH091 and 092.....	40
		Transfer policy.....	40
		Multiculturalism/Diversity in the GE Curriculum.....	41
		Philosophy.....	38
		Professional-Degree, General Education Requirement Adjustments.....	41
		Service-Learning Requirements.....	41
		Transfer Student Policy.....	40
		General Education: Associate Degrees Requirements Table.....	41
		General Education: BA and BS Degree Requirements Table.....	42
		General Education: Professional Degrees Requirements Table.....	43
		General Education Goals.....	38
		Fine Arts/Humanities.....	38

Fitness Education	38	Exceptions	52
History	38	Transferring Credit from an Andrews Graduate Certificate Program to Another Program	51
Language/Communication	38	Transferring Credits from Another Institution into the Graduate Certificate Program	51
Life/Physical Sciences	38	Transferring Doctoral Degree Credits.....	52
Mathematics and Computer Literacy.....	38	Transferring Master's Degree Credits from Another Andrews Program	51
Multiculturalism/Diversity	38	Transferring Master's Degree Credits from Another Graduate School	51
Religion	38	Transferring Specialist Degree Credits.....	52
Service	38	Updating Master's Degree Courses	50
Social Sciences	38	Admission.....	44
Grade Reports.....	29	Admission/Enrollment Categories	46
Grades and Quality Points	28	Permission to Take Classes (PTC)	47
Grading System and Grade-Point Averages	28	Provisional Status.....	47
Computing your GPA	28	Regular Status	46
Grades and Quality Points.....	28	Admission to Graduate Programs	45
Graduate Affiliation/Extension Programs.....	18	Doctoral and Advanced Degrees.....	46
Graduate Programs	44	Dual Enrollment Status	47
Academic Information.....	48	Graduate and Graduate Enrollment.....	47
Academic Credit and Course Loads	48	Graduate and Undergraduate Enrollment	47
Course Loads	48	General Admission Requirements	44
Credits for Workshops and Independent Study	48	Required English Proficiency.....	45
Academic Standards.....	50	Required Examinations	44
Minimum Standards of Scholarship	50	Required Medical Records	45
Standards for Progression	50	Suggested Steps	44
Advancement to Degree Candidacy	52	How to Apply	44
Doctoral Degree.....	52	Apply Early	44
Educational Specialist Degree	52	Request Application Materials.....	44
Master's Degree	52	International Student Admission	46
Awarding Degrees for Graduate Programs.....	50	English Language Requirements	46
General Minimum Requirements for a Master's Degree.....	50	Full-time Status	46
General Minimum Requirements for Doctoral Degrees (EdD, PhD, ThD)	51	Special Admission Requirements	46
General Minimum Requirements for the Clinical Doctorate Degrees (DPT, t-DPT, DScPT).....	51	Master's Degree Programs	45
General Minimum Requirements for the Educational Specialist Degree (EdS).....	51	Physical Therapy Clinical Doctoral Degrees	46
General Minimum Requirements for Theological Seminary Professional Ministerial Degrees	51	Refusal or Annulment of Admission.....	45
Comprehensive Examinations	52	School of Graduate Studies Graduate Certificate Programs.....	45
Governing Bulletin	49	Special Types of Admission	47
Helpful Documents.....	48	Admission—Resident Scholars	48
<i>Graduate Programs Manual</i>	48	Admission for Returning Students.....	47
Handbooks for Graduate Students	48	Admission to a Second Graduate Degree Program	48
Standards for Written Work	48	Enrollment of Guest Students.....	48
Research Projects, Graduate	53	Readmission of Students After Cancellation	48
Residency Requirements	48	Theological Seminary Professional Ministerial Degrees	45
Active Status.....	49	<i>Graduate Programs Manual</i>	48
Student Supervisory Committees.....	52	Graduate Scholarship	77
Doctoral Degree Committees	52	Graduation as a John Nevins Andrews Honors Scholar.....	90
Master's Degree Committees	52	Graduation Procedures and Degree Conferral	30
Projects, Theses and Dissertations	53	Applications and Final Clearances	30
Dissertation Credits—Committee Guidance	53	Commencement Services.....	31
Doctoral Dissertation.....	53	Graduation in Absentia	31
Grades for Thesis/Dissertation	54	Greek Manuscript Research Center.....	13
Master's Thesis	53	Griggs University/Andrews University Partnership.....	54
Ordering Extra Copies.....	53		
Registration for Thesis Credits—Committee Guidance.....	53	H	
Standards for Writing—Dissertation Secretary.....	53	Handbooks for Graduate Students	48
Time Limits on Graduate Degrees.....	49	Health-Related Concerns	23
Doctoral Degrees	49	Counseling & Testing Center.....	23
Graduate Certificate Programs.....	49	Insurance—Sickness/Accident.....	23
Master's Degree	49	Home-Schooled Students	32
Specialist Degree	49	Honor Lists	35
Transfer Credits	51	Dean's List	35
		Honors Audits.....	91
		Honors General Education (SAGES).....	40

Horn Archaeological Museum	13	L	Late Registration.....	28
Howard Performing Arts Center.....	13		Limit on Number of Transfer Credits	33
Human Subjects Research	30		LithoTech.....	16
I		M		
I—Incomplete	29	Marine Biological Field Station	16	
Immigration Information for International Students.....	25	Mary Jane Mitchell Multimedia Center.....	16	
Academic Training for J-1 and F-1 Students.....	26	Mathematics Tutoring Center.....	16	
Andrews University I-20.....	25	Matriculation of First-year Students	28	
Exchange Visitor J Status.....	26	Medical Services	23	
F-1 or J-1 Visas	25	Available Medical Care	23	
Full Course of Study, International Students.....	25	Required Medical Records	23	
General Conference DS2019.....	25	Memberships, University.....	424	
International Students Attending Another School	25	Mission Statement	10	
International Students Transferring to Another U.S. School	25	Motor Vehicles.....	23	
Office of International Student Services	25	Auto Insurance	23	
Requirements for Maintaining Status	25	Auto Licensing.....	23	
Student and Exchange Visitor Information System (SEVIS)	25	Vehicle Registration.....	23	
Student and Exchange Visitor Program	25	MPE—Andrews Mathematics Placement Examination.....	40	
Students on Exchange Visitor Visa Status & the Two-Year		Multiculturalism/Diversity in the GE Curriculum	41	
Physical Home Country Physical Presence Requirement	26	Multiple Degrees.....	37	
The \$200 SEVIS I-901 Fee	26	Museum of Natural History.....	16	
Tracking System	26	Music Materials Center	16	
Tuberculosis Testing.....	25	N		
U.S. Immigration and Customs Enforcement.....	25	National Honors Societies	91	
United States Citizen and Immigration Services.....	25	Non-Residence Hall Housing.....	21	
Information Technology Services (ITS).....	14	North American Division Evangelism Institute.....	16	
Institute for Diversity and Multiculturalism	14	O		
Institute for Prevention of Addictions.....	14	Off-Campus Programs.....	18	
Institute of Archaeology	15	Affiliation/Extension Programs	18	
Institute of Church Ministry.....	15	Graduate.....	18	
Institute of Hispanic Ministry	15	Undergraduate.....	18	
Institute of Jewish-Christian Studies	15	Other International Educational Opportunities.....	18	
Institute of World Mission	15	Office of Employment	24	
Insurance—Sickness/Accident.....	23	Office of International Student Services	25	
Intensive English Programs	15	Office of Student Insurance	17	
International Baccalaureate Exam.....	36	Optional Practical Training (OPT).....	26	
International Development Program, Off-Campus	84	Other Grade Report Entries.....	28	
Administration of the Program	84	AU—Audited Classes (including HN, UA and UH).....	28	
Admission Requirements.....	84	DG—Deferred Grade (including DN)	28	
Teaching Sites.....	84	Factors Influencing Grades.....	29	
Concentrations in International Development	84	Grade Reports.....	29	
Courses	85	I—Incomplete	29	
International Educational Opportunities.....	18	R—Reregistered.....	29	
Adventist Colleges Abroad (ACA).....	18	Repeating Classes	29	
Andrews University Year in England	18	S/U—Satisfactory/Unsatisfactory.....	29	
International Opportunities.....	11	W—Withdrawal	29	
International Religious Liberty Institute	15	P		
International Students Office	25	Participation in Graduation Ceremonies	31	
International Students, Accepting Illegal Public Benefits	26	Performance in Related Non-academic Areas.....	30	
J		Permission to Take Classes (PTC) Status.....	33	
James White Library	15	Limitation of Credits Taken on PTC Status	34	
John Nevins Andrews Honors Program	90	PTC Status Qualifications	33	
Admission to the Honors Program.....	91	Secondary Students Taking College Classes on a PTC Basis.....	34	
Courses	91	Planning Programs	34	
Graduation as a John Nevins Andrews Honors Scholar.....	90	Advisors.....	34	
Graduation Distinctions	91	Declaration of Major	34	
Honors Audits.....	91	Required Placement Tests.....	34	
National Honors Societies	91	PLA: Prior Learning Assessment.....	36	
Replacing General Education Requirements	91	Practicums.....	26	
SAGES (Scholar's Alternative General Education Studies).....	90	Pre-professional Programs.....	98	
Society of Andrews Scholars	91			

430 GENERAL INDEX

President's Council 404
 Professional-Degree, GE Requirement Adjustments 41
 Program & Degree Index..... 431

R

Radio Station WAUS 90.7 FM 17
 Recipients of AU Faculty Awards for Excellence in
 Research and Creative Activity..... 406
 Recipients of AU Faculty Awards for Excellence in
 Teaching Awards..... 405
 Recipients of the Daniel A. Augsburg Excellence in
 Teaching Award 406
 Recipients of the Siegfried H. Horn Excellence in
 Research and Creative Scholarship Award..... 406
 Refusal or Annulment of Admission..... 34
 Registration 28
 Changes in Registration..... 28
 Late Registration 28
 Matriculation of First-year Students 28
 Releases to Third Parties 22
 Family Educational Rights and Privacy Act (FERPA) 22
 Repeating Classes 29
 Required English Proficiency..... 44
 Required Medical Records 23, 33
 Measles, Mumps, and Rubella (German Measles)
 (MMR) Immunization..... 33
 Tuberculosis Screening..... 33
 Required Placement Tests..... 34
 Requirements for Maintaining Status as Int'l Students 25
 Research Projects, Graduate 53
 Residence Halls 21
 Residential Living Policy 20
 R—Reregistered..... 29
 Ruth Murdoch Elementary School 17

S

Safety Regulations..... 23
 SAGES (Scholar's Alternative General Education Studies)..... 90
 Satisfactory Academic Progress 35
 School of Architecture 264
 School of Business Administration 270
 School of Education..... 286
 Screen Graphics..... 17
 Secondary Students Taking College Classes on a PTC Basis 34
 Second Baccalaureate Degree Requirements 37
 Second Language, Intensive Courses..... 146
 Seminary Distance Education Center 347
 Seminary Library 17
 Service-Learning Requirements..... 41
 Seventh-day Adventist Faith and Values 19
 Seventh-day Adventist Theological Seminary 344
 SEVIS Tracking System 26
 Society of Andrews Scholars 91
 Special Learning Experiences..... 36
 Cooperative Education..... 36
 Correspondence Courses 36
 Standards for Written Work 48
 Student Activities and Organizations 22
 Andrews University Graduate Student Association 22
 Andrews University Student Association (AUSA)..... 22
 Student Clubs and Organizations 22
 Student Publications 22
 Student and Exchange Visitor Information System (SEVIS)..... 25
 Student Employment 24
 Documents That Establish Employment Eligibility 24

Documents That Establish Identity..... 24
 Eligibility Pre-Employment I-9 Form 24
 Employment (International Students)..... 24
 Employment Eligibility Certification 24
 Office of Employment 24
 Student Life 19
 A Faith-Based University 19
 A Gathered Community 19
 A Residential Campus..... 20
 A Wholesome Lifestyle 21
 Campus Ministries 19
 Co-Curricular Programs 19
 Community Residential Agreement 21
 Community Values Agreement..... 22
 Dining Services..... 23
 Health-Related Concerns 23
 Medical Services 23
 Motor Vehicles 23
 Non-Residence Hall Housing 21
 Our Values, Your Choice 19
 Residence Halls 21
 Seventh-day Adventist Faith and Values 19
 Student Activities and Organizations 22
 Student Handbook 21
 Student Missionary and Taskforce Worker 74
 Student Records..... 22
 Student Responsibilities..... 29
 Academic Integrity 30
 Class Absences 30
 Class Attendance 29
 Examinations..... 29
 Excused Absences 30
 Human Subjects Research 30
 Performance in Related Non-academic Areas..... 30
 Teacher Tardiness..... 30
 Student Activities and Organizations 22
 AUSA and Publications..... 22
 Cardinal..... 22
 Cast..... 22
 Student Movement 22
 AUGSA (Andrews University Graduate Student Association) ... 22
 Information Released to Third Parties..... 22
 Safety Regulations 23
 Student Clubs and Organizations 22
 Student Records..... 22
 Student Success Center..... 17
 ADA Services for Students with Disabilities 17
 Student Supervisory Committees..... 52
 Doctoral Degree Committees 52
 Master's Degree Committees 52
 Student Teaching Candidacy 301
 Student Teaching Placement Process 301
 Student Teaching Semester 302
 Student's Governing Bulletin..... 38
 Students Accepted on Probation..... 35
 Academic Suspension/Dismissal..... 35
 Students on Exchange Visitor Visas and the Two-year
 Home Country Physical Presence Requirement 26
 Study-Work Loads..... 34
 Course Load 34
 Work Load 35
 S/U—Satisfactory/Unsatisfactory 29

T

Teacher Tardiness.....	30
Theses and Dissertations.....	53
Defense of Thesis/Dissertation.....	53
Dissertation Credits—Committee Guidance.....	53
Doctoral Dissertation.....	53
Grades for Thesis/Dissertation.....	54
Master's Thesis.....	53
Ordering Extra Copies.....	53
Registration for Thesis Credits—Committee Guidance.....	53
Standards for Writing—Dissertation Secretary.....	53
Time Limits on Graduate Degrees.....	49
Tracking System (SEVIS), International Students.....	26
Transcripts.....	29
Transfer of Credits.....	33
Transfer of Credits from an Unaccredited School.....	33
Transfer to Another School in the U.S., International Students... 25	
Transportation to Andrews University.....	440
Airlines.....	440
Buses.....	440
Trains.....	440
Travel Information.....	440
Tuberculosis Screening.....	33
Tuberculosis Testing.....	25
Tuition and Fees.....	58

U

Undergraduate Admission Requirements Chart.....	32
Undergraduate Affiliation/Extension Programs.....	18
Undergraduate Programs.....	31
Academic Information.....	34
Academic Probation Procedures.....	35
Advanced Placement Opportunities.....	36
Associate Degree Requirements.....	37
Baccalaureate Degree Requirements.....	37
Class Standing.....	35
How to be Well-Prepared Academically.....	34
Planning Programs.....	34
Second Baccalaureate Degree Requirements.....	37
Special Learning Experiences.....	36
Student's Governing Bulletin.....	38
Study/Work Loads.....	35
Admission.....	31
Refusal or Annulment of Admission.....	34
Permission to Take Classes (PTC) Status.....	33
Students Accepted with Prescribed Intervention.....	34
Undergraduate Admission Requirements Chart.....	32
University Administration.....	404
University Archives.....	12
University Assessment Office.....	18
University Center for Reading, Learning and Assessment.....	18
University Personnel.....	404
U.S. Immigration and Customs Enforcement.....	25

V

Validation or Proficiency Exams.....	36
Vehicle Registration.....	23
Veterans' Services.....	75

W

Work Load.....	35
Writing Center.....	18
W—Withdrawal.....	29

PROGRAM & DEGREE INDEX

INTERNATIONAL DEVELOPMENT	
(OFF-CAMPUS).....	84
MSA: International Development.....	84
MSA: Organizational Leadership.....	85

COLLEGE OF ARTS & SCIENCES..... 98

Pre-Professional Programs.....	98
Chiropractic.....	98
Cytotechnology.....	98
Dental Assistant and Dental Hygiene.....	98
Dentistry.....	99
Health Information Management.....	99
Law.....	99
Medicine.....	99
Occupational Therapy.....	99
Optometry.....	100
Pharmacy.....	100
Physical Therapy.....	101
Physician Assistant.....	101
Public History.....	101
Respiratory Care.....	101

Art & Design..... 102

BA: Art.....	105
Art History.....	105
Pre-Art Therapy.....	105
Visual Art.....	106
BFA: Bachelor of Fine Arts.....	102
BFA in Photography.....	104
Commercial Photography Portfolio Track.....	104
Documentary Video Portfolio Track.....	104
Fine Art Photography Portfolio Track.....	104
BFA in Visual Art.....	103
Fine Art Portfolio Track.....	103
Illustration Portfolio Track.....	103
Pre-Art Therapy Portfolio Track.....	103
BFA in Visual Communication.....	103
Art Direction/Advertising Portfolio Track.....	104
Graphic Design Portfolio Track.....	104
Web Design Portfolio Track.....	104
BS: Visual Arts Education (Secondary K–12).....	106
Computer Policy.....	102
Minor in Art History.....	106
Minor in Digital Media.....	106
Minor in Graphic Design.....	106
Minor in Photography.....	106
Minor in Visual Art.....	106
Minor in Web Design.....	106

Behavioral Neuroscience..... 112, 170

BS: Biology.....	112
Behavior/Mathematics.....	112
Neuroscience.....	112
BS: Psychology.....	112
Behavioral Neuroscience.....	112

Behavioral Sciences..... 113

BA: Psychology.....	115
BA: Sociology.....	116
BS: Behavioral Sciences.....	114

Anthropological Archaeology.....	114
Anthropology.....	114
Public Health.....	114
Student Development.....	114
BS: Family Studies.....	114
BS: Psychology.....	115
Behavioral Neuroscience.....	116
General Program.....	115
Health Psychology.....	115
Pre-Professional Program.....	115
BS: Sociology.....	116
Community and International Development.....	116
Deviant Behavior.....	117
Emergency Preparedness.....	116
Sociology of the Family.....	117
Minor in Anthropology.....	117
Minor in Behavioral Sciences.....	117
Minor in Family Studies.....	117
Minor in Community and International Development.....	117
Minor in Psychology.....	117
Minor in Sociology.....	117
Teacher Certification.....	117
Minors, Cognates and Electives.....	113
MS: Community and International Development.....	118
Admission Requirements.....	118
Advanced Standing, One-Year Program.....	118
Concentration Areas.....	119
Regular Standing, Two-Year Program.....	118
Biology.....	128
BS: Biology.....	129
Behavior/Mathematics.....	129
Biomedical.....	129
Botany.....	129
Molecular Biology.....	129
Neurobiology.....	129
Neuroscience.....	129
Special.....	129
Zoology.....	129
MAT: Biology.....	130
MS: Biology.....	129
Minor in Biology.....	129
Minor in Environmental Sciences.....	129
Senior Thesis.....	129
Chemistry & Biochemistry.....	134
American Chemical Society Certification.....	134
BS: Biochemistry.....	135
BS: Biochemistry (ACS approved).....	135
BS: Chemistry.....	134
BS: Chemistry (ACS approved).....	134
Minor in Chemistry.....	135
Communication.....	137
BA: Communication.....	138
Communication Management.....	138
International Communication.....	138
Media Technology.....	138
BA: Journalism.....	138
Media Studies.....	138
BA: Public Relations.....	138
International Public Relations.....	139
BFA: Electronic Journalism.....	139
BS: Communication Arts.....	139
Secondary Education.....	139
Communication Core.....	138
Graduate Certificate Program.....	140
Admission and Time Limit.....	141
Curriculum.....	141
Delivery System.....	141
Internships.....	138
MA: Communication.....	139
Degree Requirements.....	140
Departmental Admission Requirements.....	140
Emphasis Programs.....	140
General Admission Requirements.....	139
Interdisciplinary Program.....	140
Progression.....	140
Minor in Communication Arts (Secondary Education).....	139
Minor in Communication Studies.....	139
Minor in Journalism.....	139
Minor in Media Studies.....	139
Minor in Public Relations.....	139
Practicum.....	138
Public Relations Student Society of America (PRSSA) Chapter.....	138
English.....	145
Action America.....	146
BA: English.....	146
Literature.....	146
Writing.....	146
BS: Elementary Education, Major in Language Arts.....	146
English Proficiency Standards.....	145
MA Admission and Degree Requirements.....	147
Master of Arts.....	147
General.....	147
Teaching English as a Second Language (TESL).....	147
Master of Arts in Teaching.....	147
Minor in English.....	146
Minor in Language Arts (for a major in Elem. Educ.).....	146
Minor in Teaching English as a Second Language.....	146
Second Language Intensive Courses.....	146
General & Interdisciplinary Studies.....	151
Distance Degrees.....	152
BA: General Studies.....	152
BA: General Studies Humanities.....	152
BS: General Studies.....	152
BS: General Studies Behavioral Sciences.....	152
Cross-Cultural Studies.....	152
Human Organization and Behavior.....	152
On-Campus Degrees.....	151
AA: General Studies.....	152
AS: General Studies.....	152
BA: General Studies.....	151
BS: General Studies.....	151
Minor in General Studies.....	152
History & Political Science.....	153
BA/BS: Political Science (Interdisciplinary Major).....	153
BA: History.....	153
BS: Elementary Education (Social Studies).....	153
BS: Social Studies.....	154
Elementary Education Minor in Social Studies.....	154
MAT: (History requirements only).....	154
Minor in History.....	154
Minor in Political Science.....	154
Pre-Professional Curricula in Public History.....	154

International Language Studies.....	158	Instrumental Emphasis	182
ACA Academic Year Courses.....	162	Keyboard Emphasis	182
ACA Summer Courses	164	Vocal Emphasis	182
Adventist Colleges Abroad Full-year Study Options.....	162	Music Performance.....	182
Adventist Colleges Abroad Program	161	Enrollment Requirements.....	180
BA/BBA: French/Spanish and International Business.....	160	Graduate Programs.....	182
BA: French for International Trade.....	159	Admission Requirements and Procedures	182
BA: French for K–12 Education	159	Ensemble Requirements	183
BA: French Studies	159	Thesis/Project/Recital Requirement	183
BA: Spanish for International Trade.....	159	MA: Music.....	183
BA: Spanish for K–12 Education.....	160	MA: Music Ministry.....	183
BA: Spanish for Translation.....	160	Minor in Music.....	182
BA: Spanish Studies	159	MMus.....	183
Certification in Business French.....	160	Conducting.....	183
Certification in Business Spanish	160	Music Education	184
Certification in Spanish Translation/Interpretation	161	Music Ministry.....	184
Departmental Tours.....	160	Performance	184
Language Clubs	164	Music Performance Credits	181
Language Requirements for General Education	164	Teacher Certification Requirements.....	182
MAT: (language requirements only).....	165	Nursing	189
Minor in French for Education.....	161	BS: Nursing (Completion)	190
Minor in French	161	BS: Nursing (NCLEX-preparatory).....	189
Minor in German	161	Graduate Program	189
Minor in Portuguese	161	MS: Nursing	193
Minor in Spanish	161	Nurse Education	193
Minor in Spanish for Education.....	161	Post-MS: Nursing Certificate	193
Mathematics	169	Program Accreditation.....	189
BS: Mathematics.....	169	Undergraduate Programs.....	185
BS: Mathematics Education.....	169	Admission Requirements.....	190
Major in Mathematical Studies	169	Practicum	191
Minor in Mathematics.....	169	Progression.....	191
Minor in Mathematics Education.....	169	Undergraduate Degree Requirements.....	189
Minor in Mathematics of Economics and Finance.....	169	Nutrition & Wellness.....	195
Mathematics & Science.....	173	ACE Certification.....	196, 197
MS: Mathematics and Science	173	BS: Dietetics (DPD Program).....	195
MS Degree Requirements.....	174	BS: Health and Fitness	196
Procedures.....	174	BS: Nutrition Science.....	197
Medical Laboratory Sciences	175	BHS: Wellness.....	196
Academic Calendar 2011–2012	176	Dietetic Internship.....	196
BS: Allied Health Administration	176	Minor in Fitness Education.....	197
BS in Medical Laboratory Science (BSMLS)	176	Minor in Health	197
Clinical Experience (Practica).....	175	Minor in Nutrition and Wellness.....	197
Clinical (Professional) Program	175	MS: Nutrition and Wellness	197
Clinical Year Admission Requirements.....	175	Admission and Degree Requirements.....	197
MS in Medical Laboratory Science (MSMLS).....	176	Fitness & Exercise Courses	200
Education Emphasis	177	Preparation for the Registration Exam	195
Laboratory Leadership & Administration Emphasis.....	177	The Didactic Program in Dietetics (DPD)	195
Laboratory Mission & Development Emphasis	177	Physical Therapy.....	203
Laboratory Science Emphasis.....	177	Admission Requirements.....	203
Admission Requirements.....	176	BHS: Bachelor of Health Science (Interim Degree)	204
Degree Requirements.....	177	DPT: Doctor of Physical Therapy	203
Enrollment Continuation Requirements.....	177	t-DPT: Doctor of Physical Therapy—Transitional	205
Pre-clinical Program.....	175	DScPT: Doctor of Science in Physical Therapy.....	205
Professional Certification	175	Orthopedic Clinical Residency Program	206
Program Accreditation.....	175	Program Accreditation.....	203
Student Progression in Clinical Year.....	175	Physics	212
Music	180	BS: Biophysics	212
BA: Music	181	BS: Physics	212
BMus: Bachelor of Music	181	BS: Physics Education	213
Music Education.....	181	Major in Physics Studies.....	213
		Minor in Physics	213

Religion & Biblical Languages.....215

AA: Personal Ministries (Distance Education).....	216
BA: Religion.....	215
Religion for Secondary-Education.....	215
Christian-Muslim Studies (Newbold College only).....	216
BA: Religion (Distance Education).....	216
BA: Theology.....	206
Pastoral Ministry.....	209
Youth Ministry.....	209
Minor in Biblical Languages.....	210
Minor in Missions.....	210
Minor in Religion.....	210

Social Work.....221

BSW (Bachelor of Social Work).....	221
Certificate of Emergency Preparedness.....	222
MSW: Master of Social Work.....	222
Advanced Standing: One-year Program.....	222
Advanced Standing Plus: Two-year Program.....	223
Regular Standing: Two-year Program.....	222
MSW/MDiv Dual Degree.....	224
MSW/MAYYAM Dual Degree.....	225

Speech-Language Pathology & Audiology ...230

BS: Speech-Language Pathology and Audiology.....	231
Minor in Speech-Language Pathology and Audiology.....	231

COLLEGE OF TECHNOLOGY234**Aeronautics235**

AT: Aviation Technology.....	236
Flight.....	236
Maintenance.....	236
BT: Aviation Technology.....	236
Flight.....	236
Flight and Business.....	236
Flight and Maintenance.....	236
Maintenance.....	236
Maintenance and Business.....	236
FAA Certification.....	236
FAA-Approved Instruction.....	236
FAA Flight Certification Programs.....	237
FAA Maintenance Certification Programs.....	237
Flight Area Courses.....	236
Maintenance Area Courses.....	236
Minor in Aviation Technology.....	236
Flight.....	236
Maintenance.....	236

Agriculture.....240

AT: Agriculture.....	241
Crop Production.....	241
Dairy Herd Management.....	241
AT: Horticulture.....	241
Landscape Design.....	241
Landscape Management.....	241
BS: Agriculture.....	240
BS: Animal Science.....	240
Equine Science.....	240
Management.....	240
Pre-Veterinary Medicine.....	240
BS: Horticulture.....	240
Landscape Design.....	240

Landscape Management.....	240
BT: Agribusiness.....	241
Animal Science.....	241
Crop Production.....	241
BT: Horticulture.....	241
Horticulture Crop Production.....	241
Landscape Design.....	241
Landscape Management.....	241
Minors in Agriculture, Animal Science or Horticulture.....	241
Pre-Professional Program in Veterinary Medicine.....	241

Digital Media & Photography245

BA: Art.....	248
Art History.....	248
Pre-Art Therapy.....	249
Visual Art.....	249
BFA: Photography.....	248
Commercial Photography Portfolio Track.....	248
Documentary Video Portfolio Track.....	248
Fine Art Photography Portfolio Track.....	248
BFA: Visual Art.....	246
Fine Art Portfolio Track.....	247
Illustration Portfolio Track.....	247
Pre-Art Therapy Portfolio Track.....	247
BFA: Visual Communication.....	247
Art Direction/Advertising Portfolio Track.....	247
Graphic Design Portfolio Track.....	247
Web Design Portfolio Track.....	247
BS: Visual Arts Education (Secondary K-12).....	249
Minor in Art History.....	249
Minor in Digital Media.....	250
Minor in Graphic Design.....	250
Minor in Photography.....	250
Minor in Visual Art.....	250
Minor in Web Design.....	250

Engineering & Computer Science255

BS in Engineering.....	256
Electrical and Computer Engineering.....	256
Mechanical Engineering.....	256
BS: Computing.....	255
Computer Science.....	255
Software Systems.....	255
Minor in Computing.....	256
Minor in Engineering.....	256
MS: Software Engineering.....	256

SCHOOL OF ARCHITECTURE264

Academic Calendar 2011-2012.....	264
Academic Standards.....	265
Admission Procedure.....	265
BS: Architectural Studies (Non-Professional).....	266
BSA Professional Degree Track.....	265
Pre-Professional Arch Year One.....	265
Pre-Professional Arch Year Two.....	266
Professional Arch Years Three & Four.....	266
Computer Policy.....	265
MArch (3 1/2 Year Track).....	266
MArch (5 1/2 Year Track).....	265
MArch Professional Degree.....	266
Minor in Architectural Studies.....	266
Resources.....	264
Transfer Students.....	265

SCHOOL OF BUSINESS ADMINISTRATION 270

AS: General Business.....	272
BBA Degree Program	270
BBA/BA: International Business and Language	271
Graduate Programs	283
MBA: Master of Business Administration	283
Program Information	283
Online Degree Program	283
MSA: Master of Science in Administration	284
Emphasis Area	
Church Administration	284
Minor in Business Administration	272

Accounting, Economics & Finance..... 273

BA: Economics.....	273
BBA in Accounting.....	273
BBA in Finance	274
BBA in International Business.....	274
Minor in Accounting	273
Minor in Economics.....	274
Minor in Finance	274

Management, Marketing & Information Systems 277

BBA in Information Systems.....	278
BBA in Management	278
BBA in Marketing.....	278
Minor in Information Systems	278
Minor in Management	278
Minor in Marketing.....	278

SCHOOL OF EDUCATION 286

Academic Calendar 2011–2012	288
Accreditation	286
Conceptual Framework.....	287
Distance Education.....	294
Doctoral Degrees	292
Educational Specialist Degrees.....	291
General Academic Information.....	289
History	286
Masters Degrees.....	290
Mission	287
Philosophy.....	287
Scholarships/Financial Aid	289

Educational Counseling & Psychology..... 315

Accreditation	316
EdD: Educational Psychology.....	319
General	319
School Psychology	320
EdS: School Psychology.....	318
MA: Clinical Mental Health Counseling.....	317
MA: Educational Psychology	318
Developmental Psychology.....	318
General	319
Instructional Psychology	318
Research	318
MA: School Counseling	317
MS: Special Education	318
Adventist Specialty Endorsement.....	318
Learning Disabilities K–12 Endorsement.....	318
PhD: Counseling Psychology	321

PhD: Educational Psychology.....	320
School Psychology.....	320

Leadership..... 328

Educational Leadership Programs.....	328
Internship/Mentoring Component.....	329
Nine Guiding Standards	329
Certificate Programs	329
NAD Certificate Endorsement	329
Principal Endorsement	329
Supervisor of Instruction Endorsement.....	330
Superintendent of Schools Endorsement	330
Public School Administration Certification/Licensure	329
EdD/PhD: Educational Leadership	331
EdS: Educational Leadership.....	330
MA: Educational Leadership	330
Higher Education Administration Programs.....	332
Guiding Principles.....	333
Competency-Based Student Learning and Development Outcomes	333
EdD/PhD: Higher Education Administration.....	335
EdS: Higher Education Administration.....	334
International Focus	333
MA: Higher Education Administration	334
Program Components	332
Leadership Program	336
Basic Degree Requirements for MA, EdS, EdD and PhD	337
Characteristics of the Program	336
Competencies of the Leadership Program	337
Defining the Program	336
Maintaining Active Status.....	337
Specialist and Doctoral Program Residency Requirements	338
Specific Admission Requirements	336
Undergraduate Leadership Certificate	336

Teaching, Learning & Curriculum 295

BA: Elementary Education (Elementary Certification).....	299
BS: Elementary Education (BSELED)	296
Content Major & Minors for Elementary Education	297
Integrated Science Major	298
Language Arts Major.....	298
MI Dept of Education Definition of Program Completers....	297
Planned Program Minor	297
Social Studies Major	298
BS: Individualized Program.....	299
BS: Secondary Education.....	299
Integrated Science Major	300
Social Studies Major	300
Content Major & Minors for Secondary Education.....	300
Curriculum & Instruction Online Degrees	304
MA: Education (Curriculum & Instruction Emphasis)	305
EdD/PhD: Curriculum & Instruction.....	306
EdS: Curriculum & Instruction	305
General Education Requirements	297
Graduate Programs.....	301
Graduation Requirements.....	302
MAT: Master of Arts in Teaching.....	303
MI Dept of Education Definition of Program Completers....	303
Program Procedures	303
Required Courses.....	304
Minor in Integrated Science.....	298
Minor in Language Arts	299
Minor in Reading	299
Secondary Certification GE Requirements	299

Teacher Certification Information.....	306
Adding Endorsements to Adventist & Mich. Credentials	307
Levels of Adventist Certification & Credential Req.	309
Non-Degree Teacher Certification Programs.....	307
Renewing State of Michigan Credentials and State Professional Certification	307
Seventh-day Adventist Teaching Credential Levels and Requirements	309
State of Michigan Certification	307
Teacher Certification Procedures	302
Teacher Education Program & Certification Procedures	301
Admission to the Teacher Preparation Program	301
Application for Admission to Student Teaching	301
First Days of School Experience.....	301
Student Teaching Placement Process	301
Student Teaching Semester	302
Undergraduate Programs.....	296

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY.....344

Academic Calendar 2011–2012	344
Academic Policies Applying to All Programs	349
Accreditation and Authorization	346
Admission and Evaluation Policies	347
Core Values.....	345
Department of Christian Ministry	382
Department of Church History.....	387
Department of Discipleship & Religious Education.....	390
Department of New Testament	393
Department of Old Testament.....	396
Department of Theology and Christian Philosophy	399
Department of World Mission	401
General Seminary Courses.....	381
Ministerial-Training Scholarship Plan	347
Objectives	346
Other Enrichment Programs	347
ASOR Study Center Opportunities	347
Archaeological Field Work.....	347
Guided Tours	347
Mediterranean Study Tour.....	347
Urban Ministry Term.....	347
Outreach.....	347
Scholarly Journal	346
Seminary Distance Education Center	347

DMin: Doctor of Ministry.....365

Admission Requirements.....	365
Advanced Standing.....	366
Concentrations	366
Chaplaincy.....	367
Discipleship and Biblical Spirituality	367
Evangelism and Church Growth	367
Family Ministry.....	368
Global Mission Leadership	368
Health Care Chaplaincy	368
Leadership.....	368
Missional Church: A Biblical Response to Mission in Western Culture	369
Pastoral Ministry (Spanish)	369
Preaching.....	369
Urban Ministries	369
Youth and Young Adult Ministry	370

Financial Plans	366
Program Description.....	365
Project Requirements.....	366
Academic Supervision	366
Project Process.....	366
Time Limits.....	366
Residency Requirements	366

MA: Pastoral Ministry.....359

Admission Requirements.....	359
Credit Through Learning in Professional Experience	360
English Track Curriculum	359
Hispanic Ministry Curriculum	360
Non-North American Division Curriculum.....	360
Program Requirements	359

MA: Religion.....365

Admission Requirements.....	363
Areas of Emphasis	364
Archaeology and History of Antiquity	364
Biblical and Cognate Languages.....	364
Church History.....	364
Electives.....	365
Intercultural Studies.....	364
Intertestamental (Jewish) Studies.....	364
Jewish and Muslim Faiths.....	365
Mission Studies	365
New Testament Studies	365
Old Testament Studies.....	365
Theological Studies	365
Certification for Teaching	364
Prerequisites.....	363
Programs offered at Affiliation and Extension Sites	365
Adventist Ministry Minor	365
Biblical-Theological Studies	365

MA: Youth and Young Adult Ministry.....360

Admission Requirements.....	360
Certification for Teaching	361
Credit Through Learning in Professional Experience	361
Degree Requirements.....	361
Elective Courses.....	361
Field Practicum	361
Thesis Option.....	361
Transfer Credits	361

MDiv: Master of Divinity.....351

Academic Policies.....	352
Application to the Program.....	352
Christian Ministry	356
Church History.....	356
Discipleship & Religious Education.....	356
New Testament	356
Old Testament	356
Theology and Christian Philosophy.....	356
World Mission.....	356
Challenge Examinations.....	356
Curriculum.....	353
Curriculum Requirements.....	354
Entrance Requirements	352
InMinistry Option	356
Thesis Option.....	356

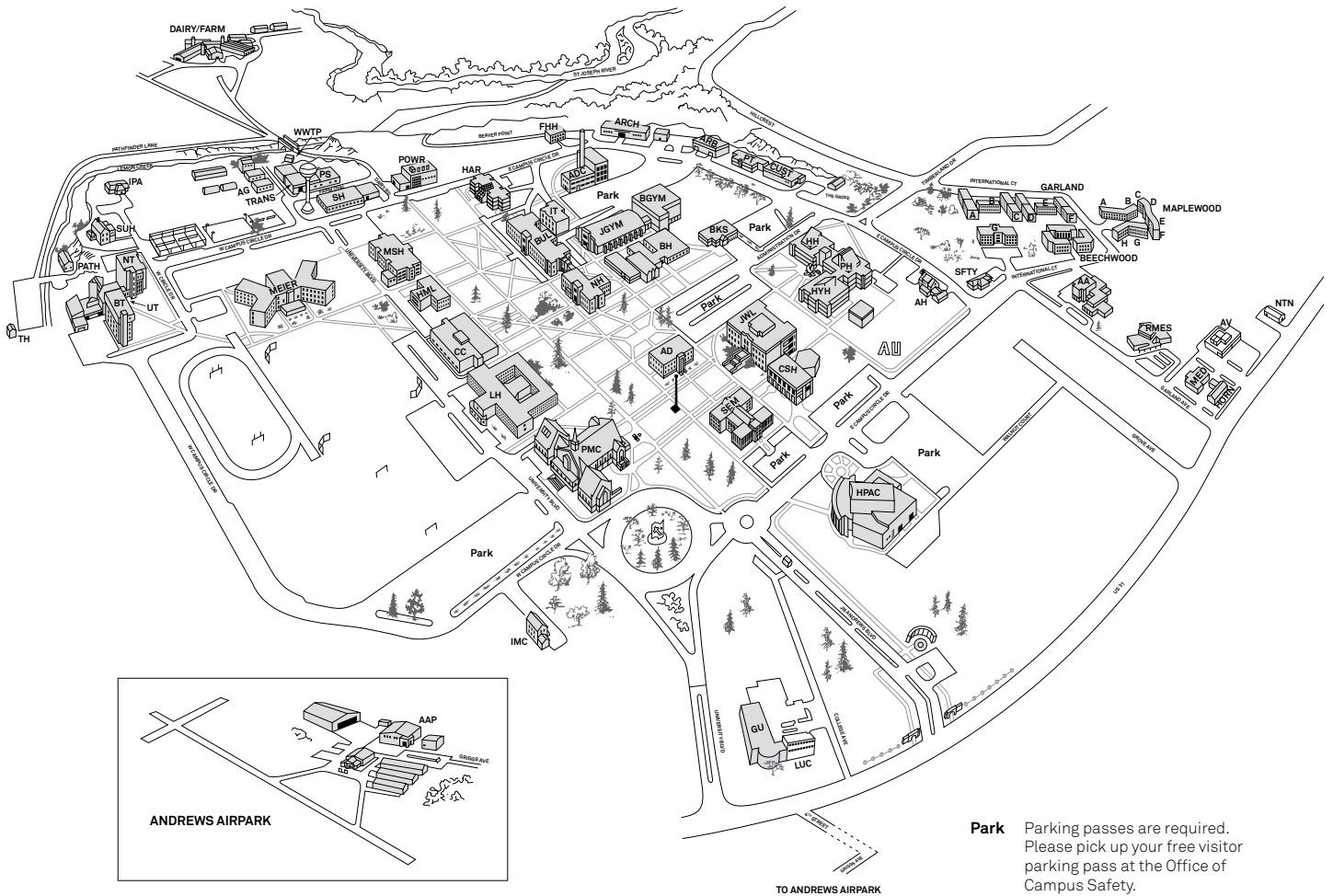
MDiv/MSW Dual Degree Program.....357

Credits for Each Program.....	357
-------------------------------	-----

438 DEGREE INDEX

BBA/BA: International Business and Language	271	Edd: Educational Leadership	331
BFA: Bachelor of Fine Arts.....	102, 246	Edd: Higher Education Administration	335
BFA: Electronic Journalism.....	139	Edd: Leadership	337
BFA: Photography.....	104, 248	EdS: Curriculum and Instruction.....	306
BFA: Visual Art	103, 246	EdS: Educational Leadership.....	330
BFA: Visual Communication.....	103, 247	EdS: Higher Education Administration.....	334
BHS: Bachelor of Health Science (Interim Degree)	204	EdS: Leadership.....	337
BHS: Wellness.....	196	EdS: School Psychology.....	318
BMus: Music Education	182	MA: Clinical Mental Health Counseling.....	316
BMus: Music Performance	181	MA: Communication.....	139
BS: Agriculture	240	MA: Education.....	304
BS: Allied Health Administration	177	MA: Educational Psychology	317
BS: Animal Science.....	240	MA: English	147
BS: Architectural Studies (Non-Professional)	266	MA: Educational Leadership	330
BS: Behavioral Sciences.....	114	MA: Higher Education Administration	334
BS: Biochemistry	135	MA: Leadership	337
BS: Biochemistry (ACS-approved).....	134	MA: Music.....	184
BS: Biology	112, 129	MA: Music Ministry.....	184
BS: Biophysics	213	MA: Pastoral Ministry	359
BS: Chemistry	134	MA: Religion	363
BS: Chemistry (ACS-approved)	134	MA: Religious Education	371
BS: Communication Arts	139	MA: School Counseling.....	317
BS: Computing.....	255	MA: Teaching English as a Second Language (TESL)	147
BS: Dietetics (DPD Program).....	195	MA: Youth and Young Adult Ministry	360
BS: Elementary Education (BSELED)	296	MArch (3½ Year Track)	266
BS: Elementary Education (Individualized Program)	299	MArch (5½ Year Track)	264
BS: Elementary Education, Major in Language Arts	146	MArch Professional Degree.....	266
BS: Elementary Education, Major in Social Studies.....	154	MAT: Master of Arts in Teaching	147, 165, 303
BS: Engineering	256	MAT: (Biology requirements only)	130
BS: Family Studies.....	114	MAT: (History requirements only).....	154
BS: General Studies	151	MAYYAM/MSW Dual Degree Program.....	362
BS: General Studies (Distance Degree)	152	MBA: Master of Business Administration	283
BS: General Studies Behavioral Sciences (Distance Degree)	152	MDiv: Master of Divinity	351
BS: Health and Fitness	196	MDiv/MSW Dual Degree Program	357
BS: Horticulture	240	MMus: Conducting.....	183
BS: Mathematics	169	MMus: Music Education	184
BS: Mathematics Education.....	169	MMus: Music Ministry	184
BS: Medical Laboratory Science (BSMLS)	176	MMus: Performance.....	184
BS: Nursing (Completion)	190	MS: Biology.....	129
BS: Nursing (NCLEX-preparatory).....	190	MS: Mathematics and Science	174
BS: Nutrition Science.....	197	MS: Nursing	193
BS: Physics	213	MS: Nutrition and Wellness	198
BS: Physics Education	213	MS: Software Engineering	256
BS: Psychology	112, 115	MS: Special Education (MI-LD Certification)	318
BS: Secondary Education.....	300	MS in Medical Laboratory Science (MSMLS).....	177
BS: Secondary Education Social Studies Major	301	MSA: Church Administration.....	284, 363
BS: Social Studies	154	MSA: Community & International Development (on-campus)	118
BS: Sociology.....	116	MSA: International Development (off-campus)	84, 363
BS: Speech-Language Pathology and Audiology	231	MSA: Organizational Leadership (off-campus).....	85
BS: Visual Arts Education (Secondary, K-12)	106, 249	MSW: Master of Social Work	222
BSA: Architecture (Professional Degree Track)	265	PhD: Biblical and Ancient Near Eastern Archaeology	374
BSW: Bachelor of Social Work	221	PhD: Counseling Psychology	322
BT: Agribusiness	241	PhD: Curriculum and Instruction	306
BT: Aviation Technology	236	PhD: Educational Leadership.....	331
BT: Horticulture	241	PhD: Educational Psychology.....	320
Major in Physics Studies.....	212	PhD: Higher Education Administration	335
		PhD: Leadership	337
		PhD: Religion.....	377
		PhD: Religious Education	372
		ThD: Doctor of Theology.....	380
GRADUATE DEGREES			
DMin: Doctor of Ministry	365		
DPT: Doctor of Physical Therapy	204		
DScPT: Doctor of Science in Physical Therapy.....	206		
t-DPT: Doctor of Physical Therapy—Transitional	205		
EdD: Educational Psychology.....	319		
EdD: Curriculum and Instruction	306		

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 | MH | Marsh Hall (<i>Crayon Box, Nursing, Nutrition & Wellness</i>) |
| AAP | Andrews Airpark (<i>Aeronautics, Seamount Building, Tucker Building</i>) | DAIRY | Dairy | NH | Nethery Hall (<i>Communication, English, Honors, Intensive English, International Language Studies, Social Work, Student Success Center, Writing Center</i>) |
| AD | Administration Building (<i>Academic Records, Enrollment, Student Financial Services</i>) | FARM | Farm | NT | North Tower (<i>Women's Residence</i>) |
| ADC | Art & Design Center | FHH | Forsyth Honors House | NTN | Neighbor to Neighbor |
| AG | Agriculture (<i>Greenhouse</i>) | GAG | Garland Apts G (<i>University Apartments</i>) | PATH | Pathfinder Building |
| AH | Alumni House | GU | Griggs University | PH | Price Hall (<i>Biology</i>) |
| ARB | Arboretum/Grounds | HAR | Harrigan Hall (<i>Digital Media & Photography, LithoTech</i>) | PMC | Pioneer Memorial Church |
| ARCH | Architecture | HML | Hamel Hall (<i>Music</i>) | POWR | Power Plant |
| AV | Apple Valley Market | HORN | Horn Archaeological Museum | PS | Plant Service |
| BGYM | Beaty Gym (<i>Pool</i>) | HPAC | Howard Performing Arts Center | PT | Physical Therapy |
| BH | Bell Hall (<i>Educational & Counseling Psychology, Leadership, Teaching, Learning & Curriculum, Speech-Language Pathology & Audiology</i>) | HYH | Haughey Hall (<i>Engineering & Computer Science, Mathematics, Physics</i>) | RMES | Ruth Murdoch Elementary School |
| BKS | Bookstore (<i>Post Office, Hair Salon</i>) | HH | Halenz Hall (<i>Chemistry & Biochemistry, Medical Laboratory Sciences</i>) | SEM | Seminary |
| BT | Burman Tower (<i>Men's Residence</i>) | IMC | Integrated Marketing & Communication | SFTY | Campus Safety |
| BUL | Buller Hall (<i>Behavioral Sciences, History & Political Science, IDP, Religion & Biblical Languages</i>) | IPA | Institute for Prevention of Addictions | SH | Smith Hall (<i>Agriculture, Art Gallery</i>) |
| CC | Campus Center (<i>Campus Ministries, Dining Services, Intl Student Services, UG Leadership, Recreation Center, Student Life</i>) | IT | Information Technology (<i>AIM, ITS, Telecom</i>) | SUH | Sutherland House (<i>Andrews University Press</i>) |
| CSH | Chan Shun Hall (<i>Accounting, Economics & Finance; Management, Mktg & Info Systems</i>) | JGYM | Johnson Gym | TH | Tubing Hill |
| | | JWL | James White Library | TRANS | Transportation |
| | | LH | Lamson Hall (<i>Women's Residence</i>) | UT | University Towers (<i>Guest & Convention Services</i>) |
| | | LUC | Lake Union Conference | WWTP | Wastewater Treatment Plant |
| | | MED | Medical Center | | |
| | | MEIER | Meier Hall (<i>Men's Residence</i>) | | |

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